# Table of Contents

*Tim Reid Masters. Spring 2010*

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Bear River High School
SAE & FFA
2010/2011 Summer Calendar

**June**
11-14    Vacation
15-16    SAE Visits; Beef and Swine
17       Prepare for Boosters Dinner
19-24    CATA Conference
25-26    Vacation
27       SAE Visits
28-30    Officer Retreat

**July**
1-5      Vacation
6-9      SAE Visits, Shop Work
10-11    Vacation
12       Beef Showmanship practice
13-15    SAE Visits, Shop Work
16-24    Vacation
25       Beef Clip Day
26       Beef Showmanship Practice
28-29    SAE Visits
30-31    Vacation

**August**
1-5      Fair Prep, SAE Visits
6-7      Vacation
8-13     Nevada County Fair
15-16    Vacation
17       First Day of School
Professional Growth Activities

2010
- CATA Conferences
- CATA Skills Week Classes
- Member of Livestock producers board
- Leadership council local Teacher union

2011
- CATA Officer
- CATA Conferences
- Member of Livestock producers board
- Officer Teachers Union
- Adjunct professor local community college

2012
- Start Administrative Credential/PHD program
- CATA Officer
- CATA Conferences
- Adjunct Professor local community college
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Class Average: 87.74% 92.31% 55.36% 72.14% 96.07% 70.71% 100.00% 79.29%

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Class Average: 87.74% 92.86% 52.14% 74.29% 78.57% 100.00% 96.57% 80.00%
### Student Scores - Printable

**Building:** 34 - Bear River High School  
**Course:** 065100-1 (Ag Mech III/Fab, Design Art)  
**Period:** 2  
**Report Card Run:** 2

**Marking Period:** M1 (08/17/2010 - 10/15/2010)  
**Teacher:** Reid, Timothy

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## Report Card Run: 2

### Marking Period: M1 (08/17/2010 - 10/15/2010)  Teacher: Reid, Timothy

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**Class Average**: 84.96% 100.00% 52.86% 37.14% 95.71% 74.29% 98.57% 77.14%

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### Student Scores - Printable

**Building:** 34 - Bear River High School  
**Course:** 065100-2 (Ag Mech III/Fab, Design Art)  
**Period:** 3  
**Report Card Run:** 2  
**Marking Period:** M1 (08/17/2010 - 10/15/2010)  
**Teacher:** Reid, Timothy

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### Report Card Run: 2

**Teacher:** Reid, Timothy

**Marking Period:** M1 (08/17/2010 - 10/15/2010)

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**Class Average:** 92.76% 100.00% 90.00% 81.67% 100.00% 83.33% 98.33% 83.33%

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Building: 34 - Bear River High School  Course: 065090-2 (Ag Mechanics II)  Period: 3  Report Card Run: 2

Marking Period: M1 (08/17/2010 - 10/15/2010)  Teacher: Reid, Timothy

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Class Average: 90.14% 100.00% 73.08% 73.08% 98.08% 76.92% 99.23% 75.38%

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Class Average: 90.14%  92.31%  73.08%  66.15%  96.15%  100.00%  84.62%  78.46%

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**Period**: 4  
**Report Card Run**: 2  
**Marking Period**: M1 (08/17/2010 - 10/15/2010)  
**Teacher**: Reid, Timothy

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## Building: 34 - Bear River High School  Course: 065090-3 (Ag Mechanics II)  Period: 4  Report Card Run: 2

### Marking Period: M1 (08/17/2010 - 10/15/2010)

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Marking Period: M1 (08/17/2010 - 10/15/2010)  Teacher: Reid, Timothy

| Student ID | Student Name | Average | #1 8/19 TEST | PART Pts: 25.00 Wgt: 1 | #2 9/3 PART | PART Pts: 10.00 Wgt: 1 | #3 9/10 PART | PART Pts: 10.00 Wgt: 1 | #4 9/17 TEST | PART Pts: 100.00 Wgt: 1 | #5 9/17 PART | PART Pts: 50.00 Wgt: 1 | #6 9/24 PART | PART Pts: 10.00 Wgt: 1 | #7 9/24 PART | PART Pts: 50.00 Wgt: 1 |
|------------|--------------|---------|--------------|-----------------------|------------|------------------------|------------|------------------------|------------|-----------------------|------------|------------------------|------------|------------------------|------------|
| 61548      |              | 92.26%  | 25.00        | 7.00                  | 6.00       | 100.00                 | 9.00       | 50.00                  | 7.00       |
| 91506      |              | 80.09%  | 25.00        | 7.00                  | 7.00       | 100.00                 | 6.00       | 50.00                  | 7.00       |
| 91508      |              | 91.17%  | 25.00        | 8.00                  | 9.00       | 100.00                 | 9.00       | 50.00                  | 10.00      |
| 90852      |              | 73.70%  | 25.00        |                       |            |                        |            |                        |            |
| 90856      |              | 90.96%  | 25.00        | 3.00                  | 3.00       | 95.00                  | 9.00       | 50.00                  | 10.00      |
| 91651      |              | 82.14%  | 25.00        | 3.00                  | 3.00       | 100.00                 | 8.00       | 45.00                  | 9.00       |
| 90990      |              | 96.30%  | 25.00        | 9.00                  | 10.00      | 100.00                 | 10.00      | 50.00                  |            |
| 90995      |              | 87.28%  | 25.00        | 3.00                  | 5.00       | 95.00                  | 3.00       | 50.00                  | 3.00       |
| 91001      |              | 90.64%  | 25.00        | 9.00                  | 3.00       | 95.00                  | 7.00       | 50.00                  | 8.00       |

Class Average: 87.17%  100.00%  54.44%  51.11%  98.33%  67.78%  98.89%  60.00%

### Assignment Descriptions Key:

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Class Average: 87.17% 67.33% 60.00% 68.89% 100.00% 94.44% 94.89% 76.67%

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# Assessment Class Report

**Building:** 34 - Bear River High School  
**Course:** 065090-4 (Ag Mechanics II)  
**Period:** 6  
**Report Card Run:** 2  
**Marking Period:** M1 (08/17/2010 - 10/15/2010)  
**Teacher:** Reid, Timothy

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**Class Average:** 86.47% 100.00% 66.00% 64.00% 98.00% 78.00% 98.00% 64.00%

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11/17/2010
A. Name

Francisco E. Aguirre

B. Gender: Male

C. Date: 01/28/09

D. Year in Agriculture Program:

2nd (1st, 2nd, 3rd, 4th)

E. Grade Level in School:

12 (9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

- I plan a career in agriculture
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

- White
- Hispanic
- Black (Except Hispanic)
- Filipino
- Asian or Pacific Islander
- American Indian/Native American
- Other

I. Locator Data:

Street Address: 16801 Campos Dr

Phone Number: (580) 782-3326

Parent/Guardian Name (Print Full Name For Each)

Mr. Alberto Aguirre

Miss/Mrs./Ms. Rosa E. Aguirre

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

I want to have a job that involves working with others in a hands-on job.

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full-Time

No Further Education

Some College Later

2. Go to College

Community College

Four Year College

Full-Time Student

Part-Time Student

Agriculture Major

Non-Agriculture Major

3 Go Into Military Service
STUDENT PROGRAM PLANNING FORM
A. Name: Knight Lorestina N
B. Gender: Male
C. Date: 9/19/62
D. Year in Agriculture Program: 3rd
E. Grade Level in School: 9
F. Program of Instruction Being Pursued: (Select Only One)
   - Plant & Soil Science (4010)
   - Animal Science (4020)
   - Agricultural Mechanics (4030)
   - Agricultural Business (4040)
   - Ornamental Horticulture (4050)
   - Forestry & Natural Resources (4060)
   - Agriscience (4070)
G. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture
   - Not a career, just an interest in agriculture.
   - Not interested, placed in class.
H. Ethnic Origin: (Select Only One)
   - White
   - Hispanic
   - Black (Except Hispanic)
   - Filipino
   - Asian or Pacific Islander
   - American Indian/Native American
   - Other
I. Locator Data:
   - Street Address: 24278 Greenfield St Espanola
   - Phone Number: 530 787 3014
   - Parent/Guardian Name (Print Full Name For Each)
     - Mr. Bobby J Queen
     - Miss/Mrs./Ms. Dorothy Queen
J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, please in parenthesis () an occupation in agriculture you would enjoy doing.
   - I want a career in Ag, but not sure what yet
K. Please indicate below your plans after graduation from high schools:
   1. Go to Work Full - Time
      - No Further Education
      - Some College Later
   2. Go to College
      - Community College
      - Four Year College
      - Full-Time Student
      - Part-Time Student
      - Agriculture Major
      - Non-Agriculture Major
   3. Go Into Military Service
<table>
<thead>
<tr>
<th>Course</th>
<th>School Year</th>
<th>School Year</th>
<th>School Year</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
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<td>11th</td>
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<tr>
<td>AP Calculus</td>
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<td>Spanish II</td>
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<td>English II</td>
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<tr>
<td>Spanish I</td>
<td>11th</td>
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<td>11th</td>
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<td>English I</td>
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</tr>
<tr>
<td>AP English</td>
<td>12th</td>
<td>12th</td>
<td>12th</td>
<td>12th</td>
</tr>
</tbody>
</table>

**Planned Course of Study (PCS)**

*Planned courses that meet occupational goal by school year. All classes previously taken, currently taking, and planned to be taken in new term.*
AGRICULTURAL EDUCATION STUDENT CAREER SHEET
DATA SHEET

A. Name
  Reyes
  First Name, MI
  Roman

B. Gender: Male
  Female

C. Date: 9/15/09

D. Year in Agriculture Program:
  3rd
  (1st, 2nd, 3rd, 4th)
  11
  (9, 10, 11, 12)

E. Grade Level in School:

F. Program of Instruction Being Pursued: (Select Only One)
   - Plant & Soil Science (4010)
   - Animal Science (4020)
   - Agricultural Mechanics (4030)
   - Agricultural Business (4040)
   - Ornamental Horticulture (4050)
   - Forestry & Natural Resources (4060)
   - Agriscience (4070)

G. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture
   - Not a career, just an interest in agriculture.
   - Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   - White
   - Hispanic
   - Black (Except Hispanic)
   - Filipino
   - Asian or Pacific Islander
   - American Indian/Native American
   - Other

I. Locator Data:
   Street Address: 18063 CA Rd. 70 Brooks CA 95606
   Phone Number: (530) 796-5873
   Parent/Guardian Name (Print Full Name For Each)
   Mr.
   C. Martin Reyes
   Miss/Mrs./Ms.
   Susan Reyes

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   Stock Contractor

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full - Time
   No Further Education
   Some College Later

2. Go to College
   Community College
   Four Year College
   Full-Time Student
   Part-Time Student
   Agriculture Major
   Non-Agriculture Major

3. Go Into Military Service
### Student Program Planning Form

**I.** Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>Course</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 4</td>
<td>SENIOR YEAR</td>
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<tr>
<td>English III</td>
<td>JUNIOR YEAR</td>
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<tr>
<td>English II</td>
<td>FRESHMAN YEAR</td>
</tr>
<tr>
<td>Pre-Cal</td>
<td></td>
</tr>
<tr>
<td>AP U.S. History</td>
<td></td>
</tr>
<tr>
<td>Farm Power</td>
<td></td>
</tr>
<tr>
<td>Ag. Science</td>
<td></td>
</tr>
<tr>
<td>Ag. Science I</td>
<td></td>
</tr>
<tr>
<td>Ag. Science II</td>
<td></td>
</tr>
<tr>
<td>Ag. Science III</td>
<td></td>
</tr>
</tbody>
</table>

**II.** Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
<thead>
<tr>
<th>Size S.A.E.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**III.** Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Size S.A.E.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IV.** Parents/Guardians Signature:
A. Name: Stephens
   Last Name: Delores
F. Program of Instruction Being Pursued: (Select Only One)
   __ Plant & Soil Science (4010)
   __ Animal Science (4020)
   __ Agricultural Mechanics (4030)
   X ___ Agricultural Business (4040)
   __ Ornamental Horticulture (4050)
   __ Forestry & Natural Resources (4060)
   __ Agriscience (4070)
G. I Am Taking This Course Because: (Select One)
   __ I plan a career in agriculture
   X ____ Not a career, just an interest in agriculture.
   __ Not interested, placed in class.
H. Ethnic Origin: (Select Only One)
   X ___ White
   ___ Hispanic
   ___ Black (Except Hispanic)
   ___ Filipino
   ___ Asian or Pacific Islander
   ___ American Indian/Native American
   ___ Other
J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   Architect (Dolphin Trainer)
K. Please indicate below your plans after graduation from high schools:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service
<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Junior Year</th>
<th>Sophomore Year</th>
<th>Freshman Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Math 1</td>
<td>English</td>
<td>Math 2</td>
</tr>
<tr>
<td>Core</td>
<td>Core</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
</tr>
</tbody>
</table>

**Supervised Agricultural Experience Plan (Project Program should be related to career goal)**

1. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.
**AGRICULTURAL EDUCATION - STUDENT CAREER SHEET DATA SHEET**

<table>
<thead>
<tr>
<th>A. Name</th>
<th>Madeline M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td></td>
</tr>
<tr>
<td>First Name, MI</td>
<td></td>
</tr>
<tr>
<td>Gender:</td>
<td>Female</td>
</tr>
<tr>
<td>Date:</td>
<td>01/15/09</td>
</tr>
<tr>
<td>Year in Agriculture Program:</td>
<td>2nd</td>
</tr>
<tr>
<td></td>
<td>1st, 2nd, 3rd, 4th</td>
</tr>
<tr>
<td>E. Grade Level in School:</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>F. Program of Instruction Being Pursued: (Select Only One)</td>
<td></td>
</tr>
<tr>
<td>Plant &amp; Soil Science (4010)</td>
<td></td>
</tr>
<tr>
<td>Animal Science (4020)</td>
<td></td>
</tr>
<tr>
<td>Agricultural Mechanics (4030)</td>
<td></td>
</tr>
<tr>
<td>Agricultural Business (4040)</td>
<td></td>
</tr>
<tr>
<td>Ornamental Horticulture (4050)</td>
<td></td>
</tr>
<tr>
<td>Forestry &amp; Natural Resources (4060)</td>
<td></td>
</tr>
<tr>
<td><strong>✓</strong> Agriscience (4070)</td>
<td></td>
</tr>
<tr>
<td>G. I Am Taking This Course Because: (Select One)</td>
<td></td>
</tr>
<tr>
<td>I plan a career in agriculture</td>
<td></td>
</tr>
<tr>
<td>Not a career, just an interest in agriculture.</td>
<td></td>
</tr>
<tr>
<td><strong>✓</strong> Not interested, placed in class.</td>
<td></td>
</tr>
<tr>
<td>H. Ethnic Origin: (Select Only One)</td>
<td></td>
</tr>
<tr>
<td><strong>✓</strong> White</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td>Black (Except Hispanic)</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
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</tr>
<tr>
<td>Asian or Pacific Islander</td>
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</tr>
<tr>
<td>American Indian/Native American</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>I. Locator Data:</td>
<td></td>
</tr>
<tr>
<td>Street Address: 25810 Craig St.</td>
<td></td>
</tr>
<tr>
<td>Phone Number: (530) 787-1847</td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian Name (Print Full Name For Each)</td>
<td></td>
</tr>
<tr>
<td>Mr. Darren Parker</td>
<td></td>
</tr>
<tr>
<td>(Miss/Mrs./Ms. Kelly Parker)</td>
<td></td>
</tr>
<tr>
<td>J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.</td>
<td></td>
</tr>
<tr>
<td><strong>(Dental Hygienist)</strong></td>
<td></td>
</tr>
<tr>
<td>K. Please indicate below your plans after graduation from high schools:</td>
<td></td>
</tr>
<tr>
<td>1. Go to Work Full - Time</td>
<td></td>
</tr>
<tr>
<td>No Further Education</td>
<td></td>
</tr>
<tr>
<td>Some College Later</td>
<td></td>
</tr>
<tr>
<td><strong>✓</strong></td>
<td></td>
</tr>
<tr>
<td>2. Go to College</td>
<td></td>
</tr>
<tr>
<td>Community College</td>
<td></td>
</tr>
<tr>
<td>Four Year College</td>
<td></td>
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<td>Full-Time Student</td>
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<tr>
<td>Part-Time Student</td>
<td></td>
</tr>
<tr>
<td>Agriculture Major</td>
<td></td>
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<tr>
<td>Non-Agriculture Major</td>
<td></td>
</tr>
<tr>
<td>3 Go Into Military Service</td>
<td></td>
</tr>
</tbody>
</table>
### Student Program Planning Form

#### 1. Planned courses of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Course</th>
<th>School Year</th>
<th>Course</th>
<th>School Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Year</td>
<td>Electrical</td>
<td>Junior Year</td>
<td>Science</td>
<td>Senior Year</td>
<td>Math</td>
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</tr>
</tbody>
</table>

#### 2. Planned department activity (FEA)

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

#### 3. Supervised Agricultural Experience Plan (Project Program should be related to career goal)

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

#### 4. Ag Mechanic Small

<table>
<thead>
<tr>
<th>Name</th>
<th>Size</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### 5. Guardian Signed

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 6. Parents/Guardians Signature:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name: Casas
   Last Name: Estevan Andres
   First Name, M.I:

B. Gender: Male

C. Date: 9/29/69

D. Year in Agriculture Program: 1st

E. Grade Level in School: 11

F. Program of Instruction Being Pursued: (Select Only One)
   - Plant & Soil Science (4010)
   - Animal Science (4020)
   - Agricultural Mechanics (4030)
   - Agricultural Business (4040)
   - Ornamental Horticulture (4050)
   - Forestry & Natural Resources (4060)
   - Agriscience (4070)

G. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture
   - Not a career, just an interest in agriculture.
   - Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   - White
   - Hispanic
   - Black (Except Hispanic)
   - Filipino
   - Asian or Pacific Islander
   - American Indian/Native American
   - Other

I. Locator Data:
   Street Address: 1035 Mattie St.
   Phone Number: 530-787-4014
   Parent/Guardian Name (Print Full Name For Each)
   Mr. Jose Casas
   Miss/Mrs./Ms. Lourdes Casas

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

K. Please indicate below your plans after graduation from high schools:
   1. Go to Work Full-Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3 Go Into Military Service
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name: Montes Carlos
   Last Name: Montes
   First Name: Carlos

B. Gender: Male

C. Date: 9/29/09

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

E. Grade Level in School: 12
   (9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)
   - Plant & Soil Science (4010)
   - Animal Science (4020)
   - Agricultural Mechanics (4030)
   - Agricultural Business (4040)
   - Ornamental Horticulture (4050)
   - Forestry & Natural Resources (4060)
   - Agriscience (4070)

G. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture
   - Not a career, just an interest in agriculture
   - Not interested, placed in class

H. Ethnic Origin: (Select Only One)
   - White
   - Hispanic
   - Black (Except Hispanic)
   - Islander
   - Native American

I. Locator Data:
   Street Address: 2580 Craig St.
   Phone Number: (530) 787-3153
   Parent/Guardian Name (Print Full Name For Each)
   Mr. Daniel Montes
   Miss/Mrs./Ms. Maria Montes

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   wedding or (Electric Engineering)

K. Please indicate below your plans after graduation from high schools:
   1. Go to Work Full-Time
      - No Further Education
      - Some College Later
   2. Go to College
      - Community College
      - Four Year College
      - Full-Time Student
      - Part-Time Student
      - Agriculture Major
      - Non-Agriculture Major
   3. Go Into Military Service
<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Credit</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Mech II</td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Mech III</td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Mech</td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Tech</td>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Year</td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Year</td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore Year</td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman Year</td>
<td>Senior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The future planned courses of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in.
A. Name
  Last Name: Jacobo
  First Name, MI: Sergio

B. Gender: Male

C. Date: 9-28-09

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

E. Grade Level in School:
  (9, 10, 11, 12)
  11

F. Program of Instruction Being Pursued: (Select Only One)
   - Plant & Soil Science (4010)
   - Animal Science (4020)
   - Agricultural Mechanics (4030)
   - Agricultural Business (4040)
   - Ornamental Horticulture (4050)
   - Forestry & Natural Resources (4060)
   - Agriscience (4070)

G. I Am Taking This Course Because: (Select One)
   - [ ] I plan a career in agriculture
   - [ ] Not a career, just an interest in agriculture.
   - [ ] Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   - [ ] White
   - [ ] Hispanic
   - [ ] Black (Except Hispanic)
   - [ ] Filipino
   - [ ] Asian or Pacific Islander
   - [ ] American Indian/Native American
   - [ ] Other

I. Locator Data:
   Street Address: 25771 Grafton St
   Phone Number: (530) 908-6972
   Parent/Guardian Name (Print Full Name For Each)
   Mr. Sergio Jacobo
   Miss/Mrs./Ms. Francisca Jacobo

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   [ ] Either Criminal Justice or Farming

K. Please indicate below your plans after graduation from high schools:
   1. Go to Work Full - Time
   - No Further Education
   - Some College Later

   2. Go to College
   - Community College
   - Four Year College
   - Full-Time Student
   - Part-Time Student
   - Agriculture Major
   - Non-Agriculture Major

   3 Go Into Military Service
## Student Program Planning Form

<table>
<thead>
<tr>
<th>Course</th>
<th>School Year</th>
<th>School Year</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4 Mechanics</td>
<td>Senior Year</td>
<td>Junior Year</td>
<td>Sophomore Year</td>
</tr>
</tbody>
</table>

- **Parents/Guardians Signature:**

- **Supervised Agricultural Experience Plan (Project Program should be related to career goal):**

- **Planned Department Activity (FFA):**

- **Note:** Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.
AGRICULTURAL EDUCATION - STUDENT CAREER SHEET
DATA SHEET

A. Name ________
   Last Name ________
   First Name, MI ________

B. Gender: Male ________
   Female ________

C. Date: ________

D. Year in Agriculture Program: ________
   (1st, 2nd, 3rd, 4th)
   ________
   (9, 10, 11, 12)

E. Grade Level in School: ________

F. Program of Instruction Being Pursued: (Select Only One)
   ________ Plant & Soil Science (4010)
   ________ Animal Science (4020)
   ________ Agricultural Mechanics (4030)
   ________ Agricultural Business (4040)
   ________ Ornamental Horticulture (4050)
   ________ Forestry & Natural Resources (4060)
   ________ Agriscience (4070)

G. I Am Taking This Course Because: (Select One)
   ________ I plan a career in agriculture
   ________ Not a career, just an interest in agriculture.
   ________ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)
   ________ White
   ________ Hispanic
   ________ Black (Except Hispanic)
   ________ Filipino
   ________ Asian or Pacific Islander
   ________ American Indian/Native American
   ________ Other

I. Locator Data:
   Street Address: ________
   Phone Number: ________
   Parent/Guardian Name (Print Full Name For Each)
   Mr. ________
   Miss/Mrs/Ms. ________

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   ________

K. Please indicate below your plans after graduation from high schools:
   1. Go to Work Full - Time ________
      No Further Education ________
      Some College Later ________
   2. Go to College ________
      Community College ________
      Four Year College ________
      Full-Time Student ________
      Part-Time Student ________
      Agriculture Major ________
      Non-Agriculture Major ________
   3 Go Into Military Service ________
<table>
<thead>
<tr>
<th>School Year</th>
<th>Course</th>
<th>Health/Physical Education</th>
<th>Graduate Credit(s)</th>
<th>Total Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Planned course of study is to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

STUDENT PROGRAM PLANNING FORM
Permanent Student Ag Record

Attached are pictures of our ag student record keeping system. Each file drawer has a class color coated by year Freshmen to two years out of the program. In the file is the students data sheets, record books, and a list of proficiencies complete to become a program completer.

Files are clear once student is two years out of high school. If student is not in an ag class for two consecutive years the file is also tossed.
AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

DATA SHEET

A. Name: ___________________________ (Print) ________________________________ Last  First  MI

B. Gender: (Circle One) Male  Female

C. Date: ___________________________ Age: ________

D. Year In Agriculture Program: (Circle One) 1  2  3  4

E. Grade Level In School: (Circle One)  9  10  11  12

F. Program Of Instruction Being Pursued: (Select Only One)

   [ ] Plant & Soil Science (4010)
   [ ] Animal Science (4020)
   [ ] Agricultural Mechanics (4030)
   [ ] Agricultural Business Management (4040)
   [ ] Ornamental Horticulture (4050)
   [ ] Forestry & Natural Resources (4060)
   [ ] Agriculture Core - Year One (4070)
   [ ] Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

   [ ] I plan a career in agriculture.
   [ ] Not a career, just an interest in agriculture.
   [ ] Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

   [ ] White
   [ ] Hispanic
   [ ] Black (Except Hispanic)
   [ ] Filipino
   [ ] Asian or Pacific Islander
   [ ] American Indian/Native Alaskan

I. Locator Data:

   Street Address: __________________________________________
   Phone Number: __________________________________________

   Parent/Guardian Name (Print Full Name For Each)

   [ ] Mr. ________________________________
   [ ] Miss ________________________________
   [ ] Mrs. ________________________________

   J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

   __________________________________________

   __________________________________________

K. Please indicate below your plans after graduation from high school:

   1. Go to Work Full-Time _______
      No Further Education _______
      Some College Later _______

   2. Go to College
      Community College _______
      Four Year College _______
      Full-Time Student _______
      Part-Time Student _______
      Agriculture Major _______
      Non-Agriculture Major _______

   3. Go Into Military Service _______


STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in
the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>(20__)</td>
<td>(20__)</td>
<td>(20__)</td>
<td>(20__)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TEACHER</th>
<th>RM</th>
<th>CLASS</th>
<th>TEACHER</th>
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<th>TEACHER</th>
<th>RM</th>
<th>CLASS</th>
<th>TEACHER</th>
<th>RM</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

M. Supervised Practical Experience Plan (Project program should be related to career goal).

<table>
<thead>
<tr>
<th>S.O.E.</th>
<th>SIZE</th>
<th>S.O.E.</th>
<th>SIZE</th>
<th>S.O.E.</th>
<th>SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

N. Planned Departmental Activities (FFA)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: ____________________________
Course Sequence at Esparto High School in the Agriculture Department

Advanced Plant Science Pathway

Year 1
Agricultural Biology

Year 2
Ornamental Horticulture

Year 3
The Art & History of Floral Design

Year 4
Advanced Floriculture

Plant Science Pathway

Year 1
Integrated Agricultural Science

Year 2
Agricultural Biology

Year 3
Ornamental Horticulture

Year 4
The Art & History of Floral Design
All students starting as freshman must take Introduction to Agriculture and Agriculture Biology as sophomores. Students starting as sophomores must take Agriculture Biology if they have taken a previous science class in their first year and they are intending to use the course as a graduation requirement. Otherwise they must take Ag. Science I.

The two program areas listed above and the course listed after them in each year is the sequence students should follow. Students should choose one of the program areas after their second year and follow the sequence listed. Courses must be followed for program completers. Secondary courses are listed for some of the years if schedules permit. The secondary course should not be interrupted as part of the sequence. Students must complete three of the courses to gain a certification in their chosen program area.

Changes in the above sequences must be approved by the Agricultural Program Manager.
Possible Future Courses at Esparto High School

Ag Environmental Science, Ag. Business, and Animal Science

Potential Pathways:

**Ag. Environmental Science Pathway**

- Agricultural Biology
  - Ornamental Horticulture
    - The Art & History of Floral Design
      - Agricultural Environmental Science

**Ag Business Pathway**

- Agricultural Biology
  - Ag. Elective
    - Agricultural Biology
      - Ag. Business
        - Ag. Communications & Leadership

**Animal Science Pathway**

- Ag. Integrated Science
  - Agricultural Biology
    - Animal Physiology
      - Ag Communications & Leadership
I. Course Description:
This course is designed to give the first year student a strong foundation in the use of basic Ag mechanics shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hands-on learning will be stressed. This basic course includes rope work, wood and metalworking, welding and cutting processes, electrical, and plumbing. Students will build individual projects as time permits.

II. Expectations for Student Learning:
<table>
<thead>
<tr>
<th>Each student who completes this course will be able to:</th>
<th>CTE State Standard#</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Demonstrate proper safety procedures throughout the shop</td>
<td>B1.0</td>
</tr>
<tr>
<td>♦ Calculate a bill of materials and perform basic drawings</td>
<td>B9.4, B9.7</td>
</tr>
<tr>
<td>♦ Perform various rope work, knots, splices</td>
<td>N/A</td>
</tr>
<tr>
<td>♦ Demonstrate an understanding of welding equipment in our shop</td>
<td>B8.1</td>
</tr>
<tr>
<td>♦ Perform oxy-acetylene welding and cutting operations</td>
<td>B7.0</td>
</tr>
<tr>
<td>♦ Perform various hot and cold metal projects using shop tools</td>
<td>B7.0, B5.0</td>
</tr>
<tr>
<td>♦ Perform Stick Arc welding using various rods and fit-ups</td>
<td>B8.0</td>
</tr>
<tr>
<td>♦ Demonstrate an understanding of wood working tools</td>
<td>B2.0</td>
</tr>
<tr>
<td>♦ Construct small projects using all previously learned techniques</td>
<td>B1.0-B9.0</td>
</tr>
<tr>
<td>♦ Perform basic plumbing skills</td>
<td>B4.0</td>
</tr>
<tr>
<td>♦ Perform basic Electrical skills</td>
<td>B3.0</td>
</tr>
<tr>
<td>♦ Demonstrate an understanding of concrete and its uses</td>
<td>B6.0</td>
</tr>
<tr>
<td>♦ Record and maintain proper records</td>
<td>B9.7, 13.0 FS</td>
</tr>
<tr>
<td>♦ Demonstrate an understanding of careers in Ag Mechanics</td>
<td>3.0 FS</td>
</tr>
<tr>
<td>♦ Demonstrate character, work ethic, and leadership of a EHS Student</td>
<td>8.0, 9.0 FS</td>
</tr>
</tbody>
</table>

III. Grading: Your Grade will be based on the following areas:

<table>
<thead>
<tr>
<th>Participation, Work Ethic</th>
<th>Quality of Work Performed</th>
<th>Safety</th>
<th>Clean-Up Responsibilities</th>
<th>FFA</th>
<th>SAE</th>
<th>Tests, Quizzes, and Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>10%</td>
<td>10%</td>
<td>15%</td>
<td>10%</td>
<td>5%</td>
<td>10%</td>
</tr>
</tbody>
</table>

90% and up                    80% to 89%      70% to 79%    60% to 69%     59% to below F
A                           B                           C                           D                           F

FFA Participation: FFA is an integral portion of an Esparto Ag department class. Therefore, to receive full FFA credit (10%) students must participate in at least 2 per quarter or (4) FFA activities per semester.

SAE Participation: Students must maintain a current record book and complete a Supervised Agriculture Active Project (SAE).
IV. Required Materials:
1. Three ring binder (1-1 ½”, Blue)
2. Lined Paper
3. Pen and Pencils
4. Calculator (Cheap)
5. Combination Pad Locks (NO KEYS)
6. Coveralls, Shop Coat or Jeans with Long Sleeve Shirt (cotton)
7. Safety Glasses
8. Leather Shoes, or Boots
9. Slip-Joint Pliers

V. Strongly Suggested Materials:
1. Oxy-Fuel Cutting / Welding Glasses (Shade #5)
2. Welding Helmet (Shade #10)
3. Leather Welding gloves
4. Tape Measure 25ft

Recommended Welding/Supply Stores in Yolo County
- Air Gas
- PDM Steel
- Herbst Manufacturing
- Home Depot
- Tractor Supply
- Trico Welding

VI. Class and Shop Expectations Made by the Students:

Teacher
- Teach us to use tools properly
- Don’t waste the students time.

Students
- Will not “play with” the vise
- Don’t misuse tools
- Respect others
- Wear safety glasses
- Don’t waste the teachers time

Absences:

1. If a test, assignment, etc. was missed during the absence, it is the students responsibility to find out from the instructor what was missed upon returning to class.

2. Any missed tests / assignments must be made up within two (2) days after returning to school. Failure to do so will result in a score of zero (0) for that test / assignment.
3. Class time will not be given to complete missed work.

**Tardies:**

1. Students are required to be in their seats, ready to work, when the tardy bell rings.

2. If a student is tardy due to a valid reason (detained by another teacher, etc.) It is the students responsibility to bring a note to excuse the tardy. These excused tardies will not be counted against the student.

**Responsibilities:**

1. Every student is required to bring the necessary materials (binder, pen or pencil) to class everyday.

2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student’s notebook, organized and in chronological order. This notebook will be turned in at the end of each quarter to be graded.

**VII. Mr. Reid’s Shop Expectations:**

1. No student may work in the shop or use shop equipment without first passing appropriate safety test(s).

2. No student may work in the shop or use shop equipment without an instructor present.

3. No student may leave the shop area at any time until excused by the instructor.

4. All students will perform their assigned clean-up duties at the end of every period.

5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.

6. Students projects and supplies are private property. Please respect the rights of others and leave anything that is not yours, alone.

7. Proper clothing and protective gear will be worn in the shop at all times.

8. Report all injuries, broken or lost equipment, and materials needed to the instructor immediately.
9. The following are NOT permitted in the shop at any time:

   a. Horse-Play  
   b. Fighting  
   c. Throwing any object  
   d. Improper use of equipment  
   e. Abuse of equipment  
   f. Foul Language  
   g. Smoking or chewing  
   h. Loud or annoying noises

10. This class will be treated as a job. You would not be late or miss work very often before you are fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:

   a. Safety  
   b. Participation / Work Ethic  
   c. Quality of Work Performed  
   d. Completion of Assignments  
   e. Clean-up Responsibilities  
   f. FFA/SAE  
   g. Tests, Quizzes, and Homework

The Agriculture Department wishes all students the best of luck with their courses. I have read and understand the above grading policy, I agree to it and will try my best in my Agriculture Mechanics class!

Student_________________________________________ Date__________________

Parent_________________________________________ Date__________________
# Esparto High School
## Agriculture Mechanics 1 Road Map

### I. First Semester:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/23</td>
<td>Introduction, Course Syllabus, Class and shop orientation</td>
</tr>
<tr>
<td>2</td>
<td>8/30</td>
<td>Shop Safety, Intro to FFA, FFA Creed</td>
</tr>
<tr>
<td>3</td>
<td>9/6</td>
<td>Shop Safety, Tool ID.</td>
</tr>
<tr>
<td>5</td>
<td>9/12</td>
<td>Intro to wood materials/tools. Woodworking safety.</td>
</tr>
<tr>
<td>6</td>
<td>9/27</td>
<td>Intro to tap/die project. Intro to measurement, Cold metal safety.</td>
</tr>
<tr>
<td>7</td>
<td>10/4</td>
<td>Rotate groups between Wood and Cold Metal projects.</td>
</tr>
<tr>
<td>8</td>
<td>10/11</td>
<td>Rotate groups between Wood and Cold Metal projects</td>
</tr>
<tr>
<td>9</td>
<td>10/18</td>
<td>Intro to Record Keeping / FFA Recordbook. O/C CDE, CA Ag.</td>
</tr>
<tr>
<td>10</td>
<td>10/25</td>
<td>Measurement</td>
</tr>
<tr>
<td>11</td>
<td>11/1</td>
<td>Intro to oxy-acetylene safety and equipment.</td>
</tr>
<tr>
<td>12</td>
<td>11/8</td>
<td>Introduction to arc welding safety, Arc theory and Demonstrations.</td>
</tr>
<tr>
<td>13</td>
<td>11/15</td>
<td>Oxy-acetylene welding and cutting and Arc welding guided practice.</td>
</tr>
<tr>
<td>14</td>
<td>11/29</td>
<td>Oxy-acetylene welding and cutting and Arc welding guided practice.</td>
</tr>
<tr>
<td>15</td>
<td>12/6</td>
<td>Loose ends week, tap/die, wood, welding, notes, etc.</td>
</tr>
<tr>
<td>16</td>
<td>12/13</td>
<td>Review, Written Semester Final, Practical Semester Final</td>
</tr>
</tbody>
</table>

### II. Second Semester:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/3</td>
<td>FFA Recordbook. More Measurement.</td>
</tr>
<tr>
<td>2</td>
<td>1/10</td>
<td>Rope work: knots and splices to enter into the fair.</td>
</tr>
<tr>
<td>3</td>
<td>1/17</td>
<td>Bill of materials lesson, Plan Drawing.</td>
</tr>
<tr>
<td>4</td>
<td>1/24</td>
<td>Intro to basic plumbing skills, pipe threading.</td>
</tr>
<tr>
<td>5</td>
<td>1/31</td>
<td>Basic Plumbing skills</td>
</tr>
<tr>
<td>6</td>
<td>2/7</td>
<td>Intro to (GMAW) Mig welding, refresh arc safety, practice.</td>
</tr>
<tr>
<td>7</td>
<td>2/22</td>
<td>Mig Weld and Arc Welding practice</td>
</tr>
<tr>
<td>8</td>
<td>2/28</td>
<td>Intro to Plasma cutting process. Plasma cut and Plasma Cam</td>
</tr>
<tr>
<td>9</td>
<td>3/7</td>
<td>Parliamentary Procedure, FFA Record Books</td>
</tr>
<tr>
<td>10</td>
<td>3/14</td>
<td>Intro to Concrete unit. Safety. Basic skills</td>
</tr>
<tr>
<td>11</td>
<td>3/21</td>
<td>Small Concrete Projects.</td>
</tr>
<tr>
<td>12</td>
<td>3/28</td>
<td>Intro to electrical unit. Safety. Basic skills.</td>
</tr>
<tr>
<td>13</td>
<td>4/4</td>
<td>Electrical circuit work.</td>
</tr>
<tr>
<td>14</td>
<td>4/11</td>
<td>Spring Break</td>
</tr>
<tr>
<td>15</td>
<td>4/12</td>
<td>Rotate groups between Wood and Arc Welding projects</td>
</tr>
<tr>
<td>16</td>
<td>4/25</td>
<td>Rotate groups between Wood and Arc Welding projects</td>
</tr>
<tr>
<td>17</td>
<td>4/26</td>
<td>Rotate groups between Wood and Arc Welding projects</td>
</tr>
<tr>
<td>18</td>
<td>5/2</td>
<td>Rotate groups between Wood and Arc Welding projects</td>
</tr>
<tr>
<td>19</td>
<td>5/9</td>
<td>Loose ends week. Projects, notes, drawings, etc.</td>
</tr>
<tr>
<td>20</td>
<td>5/16</td>
<td>Loose ends week. Projects, notes, drawings, etc</td>
</tr>
<tr>
<td>21</td>
<td>5/23</td>
<td>Shop Clean-up, check out of lockers</td>
</tr>
<tr>
<td>22</td>
<td>5/30</td>
<td>Finals</td>
</tr>
</tbody>
</table>
Esparto High School
Agriculture Mechanics 2

I. Course Description:
This course is designed to give students a Basic understanding of fabrication and construction principles and basic engineering. In addition, advanced techniques in Mig (GMAW), Tig (GTAW), Stick (SMAW) and oxy-acetylene welding, cutting will be stressed. Additionally, electrical principles and skills will be continued from their Ag Mech 1 experience. Student will fabricate a medium sized project to practice their skills and further their problem solving abilities.

II. Expectations for Student Learning:
Each student who completes this course will be able to:

<table>
<thead>
<tr>
<th>Task</th>
<th>CTE State Standard#</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Demonstrate proper safety procedures throughout the shop</td>
<td>B1.0</td>
</tr>
<tr>
<td>♦ Calculate a bill of materials and perform basic drawings</td>
<td>B9.4, B9.7</td>
</tr>
<tr>
<td>♦ Operate and maintain fabrication tools and equipment appropriately</td>
<td>B9.3</td>
</tr>
<tr>
<td>♦ Perform oxy-acetylene welding and cutting operations</td>
<td>B7.0</td>
</tr>
<tr>
<td>♦ Properly adjust all welders for different welding applications</td>
<td>B8.1</td>
</tr>
<tr>
<td>♦ Demonstrate proper Mig (GMAW) welding in all positions and fit-ups</td>
<td>B8.2, B8.3</td>
</tr>
<tr>
<td>♦ Demonstrate proper Tig (GTAW) welding in flat the position.</td>
<td>B8.2, B8.3</td>
</tr>
<tr>
<td>♦ Perform Electrical wiring skills</td>
<td>B3.0</td>
</tr>
<tr>
<td>♦ Plan and construct a project using learned techniques</td>
<td>B9.7</td>
</tr>
<tr>
<td>♦ Record and maintain proper records</td>
<td>B9.7,</td>
</tr>
<tr>
<td>♦ Demonstrate an understanding of careers in Ag Mechanics</td>
<td>3.0 FS</td>
</tr>
<tr>
<td>♦ Demonstrate character, work ethic, and leadership of an EHS Student</td>
<td>8.0, 9.0 FS</td>
</tr>
</tbody>
</table>

III. Grading: Your Grade will be based on the following areas:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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SAE Participation: Students must maintain a current record book and complete a Supervised Agriculture Active Project (SAE).
IV. Required Materials:
1. Three ring binder (1-1 ½”, Green)
2. Lined Paper
3. Pen and Pencils
4. Calculator (Cheap)
5. Combination Pad Locks (NO KEYS)
6. Coveralls, Shop Coat or Jeans with Long Sleeve Shirt (cotton)
7. Safety Glasses
8. Leather Shoes, or Boots
9. Slip-Joint Pliers

V. Strongly Suggested Materials:
1. Oxy-Fuel Cutting / Welding Glasses (Shade #5)
2. Welding Helmet (Shade #10)
3. Leather Welding gloves
4. Tape Measure 25ft

Recommended Welding/Supply Stores in Yolo County
Air Gas
PDM Steel
Herbst Manufacturing
Home Depot
Tractor Supply

VI. Class and Shop Expectations:

1. Be in class everyday and Be on time! You have to be in class to participate.
2. Respect yourself and others
3. Always follow every safety rule!! Safety First!
4. Cooperate with other people in the class
5. Always give every task your best effort

Absences:

1. If a test, assignment, etc. was missed during the absence, it is the students responsibility to find out from the instructor what was missed upon returning to class.

2. Any missed tests / assignments must be made up within two (2) days after returning to school. Failure to do so will result in a score of zero (0) for that test / assignment.

3. Class time will not be given to complete missed work.
Tardies:

1. Students are required to be in their seats, ready to work, when the tardy bell rings.

2. If a student is tardy due to a valid reason (detained by another teacher, etc.) It is the student's responsibility to bring a note to excuse the tardy. These excused tardies will not be counted against the student.

Responsibilities:

1. Every student is required to bring the necessary materials (binder, pen or pencil) to class everyday.

2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student's notebook, organized and in chronological order. This notebook will be turned in at the end of each quarter to be graded.

VII. Mr. Reid's Shop Rules:

1. No student may work in the shop or use shop equipment without first passing appropriate safety test(s).

2. No student may work in the shop or use shop equipment without an instructor present.

3. No student may leave the shop area at any time until excused by the instructor.

4. All students will perform their assigned clean-up duties at the end of every period.

5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.

6. Students projects and supplies are private property. Please respect the rights of others and leave anything that is not yours, alone.

7. Proper clothing and protective gear will be worn in the shop at all times.

8. Report all injuries, broken or lost equipment, and materials needed to the instructor immediately.
9. The following are NOT permitted in the shop at any time:

   a. Horse-Play
   b. Fighting
   c. Throwing any object
   d. Improper use of equipment
   e. Abuse of equipment
   f. Foul Language
   g. Smoking or chewing
   h. Loud or annoying noises

10. This class will be treated as a job. You would not be late or miss work very often before you are fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:

   a. Safety
   b. Participation / Work Ethic
   c. Quality of Work Performed
   d. Completion of Assignments
   e. Clean-up Responsibilities
   f. FFA/SAE
   g. Tests, Quizzes, and Homework

The Agriculture Department wishes all students the best of luck with their courses.
I have read and understand the above grading policy, I agree to it and will try my best in my Agriculture Mechanics class!

Student____________________________________ Date________________________

Parent____________________________________ Date______________________
Esparto High School
Agriculture Mechanics 2 Road Map

I. First Semester:
♦ Week 1  8/23  Introduction, Course Syllabus, Class and shop orientation
♦ Week 2  8/30  Shop Safety, FFA, FFA O/C refresher
♦ Week 3  9/6  Shop Safety, Tool ID.
♦ Week 5  9/12  Oxy-acetylene safety and equipment refresher.
♦ Week 6  9/27  Arc Welding safety and equipment refresher
♦ Week 7  10/4  Rotate groups between Oxy-acetylene and Arc Welding.
♦ Week 8  10/11 Rotate groups between Oxy-acetylene and Arc Welding
♦ Week 9  10/18  Rotate groups between Oxy-acetylene and Arc Welding
♦ Week 10  10/25  Measurement
♦ Week 11  11/1  Intro to Project construction
♦ Week 12  11/8  Project construction, Overview of Ag Mechanics CDE
♦ Week 13  11/15  Project construction.
♦ Week 14  11/29  Project construction.
♦ Week 15  12/6  Loose ends week, tap/die, wood, welding, notes, etc.
♦ Week 16  12/13  Review, Written Semester Final, Practical Semester Final

II. Second Semester:
♦ Week 1  1/3  FFA Recordbook. More Measurement.
♦ Week 2  1/10 Intro to (GMAW) Mig welding, refresh arc safety.
♦ Week 3  1/17  Bill of materials lesson, Plan Drawing.
♦ Week 4  1/24  Rotate groups between Arc Welding and Mig Welding.
♦ Week 5  1/31  Basic Plumbing skills
♦ Week 6  2/7  Rotate groups between Arc Welding and Mig Welding.
♦ Week 7  2/22  Rotate groups between Arc Welding and Mig Welding.
♦ Week 8  2/28  Rotate groups between Arc Welding and Mig Welding.
♦ Week 9  3/7  Parliamentary Procedure, FFA Record Books
♦ Week 10  3/14  Measurement, Ag Mechanics CDE
♦ Week 11  3/21  Small Concrete Projects.
♦ Week 12  3/28  Project construction
♦ Week 13  4/4  Electrical circuit work.
♦ Week 14  4/11  Project construction
♦ Week 15  4/12  Project construction
♦ Week 16  4/25  Project construction
♦ Week 17  4/26  Project construction
♦ Week 18  5/2  Project construction
♦ Week 19  5/9  Project construction
♦ Week 20  5/16  Loose ends week. Projects, notes, drawings, etc
♦ Week 21  5/23  Shop Clean-up, check out of lockers
♦ Week 22  5/30  Finals
I. Course Description:
Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch will be covered in detail. Students will be expected to design and construct project and compile appropriate data as per project. Examples of projects are; wood splitters, trailers, barbecues, sports and fitness equipment, farm implements, etc. Additionally, students will explore a variety of avenues available to them after graduation. The goal of the advance class is to prepare students for their individual directions after graduation. Field trips to colleges, businesses, job sites, and expositions may be planned.

II. Expectations for Student Learning:
Each student who completes this course will be able to: CTE State Standard#
♦ Demonstrate proper safety procedures throughout the shop B1.0
♦ Calculate a bill of materials and perform basic drawings B9.4, B9.7
♦ Understand the use of various wood, metal, and fasteners B2.0
♦ Operate and maintain fabrication tools and equipment appropriately B9.3
♦ Perform oxy-acetylene welding and cutting operations B7.0
♦ Properly adjust all welders for different welding applications B8.1
♦ Demonstrate advanced Mig, Tig, stick welding in all positions/fit-ups. B8.2, B8.3
♦ Perform Electrical wiring skills B3.0
♦ Understand hydraulics/pneumatics as used in project construction B11.4
♦ Plan and construct a project using learned techniques B9.7
♦ Record and maintain proper records B9.7, 13.0
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III. Grading: Your Grade will be based on the following areas;

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IV. Suggested Materials:
1. Three ring binder (1-1 ½”, Green)
2. Lined Paper
3. Pen and Pencils
4. Calculator (Cheap)
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7. Safety Glasses
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1. Oxy-Fuel Cutting / Welding Glasses (Shade #5)
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The Agriculture Department wishes all students the best of luck with their courses.
I have read and understand the above grading policy, I agree to it and will try my best in my Agriculture Mechanics class!

Student__________________________________________ Date________________
Parent____________________________________________ Date________________
Esparto High School
Ag Mechanics 3/4 Road Map

I. First Semester:
- Week 1  8/23  Introduction, Course Syllabus, Class and shop orientation
- Week 2  8/30  Shop Safety, FFA, FFA O/C refresher
- Week 3  9/6   Shop Safety, Tool ID.
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   c. Quality of Work Performed
   d. Completion of Assignments
   e. Clean-up Responsibilities
   f. FFA/SAE
   g. Tests, Quizzes, and Homework

The Agriculture Department wishes all students the best of luck with their courses. I have read and understand the above grading policy, I agree to it and will try my best in my Agriculture Mechanics class!

Student_________________________________________ Date__________

Parent_________________________________________ Date__________
Espano High School
Ag Construction Road Map

I. First Semester:
♦ Week 1 8/23 Introduction, Course Syllabus, Class and shop orientation
♦ Week 2 8/30 Shop Safety, FFA, FFA O/C refresher
♦ Week 3 9/6 Shop Safety, Tool ID.
♦ Week 4 9/13 Plan drawing, Bill of materials lesson.
♦ Week 5 9/12 Plan drawing, Bill of materials lesson.
♦ Week 6 9/27 Concrete
♦ Week 7 10/4 Concrete, Concrete Project
♦ Week 8 10/11 Framing
♦ Week 9 10/18 Framing
♦ Week 10 10/25 Measurement
♦ Week 11 11/1 Framing
♦ Week 12 11/8 Project construction, Shed
♦ Week 13 11/15 Project construction, Shed
♦ Week 14 11/29 Project construction, Shed
♦ Week 15 12/6 Loose ends week.
♦ Week 16 12/13 Review, Written Semester Final, Practical Semester Final

II. Second Semester:
♦ Week 1 1/3 FFA Recordbook, More Measurement.
♦ Week 2 1/10 Electrical
♦ Week 3 1/17 Wire Shed
♦ Week 4 1/24 Plumbing
♦ Week 5 1/31 Plumbing Shed
♦ Week 6 2/7 Equipment Operation
♦ Week 7 2/22 Equipment Operation
♦ Week 8 2/28 Equipment Operation
♦ Week 9 3/7 School Project Layout
♦ Week 10 3/14 Measurements, Ag Mechanics CDE
♦ Week 11 3/21 School Project construction
♦ Week 12 3/28 School Project construction
♦ Week 13 4/4 School Project construction
♦ Week 14 4/11 School Project construction
♦ Week 15 4/12 School Project construction
♦ Week 16 4/25 School Project construction
♦ Week 17 4/26 School Project construction
♦ Week 18 5/2 Project construction
♦ Week 19 5/9 Project construction
♦ Week 20 5/16 Loose ends week, Projects, notes, drawings, etc
♦ Week 21 5/23 Shop Clean-up, check out of lockers
♦ Week 22 5/30 Finals
Esparto High School
Agriculture Department
Course Expectations 2010-2011

Instructor: Mrs. Charter

I. Course Description: Ornamental Horticulture
Pre-requisite: Biology with C or higher.
Grade Level: Junior and Senior
Credit: Elective credit
The Ornamental Horticulture course is designed to teach students basic skills used in the horticulture industry. Course content and “hands-on” learning aspects will consist of the horticulture industry, plant science, plant propagation, integrated pest management, landscape design and marketing. This course will also provide students with the opportunity to create their own plant (SAE) projects including sales and marketing of their projects through FFA plant sales.


Textbooks: Piloting of textbooks during the 2010-2011 school year.

Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:
Your grade will be based on the following:
85% Classroom work. This includes homework, quizzes, tests, and in-class assignments.
10% FFA Participation.
5% Supervised Agricultural Education

III. FFA- 10% of Grade
1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in a minimum of 2 activities per quarter.
IV. SAE (Supervised Agricultural Experience)-5% of grade.
   1. All students are required to have a project that relates to agriculture.
   2. Projects require prior approval of the instructor.
   3. An FFA record book will be required for all students.

V. Required Supplies
   1. Notebook.
   2. Work clothes. Could include clothes to wear that you don’t mind getting dirty, coveralls or an apron. An old pair of tennis shoes is also highly recommended.

Contact Information:
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

Student Name: __________________________

I have read and understand all the policies and procedures contained herein.

______________________________       __________________
Student Signature                  Date

______________________________       __________________
Parent/Guardian Signature          Date
I. Course Description: Agricultural Biology

CSU/UC (d) GRAD CREDIT: Life Science 9th – 10th grade

Agriculture Biology is a one-year, laboratory science course designed for the college-bound student with career interest in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, and humans and the environment, nutrition in animals, health and disease in animals, and the similarities between animals and humans. The course is centered on extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

II. Grading:

Your grade will be based on the following:

85% Classroom work. This includes homework, quizzes, tests, class notebooks, and in-class assignments.

10% FFA Participation

5% SAE (Supervised Agricultural Experience)

Letter grades will be assigned using the following guidelines:

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

III. Tests

1. Tests will be given at the completion of each unit of study.
2. Quizzes will be given periodically as needed.
3. There will be a Final Exam at the end of each semester.
4. Make up tests are the responsibility of the student! If you have an excused absence on the day of a test, it is your responsibility to make an appointment to take it within 1 week of returning to school.
IV. Homework and Class Assignments
1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.

V. FFA – 10% of grade
1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.

VI. SAE (Supervised Agricultural Experience)- 5% of grade
1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students.

VII. Office Hours
1. Monday-Thursday before and after school.
2. Lunch time.
3. I will make every effort to help students outside of class please contact me if I can arrange another time.

Contact Information:
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

I have read and understand all the policies and procedures contained herein.

Student Name: ________________________________

Student Signature ________________________________ Date ______________

Parent/Guardian Signature ________________________________ Date ______________
I. Course Description: Floriculture
GRAD CREDIT: Elective, UC Art Credit. Course is currently going through accreditation. This course will train students in occupation skills for entry-level employment in floral shops, nurseries, and department stores, selling floral products, houseplants, balloon arrangements, and retail items. Students develop artistic skills using elements of design as they relate to flora, balloons, and plant design. They will receive training in floral arranging, balloon design, customer service, production, care, and maintenance of houseplants.

Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:
Your grade will be based on the following:
85% Classroom work. This includes homework, quizzes, tests, and in-class assignments.
10% FFA Participation.
5% Supervised Agricultural Education

III. Required Supplies
1. One inch 3-ring binder or section of a binder.
2. Hand Pruners
3. Optional equipment would include scissors, wire cutters, and needle-nose pliers.

** Make sure to mark your name on tools.

IV. FFA- 10% of Grade
1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in a minimum of 2 activities per quarter.
V. SAE (Supervised Agricultural Experience)-5% of grade.
   1. All students are required to have a project that relates to agriculture.
   2. Projects require prior approval of the instructor.
   3. An FFA record book will be required for all students.

Contact Information:
Email: acharte@espartok12.org
Phone: 787-3405 extension 225

-----------------------------------------------

Student Name: ______________________________

I have read and understand all the policies and procedures contained herein.

__________________________________________  _________________________
Student Signature                        Date

__________________________________________  _________________________
Parent/Guardian Signature                Date
<table>
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<tr>
<th><strong>Write-up Description</strong></th>
<th><strong>20 points</strong></th>
<th><strong>15 points</strong></th>
<th><strong>10 points</strong></th>
<th><strong>Total</strong></th>
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<tr>
<td>A full page that described what the student accomplished. One paragraph discussed how their SAE relates to a career in agriculture.</td>
<td></td>
<td>The write-up was a full page describing what the student accomplished. Write-up is missing the career paragraph.</td>
<td>*The write-up was slightly shorter than a page and missing the career portion. Write-up was correct length but not typed.</td>
<td>0 points No write-up.</td>
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<td><strong>Log</strong></td>
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<td>10 points</td>
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<td>Student had a log that had 10+ hours. Log also included parent signature.</td>
<td>Student had a log however it lacked either the correct amount of hours or signature.</td>
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<td><strong>Pictures</strong></td>
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<td>Student had 3 pictures with them working on their SAE in the picture.</td>
<td>Student had less than 3 pictures or they were not in the picture.</td>
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Comments:
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<th>Yes</th>
<th>No</th>
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<td>fair</td>
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<td>2. Recommendations:</td>
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<td>3. Miscellaneous Information:</td>
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<td></td>
<td>4. The student has attained or learned the following as a result of this project:</td>
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<td></td>
<td></td>
<td>5. Student's Signature:</td>
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<td></td>
<td>Date:</td>
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<td>Agricultural Instructor</td>
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<td></td>
<td>Yellow: Ag Dept.</td>
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<td></td>
<td>White: Student's Copy</td>
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How to manage a plot of beef

1. The student has attained or learned the following as a result of this project:
   - [ ] Increase grain and hay
   - [ ] Needs bigger pen
   - [ ] Needs extra feed
   - [x] Above average
   - [ ] Average
   - [ ] Poor

2. Recommendation: Needs bigger pen, needs to

3. Miscellaneous Information:
   - [ ] 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th

4. The student has attained or learned the following as a result of this project:
   - [ ] Increase grain and hay
   - [ ] Needs bigger pen

5. Student's Signature: Amy

Date: 1/15/10

endor:

Name: Nick McCoy

SUPERVISION RECORD OF SUPERVISED AGRICULTURAL EXPERIENCE

AGRICULTURE DEPARTMENT
AGRICULTURE DEPARTMENT

SUPERVISION RECORD OF SUPERVISED AGRICULTURAL EXPERIENCE

Name: PJ Seiber

Project(s): Steer

Account Book: X Yes ___ No  Parent Contact: X Yes ___ No

1. General condition of project: ___ poor ___ fair ___ average X above average

2. Recommendations:
   Keep Steer on low grain,
   Keep working on Showmanship

3. Miscellaneous Information: Nice steer

4. The student has attained or learned the following as a result of this project:
   How to find a big steer

5. Student’s Signature: D Seiber  Date: 3/15/10

Signed: T B

Agricultural Instructor

White: Student’s Copy  Yellow: Ag Dept.  Pink: Supt. Copy  Gold: Parent’s Copy
AGRICULTURE DEPARTMENT

SUPERVISION RECORD OF SUPERVISED AGRICULTURAL EXPERIENCE

Name: Jessica Knolle

Project(s): Steer

Account Book: X Yes No Parent Contact: Yes No

1. General condition of project: poor X fair average above average

2. Recommendations: Feed the steer grain. Start working on halter training.

3. Miscellaneous Information: Needs more space to run around.

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

5. Student’s Signature: Jessica Knolle Date: 3/22/10

Signed:

Agricultural Instructor

White: Student’s Copy Yellow: Ag Dept. Pink: Supt. Copy Gold: Parent’s Copy
AGRICULTURE DEPARTMENT

SUPERVISION RECORD OF SUPERVISED AGRICULTURAL EXPERIENCE

Name: Brenna Trujillo

Project(s): Sheep

Account Book: ___ Yes ___ No Parent Contact: ___ Yes ___ No

1. General condition of project: ___ poor ___ fair ___ average ___ above average

2. Recommendations: Get sheep tame, start feeding grain 1.5 lbs per day and get up to 2.5 in one week.

3. Miscellaneous Information: Good lamb

4. The student has attained or learned the following as a result of this project:
   how to take care of a lamb project

5. Student’s Signature: Brenna Trujillo

   Date: 5/21/10

Signed:

Agricultural Instructor

White: Student’s Copy Yellow: Ag Dept. Pink: Supt. Copy Gold: Parent’s Copy
AGRICULTURE DEPARTMENT

SUPERVISION RECORD OF SUPERVISED AGRICULTURAL EXPERIENCE

Name: Omar Jacobo

Project(s): Plaement, Full Belly Farm

Account Book: X Yes ___ No Parent Contact: ___ Yes X No

1. General condition of project: ___ poor ___ fair ___ average X above average

2. Recommendations: Recorded summer hours, take more pictures. Try working in all aspects of the farm.

3. Miscellaneous Information: Student works really hard.

4. The student has attained or learned the following as a result of this project:
   Hard work, dedication, and commitment

5. Student's Signature: Omar Jacobo Date: 5/30/10

Signed: [Signature]
Agricultural Instructor

White: Student's Copy Yellow: Ag Dept. Pink: Supt. Copy Gold: Parent's Copy
Name: Madison King

Project(s): Sheep

Account Book: X Yes ___ No

Parent Contact: X Yes ___ No

1. General condition of project: ___ poor ___ fair X average ___ above average

2. Recommendations: Start to work with lamb to tame him down. He likes to jump and maybe hard to work with. Shot feed sheep 1.5 lbs of grain per day and work up to 7.5 in a week.

3. Miscellaneous Information: Student will have to work hard to tame sheep.

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

N/A

5. Student’s Signature: Madison King

Date: 5/21/10

Signed: Agricultural Instructor

White: Student’s Copy

Yellow: Ag Dept.

Pink: Supt. Copy

Gold: Parent’s Copy
AGRICULTURE DEPARTMENT

SUPERVISION RECORD OF SUPERVISED AGRICULTURAL EXPERIENCE

Name: Mason Goodner

Project(s): Placement, Seibert Farms

Account Book: Yes ___ No Parent Contact: Yes ___ No

1. General condition of project: poor ___ fair ___ average ___ above average

2. Recommendations: Take more pictures; make sure wire is tighter before clipping; use two story dolly; we on to part of fence

3. Miscellaneous Information: Working hard

4. The student has attained or learned the following as a result of this project: building fence, planting out trees, suppliers

5. Student’s Signature: Mason Goodner Date: 5/29/10

Signed: Agricultural Instructor

White: Student’s Copy Yellow: Ag Dept. Pink: Supt. Copy Gold: Parent’s Copy
Name: Hannah Muller

Project(s): Placement, Camp Full Farm

Account Book: X Yes No

Parent Contact: X Yes No

1. General condition of project: ___ poor ___ fair ___ average X above average

2. Recommendations: Pick a more outdoor related activity to help with your proficiency. Apply for next year.

3. Miscellaneous Information: Hannah will just graduated and will be eligible for her American dream next year.

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

5. Student’s Signature: ___________ Date: 7/30/00

Signed: ___________ Agricultural Instructor

White: Student’s Copy Yellow: Ag Dept. Pink: Supt. Copy Gold: Parent’s Copy
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**MAY 2010**

**Steel Service When and Where You Need It**

**Woodland, WA**

**Stockton, CA**

**Santa Clara, CA**

**Peach CO**

**Las Vegas, NV**

**Spanish Fork, UT**
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<td>11</td>
<td>Landscape</td>
</tr>
<tr>
<td>Stevenson, Christopher</td>
<td>9</td>
<td>Home Improvement</td>
</tr>
<tr>
<td>Stone, Michaela</td>
<td>12</td>
<td>Sheep</td>
</tr>
<tr>
<td>Stroh, Dakota</td>
<td>10</td>
<td>Swine</td>
</tr>
<tr>
<td>Tipton, Michael</td>
<td>9</td>
<td>Swine</td>
</tr>
<tr>
<td>Treteway, Jack</td>
<td>10</td>
<td>Home Improvement</td>
</tr>
<tr>
<td>Tucker, Austin</td>
<td>10</td>
<td>Home Improvement</td>
</tr>
<tr>
<td>Tunget, Garrett</td>
<td>12</td>
<td>Ag Placement</td>
</tr>
<tr>
<td>Name, First Name</td>
<td>Year</td>
<td>Major</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td>Turner, Cody</td>
<td>9</td>
<td>Landscape</td>
</tr>
<tr>
<td>Turner, Dillon</td>
<td>12</td>
<td>Landscape</td>
</tr>
<tr>
<td>Turner, Tanner</td>
<td>10</td>
<td>Ag Mech</td>
</tr>
<tr>
<td>Waldman, Corey</td>
<td>11</td>
<td>Ag Mech</td>
</tr>
<tr>
<td>Wenger, Brent</td>
<td>10</td>
<td>Landscape</td>
</tr>
<tr>
<td>Wirth, Michael</td>
<td>12</td>
<td>Equine</td>
</tr>
<tr>
<td>Young, Richard</td>
<td>11</td>
<td>Ag Mech</td>
</tr>
</tbody>
</table>
SAE Experience

My project was related to an Ag Job because it involved construction and carrying for animals. During my experience I had to build a shade structure and make a cage for my llama. One of the hardest parts of making the shade structure was measuring the boards and cutting them to the right size. As soon as everything was cut out I had to start building from the bottom up. For the rest of the cage I had to measure how big I wanted his cage to be and where I was going to put the gate at. My experience was really hard and took a lot of time and dedication for me to build my llama’s cage.

When I first got my llama the lady that gave him to me told me he has never been worked with so he maybe a little wild. So when I first got him I just mainly sat outside and pet him so that he would get used to me. What really helped me out to tame him down was when I would give him little treats or alfalfa pellets. After he got used to me I tried getting him used to my dog and I don’t think llamas like dogs because he always flares his nostrils when my dog gets close to him. Every day I have to go to see if my llama has food and water and if he doesn’t I water him and feed him. I usually let him out before I go to school and have my dad put him away when he gets home. Then later on when I get home I let my llama out to graze then when sun starts going down I put him away. I try to let my llama out twice a day to graze and eat grass and leaves off the trees. I have noticed the more I work with him every day the more trust he has in me.

I think that raising animals and doing agricultural work will help me better prepare myself for the future. Ever since I could remember when I was younger I have been raising chickens even till this very day. Some other animals that I have raised growing up in life are goats, cows, pigs, and now a llama.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Hours</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/20</td>
<td>building shade structure</td>
<td>8hours</td>
<td></td>
</tr>
<tr>
<td>3/21</td>
<td>building cage</td>
<td>4hours</td>
<td></td>
</tr>
<tr>
<td>3/28</td>
<td>trying to tame him down</td>
<td>2hours</td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>trying to get him used to me</td>
<td>2hours</td>
<td></td>
</tr>
<tr>
<td>4/4</td>
<td>trying to walk him</td>
<td>2hours</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>feeding and watering him</td>
<td>15min</td>
<td></td>
</tr>
<tr>
<td>4/11</td>
<td>feeding and watering him</td>
<td>15min</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>trying to walk him</td>
<td>1hour</td>
<td></td>
</tr>
<tr>
<td>4/18</td>
<td>walking dog and llama</td>
<td>1hour</td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>washing him</td>
<td>30min</td>
<td></td>
</tr>
<tr>
<td>4/25</td>
<td>letting little cousin’s pet llama</td>
<td>10min</td>
<td></td>
</tr>
<tr>
<td>Write-up Description</td>
<td>20 points</td>
<td>15 points</td>
<td>10 points</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>A full page that described what the student accomplished. One paragraph discussed how their SAE relates to a career in agriculture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The write-up was a full page describing what the student accomplished. Write-up is missing the career paragraph.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The write-up was slightly shorter than a page and missing the career portion. *Write-up was correct length but not typed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td>15 points</td>
<td>10 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Student had a log that had 10+ hours. Log also included parent signature.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student had a log however it lacked either the correct amount of hours or signature.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td>15 points</td>
<td>10 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Student had 3 pictures with them working on their SAE in the picture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student had less than 3 pictures or they were not in the picture.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Esparto High School SAE

A Supervised Agricultural Experience Program (SAEP) for students enrolled in California Secondary School Agricultural Education Programs is an individually designed sequence of practical agricultural activities which occur out-of-class, meet established minimum criteria, are supervised by a qualified vocational agriculture teacher, and which develop competencies related to the agricultural career selected by the student. There are several types of Supervised Agricultural Experiences which a student might incorporate into a SAE program. A SAE program can legitimately be comprised of a single type of SAE or it might be a mixture of two more types. The types are:

1. **Ownership/Entrepreneurial/Productive**
   SAEs in this category may be individually owned or they may be partnerships, cooperatives, or other forms of group ownership. They are mini-enterprises in agricultural production or agribusiness and may relate to any of the six Agricultural Education program areas. They may be conducted on school property or off school property. A key feature is that the student(s) engaged in this type of SAE invariably have a financial investment or risk in it.

2. **Paid Placement**
   SAEs in this category involve only those situations where the student is employed in an agricultural job and is compensated for hours of labor. To determine if the job is agriculturally related, a positive answer to the following question must be made: “Does a knowledge of agriculture enhance the employability in the career selected?” The compensation may be set wage or salary or it might be comprised of other forms such as barter for feed, rent, equipment payments, or other inputs required to conduct the program. In any case, the form and amount of compensation must be a matter of record. The agricultural job may be in agricultural production or agribusiness and may relate to any of the seven Agricultural Education program areas.

3. **Unpaid Placement**
   SAEs in this category consist only of those situations where the student is employed in an agricultural job for experience only and is not compensated in any other manner for hours of labor. The agricultural job may be agricultural production or
agribusiness and may relate to any of the six Agricultural Education program areas.
(For the purpose of degree advancement in the FFA a student may claim “minimum wage” to calculate income.)

4. **Directed Laboratory**
   SAEs in this category are unpaid group experience in a practical agricultural activity planned by the Agriculture teacher especially for those students who are unable to engage in any other form of SAE. It usually is on school property but not necessarily so. It is funded through some source other than the students personally. It may be conducted partially during class time but must involve student labor out-of-class hours as well. Students may share in profits returned by the activity but not necessarily.

5. **Home and Community Improvement**
   SAEs in this category may be used only as a supplementary experience in an SAE program which includes one or more of the other types. They frequently do not involve competencies related to agricultural occupations and usually are unpaid. They may be group or individually conducted.

A SAEP shall meet the following minimum criteria:
1. The SAEP shall be described in the student’s career plan.
2. Students enrolled in their first year of Agricultural Education shall be engaged in their SAEP by the end of that year.
3. Students enrolled as continuing or advanced students in Agricultural Education courses must conduct SAEP activities during each year of their enrollment.
4. A student’s SAEP must increase in scope (hours, head, acres, etc.) and/or become more diverse from one year to the next each year of enrollment in Agricultural Education.

   The minimum scope for SAEP shall be:

   **First Year of Enrollment**
   - develop and file plan by end of third quarter
   - 75 hours of self-labor
   - maintain records
   - develop and practice at least 10 competencies

   **Second Year of Enrollment**
   - review and modify SAEP plan as necessary
   - 150 hours of self-labor
   - maintain records
   - develop and practice at least 10 additional competencies
   - either and/or
     a. at least one additional type of SAEP
     b. more numbers of same type of SAE

   **Third Year of Enrollment**
   - review and modify SAEP plan as necessary
   - 225 hours of self-labor
   - maintain records
   - develop and practice at least 10 additional competencies; list in SAEP records
   - either and/or
a. at least one additional type of SAE  
b. more numbers of the same type of SAE  
c. Substitute a new type of SAE for another which is to be discontinued

**Fourth Year of Enrollment**  
- review and modify SAEP plan as necessary  
- 225 hours of self-labor  
- maintain records  
- develop and practice at least 10 additional competencies; list in SAEP records  
- either/and

a. at least one additional type of SAE  
b. More numbers of the same type of SAE  
c. Substitute a new type of SAE for another which is being discontinued

5. A student’s SAEP must be supervised by the Agricultural teacher who shall confer with the student at the SAE site(s) at least once per grading period while the SAE is being conducted.

6. The student’s participation in SAE and the quality of the SAE program shall be a planned part of the student grading system for the Agricultural Education program.

7. Students must keep records on their SAEP in the California Agricultural Education record book.

8. A student’s SAE ownership will have a potential for producing a financial return.

9. At least 75% of the student’s self-labor in an SAE must be conducted outside the school’s usual class hours.

10. Competencies developed through SAE must contribute to the student’s employability in an agricultural occupation related to the student’s career goal.
Esparto FFA
Program of Activities
2009-2010
Officers Message

Welcome to a new year in the Esparto FFA!

Every year, our chapter continues to grow stronger. Therefore, we, the 2009-2010 Chapter Officer Team, have chosen this year’s theme to be “Growing Strong.” To further our growth as a chapter, we need YOU to prove that the Esparto Chapter is FFA Strong.

This year, we need membership involvement to skyrocket our chapter to a new height. To follow through with our “Growing Strong” theme, we need the core of our organization—meaning you as members and adult volunteers—to help us successfully execute the events we have planned for this upcoming school year. These activities include movie nights, the Halloween Hoe Down Carnival, our Drive-Through Barbecues, White Elephant Gift Exchange, Sweetheart Week, Donkey Basketball, the Almond Festival Breakfast, our Kiss A Pig Contest, Kick Back Coco Night, etcetera. These planned events will not only better our chapter, but you as well. This will help you in your strive towards personal growth, career success, and premier leadership. Not to mention, there will be an awesomely rewarding Points Award Trip.

We, your 2009-2010 Officer Team, challenge YOU to test your strength and become more involved in the FFA to continue the growth of you and our chapter. If you take this challenge, in return we guarantee that we will serve you to the best of our abilities and push our chapter members and our chapter as a whole to gain the recognition we deserve.

Thank you for electing us to serve you for this school year. We are honored to have the privilege to help the Esparto FFA Chapter continue to grow.

Sincerely,
Hannah, Margot, Avalon, Loretta, Rebecca, Nick, Inez, and Miles
2009-2010 Esparto FFA Chapter Officer Team
The FFA Emblem

The national FFA emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of the FFA and agriculture. Each element within the emblem has unique significance.

The cross section of the ear of corn provides the foundation of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

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

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

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

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

The words “agriculture education” and “FFA” are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.
The FFA Colors

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors of NATIONAL BLUE and CORN GOLD give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

The FFA Motto

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

*Learning to do,*
*Doing to learn,*
*Earning to live,*
*Living to serve*
The FFA Creed

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

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

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

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

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

*The creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th and 63rd Conventions.*
The FFA Salute

The Pledge of Allegiance is the official salute of the National FFA Organization. To properly conduct the salute, face the United States flag, place the right hand over the left part of the chest and, holding it there, repeat the following pledge:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, on Nation under God, indivisible with liberty and justice for all."

At the conclusion of the pledge, the hand should be dropped to the side and the members should again face the President's station. The salute should always be used in official closing ceremonies for meetings and other FFA functions.
The FFA Mission Statement

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

The FFA Code of Ethics

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

- Dressing neatly and appropriately for the occasion.
- Showing respect for the rights of others and being courteous at all times.
- Being honest and not taking unfair advantage of others.
- Respecting the property of others.
- Refraining from loud, boisterous talk, swearing and other unbecoming conduct.
- Demonstrating sportsmanship in the show ring, judging contests and meetings.
- Being modest in winning and generous in defeat.
- Attending meetings promptly and respecting the opinion of others in discussion.
- Taking pride in our organization, activities, supervised experience program, exhibits, and the occupation of agriculture.
- Sharing with others experiences and knowledge gained by attending National and State meetings.
- Striving to establish and enhance my skills through agricultural education in order to enter a successful career.
- Appreciating and promoting diversity in our organization.
Career Development Events

The FFA offers many career development events (CDE's) designed to help students prepare for careers in agriculture. These events build speaking and personal skills for all students who participate. Below is a list of some of the more popular events. A complete list of these CDE teams can be found on www.calaged.org

<table>
<thead>
<tr>
<th>Agriculture Mechanics</th>
<th>Floriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agronomy</td>
<td>Light Horse Evaluation</td>
</tr>
<tr>
<td>Best Informed Greenhand</td>
<td>Livestock Evaluation</td>
</tr>
<tr>
<td>Dairy Judging</td>
<td>Vegetable Crops</td>
</tr>
<tr>
<td>Farm Power</td>
<td>Parliamentary Procedure</td>
</tr>
</tbody>
</table>

Public Speaking Events

The FFA also offers a variety of Public Speaking contests for students to compete in:

- Greenhands can compete in Creed Speaking, where students recite the FFA creed and answer questions based on its contents. Freshmen also take part in the Opening/Closing ceremonies contest.

- In Prepared Public Speaking, students prepare a six to eight minute speech on the agricultural topic of their choice.

- Extemporaneous Speaking encourages students to think on their feet. You have 30 minutes to write a four to six minute speech on a topic that you choose on site.

- Job Interview is a contest where you apply for an agriculture related career. You will fill out an application, write a resume, and interview for the job. This contest will help you find your dream job now!
Esparto FFA Award Opportunities

Not only do Esparto FFA members have the opportunity to be recognized for their accomplishments at the sectional, regional, and state levels – they are also recognized right here at home. Below is a list of awards given at the annual Esparto FFA Spring Awards Banquet and the students who were given those awards during the 2008-2009 year.

*Star Greenhand (First year Agriculture Student)* – Briceida Jacobo

*Star Chapter Farmer* – Miles Eldon

*Star Farmer* – Hannah Muller

*CDE Participation Awards* – Various Student Recipients

*Scholastic Achievement Awards* – Various Student Recipients

*Outstanding Freshman Award* – Anali Rodriguez

*Outstanding Sophomore Award* – Avalon Lucero

*Outstanding Junior Award* – Patty Flores

*Outstanding Senior Award* – Blake Muller

*Proficiency Awards* – Blake Muller, National Finalist – Outdoor Recreation

Hannah Muller, National Finalist – Agricultural Education

*Golden Hammer (Metal)* – Matt Juchniewicz

*Golden Hammer (Wood)* – Jacob Zentner

*Celso Robles Award* – Matt Juchniewicz

*Al Tandy Outstanding Project* – Rye Muller

FFA Workhorse – Edgar Sanchez

*FFA Member of the Year* – Ingrid Dittmar

Several community members, EHS Staff, and EUJD Staff are recognized each year as well with the Distinguished Service Citation as well as the Honorary Chapter FFA Degree. The members of the Esparto FFA Chapter truly appreciate the efforts of others made on their behalf.
Community Service

As a prominent group in the community, it is important that we give back to the community in which we live. Many community service activities are designed to instill in FFA members an attitude of service to the Capay Valley Community.

Here are the service activities that the Esparto FFA Chapter has planned for the 2009-2010 school year:

S.L.E.W.S

Letters to Troops

Toys for Kids

Easter Egg Hunt

4th Annual EHS Blood Drive

BloodSource® together 60 years
2009-2010 Chapter Officer Team

Each year, eight students are elected to serve as Chapter Officers. This group works closely with the chapter advisors and members to plan a year’s worth of activities and fundraisers. These eight members also serve as the leaders for the chapter, encouraging members to get involved and take advantage of the opportunities that FFA has to offer.

The 2009-2010 Esparto FFA Chapter Officer Team is:

President – Hannah Muller (Senior)

Vice President – Margot Dittmar (Junior)

Secretary – Avalon Lucero (Junior)

Treasurer – Loretta Knight (Junior)

Reporter – Justine Bozek (Sophomore)

Sentinel – Nick McCoy (Junior)

Historian – Inez Stephens (Junior)

Parliamentarian – Miles Eldon (Junior)
# 2009-2010 Budget

**Receipts:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics and Floral Sales</td>
<td>2000.00</td>
</tr>
<tr>
<td>Almond Festival Breakfast</td>
<td>5000.00</td>
</tr>
<tr>
<td>Sweetheart Week</td>
<td>1000.00</td>
</tr>
<tr>
<td>Donkey Basketball</td>
<td>2000.00</td>
</tr>
<tr>
<td>Hoes Down Harvest Festival</td>
<td>1000.00</td>
</tr>
<tr>
<td>Mother's Day Garden Tour</td>
<td>500.00</td>
</tr>
<tr>
<td>Drive-Thru BBQ's</td>
<td>3000.00</td>
</tr>
<tr>
<td>T-Shirt/Sweatshirt Sales</td>
<td>850.00</td>
</tr>
<tr>
<td>Halloween Hoe Down</td>
<td>250.00</td>
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<tr>
<td>Concessions</td>
<td>2000.00</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>17,600.00</strong></td>
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**Expenses:**

<table>
<thead>
<tr>
<th>Event</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Donkey Basketball</td>
<td>1400.00</td>
</tr>
<tr>
<td>Sweetheart Week</td>
<td>500.00</td>
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<tr>
<td>Greenhand Conference</td>
<td>1050.00</td>
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<tr>
<td>State FFA Leadership Conference</td>
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<tr>
<td>Almond Festival Breakfast</td>
<td>2000.00</td>
</tr>
<tr>
<td>Awards (Certificates, Pins, Plaques, etc.)</td>
<td>1500.00</td>
</tr>
<tr>
<td>Spring Awards Banquet</td>
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</tr>
<tr>
<td>Greenhand Initiation/Chapter Degree Banquet</td>
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<tr>
<td>FFA Meeting Food</td>
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<tr>
<td>Chapter Officer Leadership Conference</td>
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<td>Leadership Activities</td>
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<tr>
<td>Drive-Thru BBQ's</td>
<td>2000.00</td>
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<tr>
<td>T-shirts</td>
<td>600.00</td>
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<tr>
<td>Halloween</td>
<td>250.00</td>
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<tr>
<td>Concessions</td>
<td>1500.00</td>
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<td>MFE/ALA</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>16,700.00</strong></td>
</tr>
</tbody>
</table>

**Gross Profit of:** $900.00
Esparto FFA Committee Structure

I. **Executive Committee**

*Officer(s) in Charge:* President and Vice President  
*Chair:* Hannah Muller  
*Vice-Chair:* Margot Dittmar

*Committee Structure:* Committee will be comprised of the following individuals:
- 2009-2010 Chapter Officer Team  
- 2009-2010 Greenhand Officer Team
- 2 additional sophomore representatives  
- 2 additional junior representatives
- 2 additional senior representatives  
- Mrs. Charter and Mr. Reid

*Committee Goals and Objectives:*
1. Monitor the chapters’ progress towards agriculture departments, high school, and FFA goals.
2. Create new goals for the Esparto FFA Chapter at the beginning of each school year.
3. Make decisions to benefit the Esparto FFA Chapter and its members.

II. **Activities Committee**

*Officer(s) in Charge:* Sentinel  
*Chair:* Nick McCoy  
*Co-Chair:* TBD

*Committee Structure:* This committee will be comprised of the Chapter Sentinel, and other members who are interested in helping to plan activities for the 2009-2010 school year.
Committee Goals and Objectives:
1. Assist the Chapter Officer Team and Executive Committee in planning and executing activities for the 2009-2010 school year.
2. Develop a budget for each activity and submit to the Executive Committee for approval.
3. Evaluate chapter activities and submit recommendations for improvement to the Executive Committee for review.

III. Fundraising Committee
Officer(s) in Charge: Treasurer
Chair: Loretta Knight
Co-Chair: TBD
Committee Structure: This committee will be comprised of the Chapter Treasurer, and other members who are interested in helping to plan fundraisers for the 2009-2010 school year.

Committee Goals and Objectives:
1. Assist the Chapter Officer Team and Executive Committee in planning and executing fundraisers for the 2009-2010 school year.
2. Develop a budget for each fundraiser and submit to the Executive Committee for approval.
3. Evaluate chapter fundraisers and submit recommendations for improvement to the Executive Committee for review.

IV. Community Service Committee
Officer(s) in Charge: Secretary
Chair: Avalon Lucero
Co-Chair: TBD
Committee Structure: This committee will be comprised of the Chapter Secretary, and other members who are interested in helping to plan, execute, and recruit members to participate in pre-planned Community Service Activities.

Committee Goals and Objectives:
1. Advertise Community Service Activities and recruit members to participate in Community Service Activities.
2. Assist the Chapter Officer Team and Executive Committee in planning and executing pre-planned Community Service Activities for the 2009-2010 school year.
3. Evaluate Community Service Activities and work with community
members to develop new Community Service Activity recommendations
for the Executive Committee to review.

V. Alumni Relations Committee
Officer(s) in Charge: Parliamentarian
Chair: Miles Eldon
Co-Chair: TBD
Committee Structure: This committee will be comprised of the Chapter
Parliamentarian, and other members who are interested in working with
Esparto FFA Alumni to increase their participation in chapter activities.

Committee Goals and Objectives:
1. Conduct surveys of Alumni to keep track of where they are, and what
   they are doing.
2. Annually update and maintain a roster of all Esparto FFA Alumni.
3. Create displays that can be exhibited at chapter functions that highlight
   the success and achievements of Esparto FFA Alumni.
4. Track all Esparto FFA Alumni donations, and work with the Chapter
   Secretary to ensure that Alumni are thanked for any contribution made to
   the Esparto FFA Chapter during the year.

VI. Public Relations Committee
Officer(s) in Charge: Reporter and Historian
Chair: Becca Markel
Co-Chair: Inez Stephens
Committee Structure: This committee will be comprised of the Chapter
Reporter and Historian, and any other member who is interested in working
to promote the Esparto FFA Chapter and it’s activities through the chapter
newsletter, local news media, and other sources.

Committee Goals and Objectives:
1. Write articles for local news media highlighting Chapter achievement and
   member successes.
2. Have 1-2 committee members present at each activity to report on events.
3. Develop and circulate a monthly chapter newsletter to members, parents,
   and staff.
4. Develop and maintain an online community for Esparto FFA through
   myspace.com or facebook.com, so that members can access information
   through the internet about upcoming chapter activities.
5. Take photos at chapter activities and use them in articles and the chapter scrapbook.
6. Update and maintain the Chapter Scrapbook for the 2008-2009 school year.
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The Official Constitution and Bylaws of the Esparto Chapter #53 of the FFA

Article I. Name and Purposes
Section A. The name of this organization shall be the Esparto FFA Chapter. The letters "FFA" will be used to designate the chapter, its activities and members.

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

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

Article II. Organization
Section A. The Esparto Chapter of the FFA is a chartered local entity of the Yolo Section of the California Association, made up of local members.

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

Article III. Membership
Section A. Membership is limited to students enrolled in Vocational Agriculture at Esparto High School.

Section B. Membership of graduates is limited to students that were active members in high school.
Section C. The Esparto FFA is a 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agricultural class.

Section D. No students may participate in any FFA activity unless they are members in good standing.

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

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

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

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

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

1. The Greenhand FFA Degree
   - All “Greenhands” are entitled to wear the regulation bronze emblem charm
2. The Chapter FFA Degree
   - All members holding the chapter degree are entitled to wear the regulation silver emblem charm
3. The State FFA Degree
   - All members holding the degree of State FFA are entitled to wear the regulation gold emblem charm
4. The American FFA Degree
   - All members holding the degree of the American FFA are entitled to wear the regulation gold emblem key.
Section J. Greenhand FFA Degree.

Minimum qualifications for election:
1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program (SAE).
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
7. Submit written application for the Greenhand FFA Degree.

Section K. Chapter FFA degree.

Minimum qualifications for election:
1. Must have received the Greenhand FFA Degree.
2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3. Participate in planning and conducting of at least three official chapter functions.
4. Have earned at least $150 or worked at least 45 hours and have developed plans for the growth of their SAE.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Shows progress towards individual achievement in the FFA awards programs.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section L. State FFA Degree.

Minimum qualifications for election:
1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State FFA Association.
2. $1000 earned or invested and 500 hours worked.
Section M.  American FFA Degree.

Minimum Qualifications for election:
1. Qualifications for the American FFA are those set forth in the Constitution of the State FFA Association.
2. $7500 earned or invested and 1500 hours worked.

Section N.  The Chapter Executive Committee shall review the qualifications for members and make recommendations to the chapter concerning degree advancement.

Article IV. Officers

Section A.  The officers of the chapter shall be as follows:

1. President     6. Sentinel
2. Vice President 7. Parliamentarian
3. Secretary     8. Historian
4. Treasurer     9. Advisor
5. Reporter

The local advisors shall be the teachers of agricultural education in the school where the chapter is located.

*the officers shall perform the usual duties of the respective officers as outlined in the Official FFA Manual.

Section B.  The aforementioned officers shall be elected or confirmed by a majority vote of the assembly.

Section C.  The slating committee shall be composed of the 12th grade chapter officers, the advisors, and the school principal. After reviewing the officer applications, and conducting an interview, the slating committee will determine the slate of officers.

Section D.  All officer candidates are required to submit an application, and prepare and deliver a speech. The assembly will vote for the top nine candidates who will be slated by the slating committee after interviews.

Section E.  Officer Eligibility.
Minimum qualifications to run for chapter office:
1. Must have and maintain a 2.0 grade point average.
2. For the office of President, the applicant must hold the chapter FFA Degree.
3. All other offices require applicants to hold the Greenhand Degree.
4. Must be enrolled in an Agriculture Education class.

**Article V. Impeachment of Officers**

Section A. Immediate Impeachment

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

Section B. Steps of Impeachment

1. Any FFA Chapter not fulfilling the duties of the office they hold is subject to be impeached.
2. A written plan for improvement will be drawn up by the advisor and will be confirmed and signed by the Chapter President, Vice President, and the officer in question.
3. If the officer in question continues to neglect his or her duties, a 2/3 vote of the officer team will remove them from office.

**Article VI. Attendance of Officers**

Section A. Officers may not miss any more than two chapter meetings or he or she will automatically be removed from their present office. Absences will be excused if the advisor has been notified and if a substitute officer has been arranged. Not more than four absences will be allowed.

-When officers receive an excused absence they must serve an in service day or in some other way take care of their officer responsibilities.

Section B. All newly elected officers must sign a written contract agreeing to the aforementioned rules. The contract will also list the responsibilities and duties for each office.
Article VII. Sweetheart

Section A. The assembly will nominate five sweetheart candidates. There will be one from each class, as well as a wild card who may be from any class. Past sweetheart winners are not eligible to run again. Sweetheart candidates are not eligible to run for the following year.

Section B. The candidates gain points in contests decided upon by the Sweetheart Committee. Also, a vote-of-penny contest should be a constant.

Section C. Should there be a tie between two or more candidates, there will be a contest which was previously selected as the tiebreaker contest. This contest should be sealed in an envelope. The candidate who was in the tie and won the tiebreaker contest will be the winner.

Article VIII. Dues

Section A. There will be no local dues.

Section B. Each member will receive a one-year subscription to the FFA and the “New Horizons” Magazine.

Article IX. Awards

Section A. All awards will be at the discretion of the FFA advisors or committee selected by the executive board with the advisors approval.

Section B. The top scoring member selected on the project tour for outstanding project will receive the Al Tandy Outstanding Project award.

Article X. Purchasing

Section A: All purchasing responsible to the organization must be approved by submitting the appropriate purchase order to ASB with the signatures of an advisor and the chapter Treasurer.
Article XI. Officer Pins

Section A. Each officer is entitled to an officer pin, provided that the officers have not received such pin for holding the same prior office.

Article XII. FFA Meetings

Section A. Before completion of the school year, the president shall set a summer meeting date.

Article XIII. Official Dress Uniform

Section A. All members will not be required to purchase a jacket, but they will for all actives starting their second year.

Section B. Members taking part in the Yolo County Fair, Advanced Parliamentary Procedure and all other judging teams shall own their own jacket and tie or scarf.

Section C. Members attending the State FFA Convention or National FFA Convention shall own their own jacket and tie or scarf.

Article XIV. Amendments

Section A. To amend the constitution, a majority vote of the active members, or a two thirds vote of the assembly as stated in Roberts Rules of Order Newly Revised.

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

Article XV. Ratification of the Constitution

Section A. This constitution shall become effective when passed by a majority vote of the members voting.
**Point Award System**

The top twenty individuals on the point award system will be eligible to attend the summer achievement trip, and be honored at the Annual Awards Banquet in May. Points are tabulated according to the following system:

1. Awards will be presented for various levels of participation and will be broken down as follows.
   - Level 1 = A minimum of 50 points
   - Level 2 = 100-199 points
   - Level 3 = 200-299 points
   - Level 4 = 300-399 points
   - Level 5 = 400 or more points

2. Award recipients will be recognized and awards distributed at the annual Spring Awards Banquet.

3. The chapter advisor will verify point totals of the top twenty winners.

**I. FFA Meeting Attendance**
- A. Regular meeting 5
- B. Parent's attendance 5

**II. Conventions**
- A. Sectional 10
- B. Regional 10
- C. State
   - 1. Delegate, Committee Chairman & Members 15
   - 2. Guest 10
   - 3. All Day 5
- D. National
   - 1. Delegate 20
   - 2. Guest 15

**III. Grade Point Average**
- A. 4.0 20
- B. 3.5-3.99 15
- C. 3.0-3.49 10
- D. 2.5-2.99 5
IV. Officers
A. Greenhand 15
B. Chapter 20
C. Sectional 25
   i. Slated 5
D. Regional 30
   i. Slated 10
E. State 50
   i. Slated 15

V. Awards and Placing
A. Fairs and Shows
   1. Participation (per show) 10
   2. Market
      A. Grand Champion 30
      B. Reserve Grand 25
      C. Breed Champion 20
      D. Reserve Breed Champion 15
      E. 1st 10
      F. 2nd 9
      G. 3rd 8
      H. 4th 7
      I. 5th 6
   3. Breeding
      A. Grand Champion 30
      B. Reserve Grand 25
      C. Breed Champion 20
      D. Reserve Breed Champion 15
      E. 1st 10
      F. 2nd 9
      G. 3rd 8
      H. 4th 7
      I. 5th 6
   4. Showmanship
      A. 1st 20
      B. 2nd 18
      C. 3rd 16
      D. 4th 14
      E. 5th 12
      F. 6th-10th 10
5. Round Robin Master Showmanship
   A. 1st  
   B. 2nd  
   C. 3rd  
   D. 4th  
   E. 5th  

6. Vegetable and O.H.
   A. 1st  
   B. 2nd  
   C. 3rd  

7. Ag. Mechanics
   A. 1st  
   B. 2nd  
   C. 3rd  

8. Maximum points (per fair)  60
9. Workshops (5 points every 50 hours not Previously credited; not to exceed 100 points)  5
10. Outstanding exhibitor in any division  10
11. Supreme Exhibitor  10

B. Judging Contests
   1. Participate (each contest)  10
   2. State Finals
      A. Team Placing
         1. 1st  30
         2. 2nd  25
         3. 3rd  20
         4. 4th  15
         5. 5th  10
         6. 6th-10th  7
      B. Sub-Contest Awards
         1. 1st  8
         2. 2nd  7
         3. 3rd  6
         4. 4th  5
         5. 5th  4
      C. Individual Placing
         1. 1st  15
         2. 2nd  12
         3. 3rd  10
         4. 4th  7
         5. 5th  5
6. If 10 or more teams 6-10

3. National
   A. Top 10 team 50
   B. Top 10 individual 25

4. Other Contests
   A. Team Placing
      1. 1\textsuperscript{st} 15
      2. 2\textsuperscript{nd} 12
      3. 3\textsuperscript{rd} 10
      4. 4\textsuperscript{th} 7
      5. 5\textsuperscript{th} 5
      6. If 10 or more teams 6-10 3

   B. Individual Placing
      1. 1\textsuperscript{st} 8
      2. 2\textsuperscript{nd} 7
      3. 3\textsuperscript{rd} 6
      4. 4\textsuperscript{th} 5
      5. 5\textsuperscript{th} 4
      6. If 10 or more teams 6-10 2

\textbf{VI. SAE}

A. Every 100 hours
   Max Points: 30

\textbf{VII. Degrees Currently Held}

A. Greenhand 10
B. Chapter 20
C. State 30

\textbf{VIII. Activities:}

A. Fund-Raising Activities (per activity) 20
B. Ticket sales (per ticket) 2
C. Farm work days 20
D. Fun activities 10
Board Policy on FFA and SAE as Integral Portion of Agriculture Department

Currently, in board policy there is no reference to FFA and SAE as an Integral portion of Ag Education. However, I have attached the policy on intra-curricular activities, but it does not specifically explain FFA/SAE. We have a very supportive board so I have drafted a rough draft of board policy that could be voted on and adopted.

The rough draft will be presented to our advisory committee and also presented to the other Ag department in the district. Upon approval of our advisory committee and other Ag sites, the policy will be presented to the board.

Where is the rough draft?
Policy Information

Series 6000 - Instruction

Extracurricular and Cocurricular Activities
Policy # 6145

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No district student's participation in extracurricular and cocurricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures or the District Athletic Code appeal/complaint process as applicable.

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 9 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale
2. Maintenance of minimum progress toward meeting high school graduation requirements

The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

The Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law. The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities.
cocurricular activities if the student's poor citizenship is serious enough to warrant loss of this privilege.

Policy References:
EDUCATION CODE
35145 Public meetings
35160.5 District policy rules and regulations; requirements; matters subject to regulation
35179 Interscholastic athletics; associations or consortia
48930-48938 Student organizations
CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
5531 Supervision of extracurricular activities of pupils

6000 - Instruction
Policy Information

Series 6000 - Instruction

Extra Curricular and Cocurricular Activities
Policy # 6145 AR

Extra-curricular activities are those programs that have all of the following characteristics (Education Code 35160.5):

1. The program is supervised or financed by the District.
2. Students participating in the program represent the District.
3. Students exercise some degree of freedom in either the selection, planning, or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, and do not take place during classroom time (Education Code 35160.5). Cocurricular activities are programs that may be associated with the curriculum in a regular classroom (Education Code 35160.5).

A program that has as its primary goal the improvement of academic or educational achievement of students is not subject to these eligibility requirements.

The Superintendent or designee shall determine which extracurricular/cocurricular activities or programs are offered primarily for the students' academic or educational achievement and, therefore, not subject to the eligibility requirements of these regulations.

Academic Eligibility Requirements for Athletes

A student athlete must meet both the NJUHSD and CIF academic eligibility standards. Each student must have recorded a minimum of a 2.0 GPA during the quarter grading period prior to athletic participation and be enrolled in at least 20 semester periods of work. A 2.0 GPA must be earned at each quarter grading period throughout the athlete's sport season.

In addition, an athlete who has a grade of “F” in the last two, successive grading periods or two grades of “F” in the last quarter grading period is ineligible to participate (practice or play) in athletics even though he/she may have maintained a 2.0 GPA and earned twenty (20) credits. Any athlete who becomes scholastically ineligible when
administration receives grade reports will be immediately dropped from the team and will not be eligible to receive a letter, an award or physical education credit. All incomplete grades are to be computed as “F” grades until they are officially changed by the teacher of record and duly recorded in the school’s records office. A grade change must occur within two weeks of the grading period.

Summer school is not considered a separate grading period. Grades earned during summer school will be included with term 2 grades for the purpose of computing eligibility. However, a completed (5 units for a semester course) summer school class(es) (maximum of 2) and the resulting earned grade(s) may be used to replace a grade(s) earned in the same course(s) during term 1 or 2 of that school year. Grades earned in completed summer classes that are different from courses taken during term 2 will be averaged with term 2 grades as additional courses when computing the term 2 G.P.A. for eligibility.

Grades earned in courses attempted but not completed (partial credits earned) during summer school will not be included in calculations for eligibility. Following the official recording of summer school grades, an athlete’s transcript will be reviewed by the athletic director in regards to the 2.0 G.P.A. and no consecutive F requirements.

Athletic Probationary Policy

If an athlete begins to fail because of insufficient academic performance, disruptive behavior, or excessive absences, the Athletic Director will be notified in writing. The Athletic Director and/or the coach will meet with the student and may warn or place the student on probation at the discretion of the Athletic Director. If the student is put on athletic probation, a letter will be sent to the parents notifying them. If the situation persists, the Athletic Director has the authority to suspend the athlete from competition.

The Directors of Student Activities and Athletics shall be responsible for the administration of this policy.

(For a more detailed description of the specific eligibility requirements for student athletes, see the Nevada Joint Union High School District Athletic Code.)
File athletic code revision 4-08.pdf (pdf file - 119kb)
Policy Information

Series 6000 - Instruction

Career Technical Education
Policy # 6178

The Governing Board desires to provide a comprehensive career technical education (CTE) program in grades 9-12 which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for post-secondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

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

The Board shall adopt standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master.

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and ways to integrate technical and occupational instruction with academic instruction.

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

Nondiscrimination

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

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

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

Advisory Committee

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

The committee may be expanded to include parents/guardians,
representative of the labor organizations, representatives of special
populations, and other interested individuals in order to involve them in
the development, implementation, and evaluation of CTE programs
funded through the federal Carl D. Perkins Career and Technical
Education Act.

Program Evaluation

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

Policy References:
Education Code
8006-8156 Career Technical Education
17078.70-17078.72 Career technical education facilities
33430-33432 health science and medical technology grants
44260-44260.1, 44260.9 Designated subjects career technical
education credential
48980 Parental notifications
51220-51229 Courses of study, 7-12
51760-51769.5 Work experience education
52300-52499.66 Career technical education
52519-52520 Adult education, occupational training
53080-53084 School-to-career initiatives
54690-54697 California Partnership Academies
56363 Related services for student with disabilities; special designed
career technical education
66205.5-66205.9 Approval of career technical education courses for
admission to California colleges
88500-88551 Community college economic and workforce development
program
Government Code
54950-54963 Brown Act
Labor Code
3070-3099.5 Apprenticeships
Code of Regulations, Title 5
1635 Credit for work experience
3051.14 Specially designed career technical education for student with
disabilities
10070-10075 Work experience education
10080-10092 Community classrooms
11500-11508 Regional Occupational centers and programs
11535-11544 Career technical education contracts with private
postsecondary schools
11610-11611 Regional adult and vocational education councils
Code of Regulations, Title 8
200-240
UNITED STATES CODE, TITLE 20
2301-2415 Carl D. Perkins Vocational and Technical Act of 1998
6301-6578 Improving the Academic Achievement of the Disadvantaged
CODE OF FEDERAL REGULATIONS, TITLE 34
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Adoption Date: 6/17/1997; Revised: 6/15/1999; 07/19/2000; 01/17/2007
6000 - Instruction
VOCATIONAL EDUCATION  (continued)

study prescribed by the district for high school graduation. The Superintendent or designee shall present the Board with evidence that enables the Board to ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6181 - Alternative Schools)

Advisory Committee

The Board shall appoint a career technical advisory committee as required by law to develop recommendations on the career technical education program and provide liaison between the district and potential employers. (Education Code 8070)

(cf. 1220 - Citizen Advisory Committees)

Legal Reference:
EDUCATION CODE
8070 Appointment of vocational education advisory committee
48430 Legislative intent; continuation education schools and classes
51225.3 Requirements for graduation commencing with 1988-89 school year
51226 Model curriculum standards
51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence
52300-52499.6 Career technical education
54728 Funds allocated pursuant to the School-Based Motivation and Maintenance Program
54761 Calculation; base funding; deposit; use
UNITED STATES CODE, TITLE 20
2301-2415 Carl D. Perkins Vocational and Technical Act of 1998
CODE OF FEDERAL REGULATIONS, TITLE 34
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:
WEB SITES
USDE, Office of Vocational and Adult Education: http://www.ed.gov/offices/OV AE

Policy  adopted:  April 7, 2004

ESPARTO UNIFIED SCHOOL DISTRICT
Esparto, California
VOCATIONAL EDUCATION

The Board of Education desires to provide a quality, expanded and modernized vocational and technical education program which provides services and activities that are of sufficient size, scope and quality to be effective. The goal of the program is to provide for an integration of academic and vocational components through a coherent sequence of courses to ensure learning in all subjects. The program shall also provide curriculum and program strategies reflecting workplace needs.

The district's program shall provide linkages between secondary and postsecondary vocational and technical education, including the implementation of tech-prep programs. Students shall also be given a strong experience and understanding of all aspects of an industry.

The Superintendent or designee shall expand the use of technology in the district's vocational program. He/she shall also provide professional development programs to teachers, counselors and administrators designed to provide effective practices to improve parental and community involvement and to ensure that teachers stay current with an industry.

(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 4131 - Staff Development)
(cf. 6010 - Goals and Objectives)
(cf. 6030 - Integrated Academic and Vocational Instruction)
(cf. 6141 - Curriculum Development and Evaluation)

The district's program shall provide equal access to students who are members of special populations. Students who are members of special populations shall not be unlawfully discriminated against on the basis of their status as a member of a special population. (20 USC 2354)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)

Expenditures of Supplemental Funding

Every three years, the Board shall compare the district's existing vocational curriculum, course content and course sequence with model state curriculum standards. (Education Code 51226, 52376)

(cf. 3440 - Inventories)

The Superintendent or designee shall establish procedures for the systematic review of district vocational education classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

The Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law.

(cf. 6164.5 - Student Study Teams)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

(cf. 5144 - Discipline)

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

Legal Reference:
EDUCATION CODE
35145 Public meetings
35160.5 District policy rules and regulations; requirements; matters subject to regulation
35179 Interscholastic athletics; associations or consortia
48930-48938 Student organizations
CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
5331 Supervision of extracurricular activities of pupils
UNITED STATES CODE, TITLE 42
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments
COURT DECISIONS

Management Resources:
CDE LEGAL ADVISORIES
001.90 Access to School-Related Activities and Events by Disabled Students, LO: 3-0
409.87 Requirements for Pupil Participation in Extracurricular and Cocurricular activities, AB 2613,
CIL: 86/87-11
WEB SITES
California Association of Directors of Activities: http://www.cada1.org

Policy
adopted: April 7, 2004

ESPARTO UNIFIED SCHOOL DISTRICT
Esparto, California
EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Board of Education recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately and no district student's participation in extracurricular and cocurricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

No student shall be prohibited from participating in extracurricular and cocurricular activities-related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 - Fees and Charges)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period including but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale

2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.
INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION

In order to maximize the learning and application of skills that will allow students to succeed in life, the Board of Education believes that the instruction of academic and vocational subjects should be combined and fully integrated during all their years of schooling. The Board is confident that achievement will rise when students are routinely called upon to apply their classroom learning to real life and workplace situations.

The Board recognizes that integrated academic/vocational instruction will require new forms of community involvement and a new level of collaboration among schools and staff members. Representatives of all disciplines and grade levels will need to collaborate in developing a curriculum that offers school-based and work-based learning experiences in well-articulated sequences. Career awareness, exploration and guidance should be an integral part of this curriculum.

(cf. 4131 - Staff Development)
(cf. 6010 - Goals and Objectives)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 1220 - Citizen Advisory Committees)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

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

Legal Reference:

EDUCATION CODE
51041 Evaluation of educational program
52336-52336.5 Career preparatory programs
UNITED STATES CODE, TITLE 20
5801-6084 National Education Reform Goals 2001
6101-6251 School-to-Work Opportunities Act of 1994
6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D

Policy adopted: April 7, 2004
INTEGRATED ACADEMIC AND VOCATIONAL INSTRUCTION

Strategies for integrating academic and vocational instruction may include, but shall not be limited to:

1. Making academic courses more relevant to real life and workplace situations
2. Incorporating more academic skills into vocational courses
   *(cf. 6178 - Vocational Education)*
3. Using both academic and vocational teachers to enhance academic content in vocational courses
4. Giving teachers opportunities to collaborate in aligning the content of their courses so as to demonstrate the relationship between various disciplines
5. Establishing sequences of courses related to various career paths
6. Creating schools within a school, magnet schools and/or career high schools
7. Developing career clusters and career majors that include a planned program of job training and work experiences
8. Establishing apprenticeships under the direction of a master craftsperson
9. Establishing effective linkages between elementary, secondary and postsecondary education
Recruitment for Esparto High School Ag Department

Recruitment is always a challenge for Ag departments. However, in our small district it is a little easier to recruit. We first start at our one feeder school, Esparto Middle School, where our students give a presentation in the spring to the 8th graders at the middle school. We also invite all of our 8th graders to our high school course fair where we have a recruitment booth. Once we have them signed up for an Ag class we try to perform a home visit in the summer to give them information on the school, the program, and activities they can get involved in.

For high school students we first start with engaging instruction in the classroom. If students are learning and having fun in class they will tell their friends to get involved. We also recruit at the course fair in the spring, letting students know about the opportunities we have to offer.
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

Want more information? Please contact us!

Espirto FFA Chapter
26675 Plainfield Street
Esparto, Ca 95627
(530) 787-3405 ext 225
www.espartok12.org
Webster's definition of leadership is the position or guidance of a leader or the ability to lead implying there are two groups of people, leaders and followers. However, FFA defines leadership as—**INFLUENCE**.

FFA believes that all students can learn how to make a difference by the positive evolution of the whole person and continuously demonstrating qualities, attributes and skills for lifelong success.

Agricultural education students and FFA members come from all geographic and socioeconomic backgrounds. In many ways, those involved with FFA are extremely diverse but what they all have in common is the ability and desire to lead and inspire.

**WHAT DOES IT TAKE TO BE AN FFA MEMBER?**

FFA members are individuals who like to learn by doing, who like to keep active, be part of a team and who like to have fun. FFA members are hardworking, competent, trustworthy people with good character who are supported by dedicated professional teachers. Enthusiastic, spirited, and upbeat; individuals that support American ideals and values are also used to describe FFA members. Following the FFA motto - Learning to Do, Doing to Learn, Earning to Live, Living to Serve - FFA members continually strive to do and be the best they are able to be.

Agricultural education students and members of the FFA learn exactly what it takes to go the distance. Through agricultural education's integrated model of education, which combines classroom learning, hands-on experience and FFA, students are exposed to a holistic education. Students become skilled in core competencies through the keys of essential learning - awareness, interaction, and mastery. Competencies such as action, vision, emotional and spiritual growth, decision making, communications and adaptability equip students with the life skills needed to achieve unlimited success.

Additionally, membership in the FFA benefits students by developing their self-confidence, learning accountability for their actions and taking control of their own destiny. FFA gives students a sense of belonging to something that is important and helps students get involved in worthwhile activities. PALS, for example, is a mentoring program that matches high school agriculture students with elementary youngsters who have special needs. This program and many others available to FFA members, instill qualities such as compassion, service to community and civic engagement that last a lifetime.

FFA members are future chemists, veterinarians, government officials, entrepreneurs, international business leaders, teachers and professionals in a numerous other careers. The reason for that is simple - FFA shows members how to grow their leadership skills, take charge of projects, assignments and discover their passion in life.

The personal growth, leadership, and career success skills developed through the FFA experience serve students well throughout their entire lives and fill their tank for the long journey ahead.
2008 Parliamentary Procedure - Time Flies When You’re Debating!

What do you get when you take fourteen FFA members, teach them how to debate, and set them loose in Fresno? A whole lot of fun, success, and growth! In November, freshmen Janessa Medina, Margot Dittmar, Stephanie Royer, Avalon Lucero, Rebecca Markele, and Mariah Pedroia began practicing gaining skills as parliamentarians in order to compete in the Novice Parliamentary Procedure contest. In February, they traveled to Chico to compete, and more recently, they traveled to Modesto Junior College and Fresno to compete in the State Parliamentary Procedure contest. Using the skills they had honed over the past five months, they completed exams, discussed, and found success as young leaders in the FFA. They competed against the top 24 teams in the state, and in the end, placed in the top 12! Congratulations Novice Team for your success, and thank you for your hard work and determination!

A team of Advanced Parliamentary Procedure members also found success in Fresno. Led by seniors Rye Muller, Montana Baker, and Emily Spier, as well as juniors Kate Markel, Ingrid Dittmar, and Roxanne Lucero, and sophomores Hannah Muller and Jeff Gillham, the Advanced Parli Pro team worked hard to be able to compete at the 2008 State FFA Parliamentary Procedure Finals. This group of dedicated individuals deserves to be recognized for the hours of hard work they dedicated to becoming proficient in Parliamentary Procedure. They received 8th place at the 2008 Chico Invitational Parliamentary Procedure Contest, 1st place at the Yolo Section Contest, 3rd Place at the Central Region contest, and placed in the top 12 teams at the State Finals contest. Congratulations Advanced Team and thank you for your hard work!

SAVE THE DATE for the 2008 Spring Awards Banquet!

On May 13th, students, teachers, and community members will gather in the Alice Marsh Hall to celebrate the successes of the Esparto FFA Chapter and its members for the 2007-2008 school year. Come on down and join us for a catered meal from Ludy's, an inspiring keynote address from the 2007-2008 California State FFA Reporter, recognition of our members, and to celebrate the election of the 2008-2009 Esparto FFA Officer team. Entry into the banquet is $5.00, and all proceeds go to support the members of the Esparto FFA Chapter! If you are planning on attending the banquet, please R.S.V.P to Mr. Large by May 8th with the number of people planning to attend. He can be reached at (530) 787-3405 ext. 225.
FFA Member Wins Big at the State FFA Leadership Conference

Rye Muller of Guinda, Ca was named the State FFA Agriculture Education Proficiency award winner and received a $200 check at the 80th California State FFA Leadership Conference. Rye was announced as the state winner on Sunday evening at the fourth general session of the convention with over 5,000 members and guests present. Rye, along with the state winners in other proficiency areas will advance to compete for national honors. State applications will be judged to be chosen as one of the 4 National finalists who will each receive a plaque and a $500 check. The national winner, selected from this group, will receive an additional $500 check and plaque. Agriculture Education is an award area for students with Supervised Agriculture Experience (SAE) Projects related to educating others about agriculture. For the last 6 summers, Rye has worked as a summer camp counselor for Camp Full Belly Farm. Camp Full Belly Farm takes campers through the process that farmers go through, from putting a seed in the ground to food on the table of a consumer. Over those six years Rye has worked closely with other counselors to enhance the camp curriculum by adding activities that advocate for agriculture and entertain students as well. Rye says “growing up on an organic farm has taught me everything I know about agriculture, and I want to share that knowledge with kids who weren’t fortunate enough to have a 250-acre backyard.” The Agriculture Education Proficiency award program is sponsored in California by the California State Grange, and on the national level by the National FFA Foundation as a special project of the National FFA Foundation.

Esparto FFA Chapter and the Capay Valley Regional Farmers Market

Over the last several weekends, you could spot Esparto FFA members Rye Muller and Samantha Bozek in the Esparto park at the Capay Valley Regional Farmers Market. The chapter made its debut at the first main market of the year on April 12th. Esparto FFA has been selling plants, raffle tickets for the Ag Booster Pig Raffle, and tickets to the Capay Valley Garden Tour. Samantha Bozek, a senior at EHS and chapter FFA officer says, “it’s great to be outside interacting with the community that does so much to support our Ag department and FFA chapter. I am really looking forward to the rest of the markets!” These students show up every weekend and set up a booth with plants grown by Esparto FFA Members, dried flower wreaths made by the EHS floriculture class, and signs for tickets that they are selling. Agriculture instructor Austin Large praises all of the students in the program for doing their hard work, and thanks the community for coming out and supporting the chapter. He says “it’s really humbling to see a community come together like this and support local farmers, vendors, and organizations such as the FFA. I am glad that we can be a part of this wonderful community tradition.” So, keep your eyes peeled for Esparto FFA members at the market, and stop on by to say hello and show your support for our FFA chapter. Also, don’t forget to pick up your tickets for the Capay Valley Garden Tour which takes place on Sunday, May 11th, as well as the Ag Booster Pig Raffle which will happen on Friday, May 9th at Spartarama.
80th California State FFA Leadership Conference - Inspiring Excellence

April 19, 2008 kicked off the beginning of the 80th California State FFA Leadership Conference. Esparto FFA was proudly represented by nine FFA members, who truly embodied the conference theme of “Inspiring Excellence.” The excitement in the air was palpable as the State Officer Team repelled from the ceiling of Selland Arena on Saturday evening, and performed opening ceremonies for the first time. Sunday, delegates Rye Muller and Roxanne Lucero helped to shape the future of the California Association by attending committee meetings and participating in the delegate process. Also on Sunday, members Matt Juchniewicz, John Hornet, Ksenija Pesic, Kate Markel, Ingrid Dittmar, and Anastasiya Bukhteyeva went to CSU, Fresno to participate in educational workshops hosted by agriculture students from many universities here in California. Monday was an exciting day because not only did the members get to meet the twelve candidates who had been slated for the 2008-2009 State FFA Officer Team, but they were also treated to a concert by famed country band, Emerson Drive. Tuesday marked the end of convention, and it was a busy day for Esparto FFA. Not only was Mrs. Kersting recognized as a silver level counselor in the Central Region, but the members also attended the final session where they heard retiring addresses from the State Officer Team, and witnessed the election of the 2008-2009 State Officer team. All in all it was a great convention, and if you are interested in attending next year be sure to talk to Mr. Large!

Upcoming Dates:

May 6
Yolo Section CATA/FFA Meeting @ 4:00pm - Woodland High School
2008-2009 Chapter Officer Interviews

May 9
SPARTARAMA/Ag Booster Raffle

May 13
2008 Annual Spring Awards Banquet @ 7:00pm - Alice Marsh Hall

June 14
Yolo County Fair Tag-in/Mandatory Exhibitor Meeting

July 14-16
2008-2009 Chapter Officer Retreat

2007/2008

Esparto FFA Officers

President- Rye Muller
Vice President - Ariana Rome
Secretary- Emily Spier
Treasurer- Roxanne Lucero
Reporter- Samantha Bozek
Sentinel- Shane Burton
Historian- Ingrid Dittmar
Sergeant- Joshua Mills
Senior Advisor- Lindsey Berg

Esparto FFA Members enjoying the final breakfast of the 80th California State FFA Leadership Conference.
Bringing Home the Degrees
On January 17th we had nine members apply for their State FFA Degree. Students and teachers spent hours trying to update and correct the students’ Record Books before school, after school and at lunch. Receiving the State Degree is a huge honor because members must have earned at least a thousand dollars and spent 500 hours with their Supervised Agriculture Experience Project. We would like to congratulate our degree recipients for their hard work and dedication; Emily Spier, Samantha Spier, Rye Muller, Lindsey Berg, Janet Jensen, Shane Burton, Alyssa Moreland, Kara Perez, and Sarah Mills.

Donkey Basketball
Our tradition of Donkey Basketball will continue on Saturday, January 27th at 7pm. Esparto FFA will take on the members of the Woodland FFA. For those of you have never attended, you are missing out. The game is a traditional 5 on 5 basketball game with a little twist: 4 of the 5 members on each team will be on donkeys. In addition to the game, the crowning of the 2007 sweetheart will take place during half-time. We would like to congratulate our Sweetheart candidates; Hannah Muller (Freshman), Larisa Mayer (Sophomore), Kara Perez (Junior), Samantha Spier (Senior) and Roxanne Lucero (All Star).

Sweetheart Week
January 22-26, 2007

By: Sarah Smith
Sweetheart week will be held January 22-26th. Last Friday, all FFA members voted in their ag classes to nominate our five candidates. They are; Hannah Muller, Larisa Mayer, Kara Perez, Samantha Spier and Roxanne Lucero. Each day the candidates will compete against each other in competitions such as escort roping where they are timed on how long it takes to rope their escort. Another competition will be the potato game where the candidates will walk an obstacle course while holding a potato between their legs. The candidates will also compete in a seed spitting contest and test their seed spitting skills. Over the entire week, each of the sweetheart candidates will also raise money for the FFA by decorating a can and taking in donations. The crowning of the 2007 FFA sweetheart will take place on January 27th during half-time of the donkey basketball game against Woodland FFA.

A New Addition
By: FFA Officer Team
As all of you know, Mrs. Giguiere is out on maternity leave. For the time in which she is gone, a long-term substitute was hired. Ms. Smyth is taking over the reigns while Mrs. Giguiere is gone. Ms. Smyth is doing a wonderful job and the officer team would like recognize her for her organization, ideas and overall positive attitude. We are very glad to have her at Esparto High School. Keep up the good work!
Almond Festival
February 25, 2007

By: Samantha Bozek

Every year, our Esparto FFA Chapter puts on the Almond Festival Breakfast. This breakfast is run by all of our very own chapter members. Our volunteers work all day slaving over the griddle making pancakes and omelets. There is a lot of work that is put into the event. Starting from the set-up to the clean-up, our members work very hard serving members of our community and guests that come for the annual Almond Festival. This is a very important event because it is the largest fundraiser for our chapter. This year, our chapter is working very hard to bring this breakfast together. With the help of new ag teachers and determined students, we have accomplished a lot and hope to see another successful breakfast on February 25th.

"Raising Chickens in the Quad"
At the first staff meeting of the new-year, members of the Esparto FFA Parliamentary Procedure team met with teachers and staff to show off their skills. Their entire debate was trying to approve that students would get to raise chickens in the quad. The motion let out a great laughter in the audience and staff members seemed to really enjoy the experience. Members of the team have been practicing weekly and look forward to the first competition on February 10th at Chico State. Esparto will be well represented with a Novice team and two advanced teams.

"Know your Veggies"
Members of the Vegetable Crops judging team have been working hard practicing for the upcoming field day competitions. Once a week, members have been meeting with Ms. Smyth to review different seeds, vegetables, pests, weeds and diseases. We are hoping that we can get a few members from the industry to come to a couple of the practices to help give members pointers on how to give reasons and improve their judging skills. Similar to our other judging teams, members will be competing at their first field day on February 3, 2007 in arbuckle.

Calendar of Events
January 22-26, 2007
Esparto High School
At Lunch
FFA Sweetheart Competitions

January 27, 2007
Esparto High School
7:00 PM
Come watch Esparto High School FFA take on Woodland FFA at the annual Donkey Basketball competition.

February 2, 2007
Regional FFA Officer Applications are Due!
8:00 AM to Miss. Smyth
Those interested in running for a Regional FFA Office, you must contact Miss. Smyth BEFORE the due date, if you have not already received an application.

February 3, 2007
Pierce High School
8:00 AM
First annual Field Day competition at Pierce High School.

February 13, 2007
Proficiency Award Applications are Due!
8:00 AM to Miss. Smyth
Please see Ms. Smyth BEFORE the due date, if I have not spoken to you already.

Regional Officer and Award Applications
Attention all FFA members! If you are interested in becoming a Regional FFA Officer, then you need to see Ms. Smyth immediately. Applications are due on February 2nd. Becoming a Regional Officer is a great opportunity for any member, so do not hesitate. In addition, anyone who is interested in applying for State STAR Farmer or for a Proficiency award please pick-up your applications. Finalized Applications are due on February 13th. These are all great opportunities and awards to put on a resume so do not hesitate.

Scholarship Applications
Are you a senior and a member of the FFA? Please come by Ms. Smyth's and pick-up a scholarship application.
Agriculture Mechanics Corner

By: Robert Azzolino

Eddie Salas was chosen as the agriculture mechanics, student of the month. He has shown outstanding initiative in shop this year building his treasure chest, which took fourth place at the Yolo County Fair. He also took part in the large scale shop organization project. Eddie is currently working on a metal art project which requires a lot of heavy welding, "a walk in the park" as Eddie says. We asked what he thought about becoming the Agriculture Mechanics Student of the Month, he replied, "It has taken hard work and dedication to get me where I am today."
What is Ag Education?

The agricultural education program provides a well-rounded, practical approach to learning through three components:

- Classroom education in agricultural topics such as plant and animal sciences, horticulture, forestry, agrimarketing, etc.;
- Hands-on supervised agricultural career experience such as starting a business or working for an established company; and FFA, which provides leadership opportunities and tests students' agricultural skills.
College Opportunities

Many Agriculture programs not only prepare you for practical work in today's society, but they also help you enter colleges focusing in agriculture. At the college level, you can critique the skills you learned in high school and that base expand to specialized subjects such as animal science, and horticulture.
For the past six years Esparto High school in association with the Esparto FFA have been happy to welcome over twelve students to our community. Many of these students have been from the Republic of Georgia where our students have traveled and help to establish the Future Farmers of Gavazi. This has been part of the international FFA program where chapters have been established across the world in such places as Japan.
## Esparto High School
**SAE & FFA**
**2010 Summer Calendar**

### June
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>4</td>
<td>Pig Pick-up</td>
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<tr>
<td>5</td>
<td>Pig Selection Day</td>
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<tr>
<td>7</td>
<td>Fair Entries Due</td>
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<tr>
<td>8-10</td>
<td>FFA Officer Retreat</td>
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<tr>
<td>11</td>
<td>SAE Visits</td>
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<tr>
<td>14</td>
<td>SAE Visits</td>
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<td>FFA Points Award Trip</td>
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<td>16-17</td>
<td>SAE Visits</td>
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<td>20-24</td>
<td>CATA Summer Conference Ag Teachers</td>
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<td>FFA Officer Video Day</td>
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### July
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<tr>
<td>1</td>
<td>Fair Exhibitor Meeting 6:00pm</td>
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<tr>
<td>8</td>
<td>Sectional Officer Meeting, EHS</td>
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<tr>
<td>12-16</td>
<td>SAE Visits</td>
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<tr>
<td>26-30</td>
<td>SAE Visits</td>
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<td>29</td>
<td>FFA Officer Meeting</td>
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### August
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<tr>
<td>3</td>
<td>Fair Work Day</td>
</tr>
<tr>
<td>9-10</td>
<td>Fair Prep/SAE Visits</td>
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<tr>
<td>16-22</td>
<td>Yolo County Fair</td>
</tr>
<tr>
<td>23</td>
<td>First Day of School</td>
</tr>
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</table>
Esparto High School
Agriculture Department
Graduate Follow-up

Name: ____________________________________________

Address: ____________________________________________

Phone: ____________________________________________

1. What are you doing at the present time?

_____ Attending school
   _____ Full-time
   _____ Part-time
   _____ Ag Major
   _____ Non- Ag Major

_____ In the military

_____ Looking for work

_____ Homemaker

_____ Not looking for work

Other ____________________________________________

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

__________________________________________________________________________

3. What is your job title or job description?

__________________________________________________________________________

4. Which statement best applies to your present occupation?

__________________________________________________________________________

_____ I am using most of the skills I learned in the agriculture program.
_____ I am using some of the skills I learned in the agriculture program.
_____ I am not using any of the skills I learned in the agriculture program.

5. What type of school are you currently attending?

_____ Community College
_____ Trade/technical school

_____ 4-year college
_____ Private business school

_____ Adult education
_____ Other

6. What is your major course of study? ____________________________________________
7. How would you rate the training received in the agriculture program?

   _____ Excellent   _____ Good   _____ Fair   _____ Poor

8. How do you rate the career guidance and counseling you received in agriculture program?

   _____ Excellent   _____ Good   _____ Fair   _____ Poor

   **FFA**

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

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

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

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

3. Please rate the facilities and equipment in the agriculture program:

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

   **Equipment:**
   
   _____ Modern   _____ Out-of-date
   _____ Well-maintained   _____ Poorly maintained
   _____ Adequate amount of equipment for all students in class
   _____ Other – please describe ____________________________

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

______________________________________________

______________________________________________
# CA0075  Esparto  
Esparto HS  
26675 Plainfield St.  
Esparto, CA 95627-2192

Year: 2009  

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<tr>
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<td>Ingrid</td>
<td>Four Year College-Ag Major</td>
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<td>Duran</td>
<td>Marco</td>
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<td>Kyla</td>
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Graduate Follow-up

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Esparto Unified School District

Board of Trustees

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Janine Gnoss Jane Stallings
Allison Lucero

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Paul Muller
Sue Heitman

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TBD

Ex-Officio Members:
Rachel Thoene
Jane Stallings
Tim Reid
Amber Charter

The Esparto High School Agriculture Staff and students would like to thank all the people mentioned above for their support and their continued excellent efforts on behalf of the Program.
Agriculture Department
Esparto High School
Comprehensive Plan for 2010-2011

The California legislature has called agriculture "the most basic and singularly important" industry in the state. Vocational education in agriculture is needed in order that the trained labor force essential to maintain, expand, and improve the producing, processing and marketing of food and fiber necessary to the economy to the state and nation, will be continually available. Esparto High School's agriculture program has been recognized by the California Department of Education as an outstanding program as evidenced by Program of Excellence Award for meeting state standards for secondary agriculture programs. In 1997 the program was recognized Outstanding Program by the Yolo County Superintendent of Schools. We have consistently met these standards for the past seventeen years and received full funding from the state incentive grant each year. Clearly, the program is doing those things that the state feels are necessary for secondary programs to provide that trained labor force. This plan addresses how Esparto High School Agriculture Department will continue to address agriculture education in these times of changing technologies method and budget constraints. The plan contains components required by the California Department of Education as well as an explanation and description of agriculture department goals and activities.

A comprehensive plan serves four purposes: It provides a means for organized aims and purposes before resources are committed, it allows for interested parties to share ideas and establish a support base for a program, it acts as a record of agreed upon purposes, objectives and procedures thereby lending continuity and stability to the program even though personnel changes. And finally, it provides a guideline for evaluating program outcomes, The Esparto Unified School District Agriculture Program
California Agriculture Landscape

- California farmers and ranchers sold an estimated 36.2 billion in agricultural products in 2008.

- California’s 36.2 billion accounts for 12.8% of the United States Farm receipts. However, California only has 4% of the nation’s farmers.

- According to the Employment Development Department’s Agricultural Labor Survey, California averaged 377,200 agricultural jobs in 2006. They constituted 2.4 percent of all jobs in the state’s economy.

- In 2008 Yolo County moved up two places to the 21st largest Agricultural County in the State. It’s sales of agricultural products exceeded five hundred million. The leading commodities for the county included Tomatoes, Alfalfa Hay, Rice, Wine Grapes and Seed Crops.

- Agricultural payrolls in Sacramento Valley totaled 23,800 jobs in 2006, comprising 6.3 percent of total agricultural jobs in California. Three-fifths (59.7 percent) of these jobs were in crop production, one-third (33.2 percent) were in support activities for crop and animal production, and the remaining 7.1 percent were in animal production. Roughly half (46.5 percent) of Sacramento Valley’s crop production jobs were in fruits and tree nuts. Deciduous tree fruits and tree nuts comprised 50.0 and 39.4 percent of the region’s fruits and tree nuts jobs, respectively. Greenhouse, nursery, and floriculture products; and other crop farming each made up 16.2 percent of regional crop production jobs. Although just 11.3 percent of Sacramento Valley’s crop production jobs were in oilseed and grain farming, the region accounted for two-thirds of total oilseed and grain farming jobs in California—reflecting the importance of rice production in the region.

Farming becomes more efficient every year. The Loss of on farm employment however is matched by growth in farm-related jobs. Total agriculture employment actually grew in the last 15 years. Secretary of Agriculture A. G. Kawamura noted that by 2050 there will be 9+ billion people living on this planet and more food and fiber will be needed. However, for students to be successful in the agriculture job market they need to have experience with cutting edge technology, be reliable and knowledgeable. We believe, that Esparto High School Ag department can help students be prepared in all three of these areas.
Job Market Description

Sacramento Valley and Yolo County Job Market:

Esparto is located in Western Yolo County and is the gateway to the Capay Valley. Local jobs are diversified primarily in row crop production and support. Historically tomatoes have dominated the local market. However, in the past 5 years, hay production, small specialty fruits and nuts are emerging as dominate crops. Additionally, in the past 10 years Organic farming has become a large portion of the Yolo counties production, specifically in Capay valley. The popularity of local farmers markets in Esparto, Sacramento, Davis, and the Bay area have created a lucrative market for local Organic framers to sell their products. With a viable market more local producers are deciding to change production practices to Organic. The region has also seen growth in the local viticulture industry, with many new vineyards and wineries coming into production. With Capay Valley’s recreation industry growing the region has seen new agriculture jobs, in Golf Course management and Recreation located around Cache Creek. Livestock production has decreased in the recent years however, cattle and sheep operations are still present in and around Esparto. Local agriculture jobs are primarily manual labor jobs such as: tractor operator, irrigator, weed control, harvesting, or related jobs such as mechanics and office management.

2008 Yolo County agricultural statistics showed that tomatoes are still the top commodity in Yolo County, totaling $105,124,614 which is up 5% from the previous year. Rice, alfalfa hay, wine grapes, and seed crops rounded out the top 5. From annual crops to livestock to orchards, the Capay Valley provides more than 50 different types of agricultural products including fruits and vegetables, wheat, wine, beef, lamb, walnuts, and almonds. Yolo County is in is rice in agriculture history and a leader in the California agriculture industry. Esparto high students will have many opportunities to apply the knowledge and skills they have obtained in the Ag department.

General Agriculture Job Market:

With recent economic hardships many industries have seen a decrease in available jobs. However, the Agriculture industry has still seen job growth. This is due to many new opportunities in Agriculture along with a shortage of train agriculture professionals. Many of the available agriculture jobs today are not in production agriculture. But rather in support industries such as; farm services, banking, sales, research, communications, distribution and other service areas. Over 4,000 jobs a year in agriculture requiring a bachelor’s degree or higher, go unfilled in the United States. It is estimated that this year in California, 50,000 agricultural mechanics positions will go unfilled. Agriculture business needs highly motivated, reliable, hard working, educated employees to help run and grow their business. Esparto high school Agriculture Department works with local, state and national agriculture firms to accurately prepare our students for their workforce.
Targeted Occupations and Objectives

Agriculture Education at Esparto High School is comprised of a group of related instructional elements designed to prepare students for occupations requiring agricultural knowledge and skills and to provide a base for advanced education in agriculture. While the local job market is strongly considered in the designing of course content, exposure to and skill development in other agricultural areas is also included. Most students will eventually leave the area for employment and therefore need job preparation with a broader base than just for the local market. Students are encouraged to consider post-secondary education and are prepared with a basis for that event. Training above the basic level is provided in Agriculture Business, Floriculture, Animal Science and Mechanics.
## Job Target Areas:

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<td>Interior Plantscaper&lt;br&gt;Landscape contractor&lt;br&gt;Irrigation technician&lt;br&gt;Inspector&lt;br&gt;Floral Designer&lt;br&gt;Florist&lt;br&gt;Pest Management Technician&lt;br&gt;Nursery Worker</td>
<td>Marketing Representative&lt;br&gt;Landscape Architect&lt;br&gt;Plant Geneticist&lt;br&gt;Plant Pathologist&lt;br&gt;Entomologist&lt;br&gt;Plant Physiologists&lt;br&gt;Plant Scientist</td>
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<td>Office Clerk&lt;br&gt;Receptionist&lt;br&gt;Bookkeeper&lt;br&gt;Retail Sales Clerk&lt;br&gt;Data Entry Technician&lt;br&gt;Collections Clerk.</td>
<td>Farm Realtor&lt;br&gt;Accounting tech.&lt;br&gt;Advertising Specialist&lt;br&gt;Office Manager&lt;br&gt;Administrative Assistant&lt;br&gt;Customer Service&lt;br&gt;Representative&lt;br&gt;Farmers Markets</td>
<td>Farm Appraiser&lt;br&gt;Public Relations&lt;br&gt;Bank Loan Officer&lt;br&gt;Market Researcher&lt;br&gt;Agri-Business Manager&lt;br&gt;Commodity Broker&lt;br&gt;Farmer</td>
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<td>Farm Equipment Sales&lt;br&gt;Equipment Fabricator&lt;br&gt;Professional Mechanic&lt;br&gt;Irrigation Salesperson&lt;br&gt;Buyer</td>
<td>Agricultural Engineer&lt;br&gt;Irrigation Engineer&lt;br&gt;Equipment Appraiser&lt;br&gt;Equipment Buyer&lt;br&gt;Farm Safety Specialist</td>
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<td>Veterinary Technician&lt;br&gt;Feed store manager/owner&lt;br&gt;Pet store manager/owner&lt;br&gt;Animal control officer&lt;br&gt;AI Technician&lt;br&gt;Farm Manager&lt;br&gt;Breeder</td>
<td>Veterinarian&lt;br&gt;USDA Inspector&lt;br&gt;County Extension Agent&lt;br&gt;Fish and Game Warden&lt;br&gt;Animal Behaviorist</td>
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Total Program Goals and Objectives

Goals:

1. To assist individual in making an informed choice of an agriculture occupation.

2. To prepare individuals for employment in agricultural occupations.

3. To prepare individuals for advanced training in agriculture.

4. To insure an adequate supply of trained and skilled individuals for employment in the agricultural industry.

5. To assist students in their development of personal attitudes, character traits and leadership abilities. This will contribute to their success in agricultural employment and/or entrepreneurship.

Objectives:

1. 100% of the students shall develop an individual career plan, under the guidance of the vocational agricultural instructor, and the students enroll in the vocational agricultural program. This plan will include a sequence of high school vocational experience. This plan shall be part of the student's agricultural file, and should be reviewed and revised annually.

2. 100% of the students shall engage in a occupationally related SAE, as described in the individual career plan, by the end of their first year, an SAE project must be conducted during each of the years a student is enrolled in the agricultural education program.

3. 100% of the students will be members of the local FFA chapter, and will be encouraged by the instructor, to be active members as defined by the National FFA constitution and by-laws.

4. A graduate follow up study shall be preformed annually, and shall include the status of employment or school enrollment of graduate; graduate opinion of the value and relevance of this instructional program. This study will be systematically used to review and define the functions of the instructional program in agriculture.

5. There shall be a 70% placement rate of the student completing the vocational agriculture program in an agriculture related occupation of post-secondary agriculture related program.

6. Each agriculture instructor shall possess a credential in vocational agriculture from an accredited state college or university, or shall have passed the state NTE for agriculture and shall possess 3,000 hours of agriculture related experience.

7. A student teacher ration shall be maintained at a maximum enroll of 25 students per class per teacher with classroom programs, and 20 students per class per teacher in shop and lab classes to provide safe and efficient teaching.
8. The school district shall provide adequate teacher time to conduct the year round activities of the agriculture program. A minimum of one full time equivalent teacher shall be employed during the summer months for each 60 students engaged in FFA and SAE Projects during that time. In addition to any preparation period otherwise provided to teachers at the program site, a project period shall be provided in the agriculture education program to assist students enrolled in the program for each full time educator in the agriculture program.

9. The school district shall provide for transportation and other expenses that teachers incur in the conduct of the program, this shall include FFA, and classroom activities and SAE visits.

10. All agriculture teachers will regularly attend sectional, regional and state in service activities for agriculture education teachers.

11. The school district shall provide adequate facilities, equipment, and supplies for effective operation of the agriculture education program including:

   a. A minimum of 35sq. ft. of classroom space per student.
   b. A minimum of 200sq. ft. of laboratory space per each Ornamental Horticulture student.
   c. Office space of no less than 120sq. ft. per instructor and no less than 60 for each additional instructor.
   d. Storage space at the rate of 10 sq. ft per student in shop, 5 sq. ft. per student in classroom, and 10 sq. ft. per student in the greenhouse.
   e. Student locker, restrooms and clean up facilities.
   f. Modern tools and equipment comparable to those in industry.
   g. Textbooks, reference materials and audiovisual aides requiring for conduction and effective instructional program.
The Agriculture Program

As educators in agriculture we must build a program that will involve as many different types of students as possible, but to do this we must constantly stay on the cutting edge. We feel confident that this Comprehensive Plan reflects our desire to involve and prepare our students for the 21st century.

In 1989 the national FFA Foundation along with the USDA published a report that stated that Agriculture Education should provide opportunities in research and higher education. The report goes on to say, "Expertise in Agriculture and complementary science is of paramount importance and dissemination on career opportunities are urgently needed."

California’s Agriculture industry has responded by establishing 15 quality standards that agriculture education departments must implement in order to receive special funding. In 2006, the Career and Technical Education standards were released and approved and adopted the CDE. These standards detailed 11 standards that need to be included in every agriculture class. This included opportunity for SAE and leadership activities. The Program has also responded by offering changes in curriculum that will challenge and attract students. Our curriculum emphasizes scientific concepts and laboratory exercises in agricultural science courses, and assigns up-to-date equipment and technology in mechanics classes. Our goal is to train students for post secondary education and entry level employment in the Agriculture Industry. 2+2 articulation is set up with Yuba (Woodland) College for Agriculture Mechanics and Floriculture. Our goal is to increase the courses with articulation and reach articulation with other campuses such as Cosumnes, Solano, Modesto and Feather River Community Colleges.

The Esparto Agriculture Education Program is an articulated and comprehensive instructional program. Two instructors teach students at Esparto High School. (9-12). We have a beginning level with a foundation in agriculture that is a broad in scope and that sets the stage for advanced levels. We have incorporated the "basic Core Curriculum" from the Model Curriculum Guide. The learning outcomes of in the "Basic Core" represent our objectives for Agriculture Science 1 and Agriculture Biology. In addition to the "Basic Core" we also offer advanced courses in Floriculture, Animal Science, and Agriculture Mechanics. Not only do these courses teach specific subject skills, leadership development, career opportunities, and supervised agriculture experience. Career plans are established during the ninth and tenth grades, and focus on specific career skills during the eleventh and twelfth grades. Students completing a sequence of courses in our program are well prepared for entry-level job positions and post-secondary education in agriculture.
The Agriculture Program has three integral components: classroom instruction, (comprised of lecture, classroom activity, laboratory and field work); individual and group participation in the Future Farmers of America (FFA); and individual participation in Supervised Agricultural Experience (SAE).

The FFA is integral to the instructional activities of the program. Recognize that one of the prime objectives of the agriculture program is preparing students for the job market.

Successful employment requires competencies in addition to technical skills and knowledge. Many employers place the highest priority on the competencies and attitudes which relate to the ability to interact with people, make decisions, follow through on responsibilities, follow directions, direct the activities of others, take initiative and to communicate defectively with their colleagues and supervisors.

Participation in FFA is intended to be an organized laboratory experience in activities through which the agricultural student develops competencies in these areas. For example, simply by functioning as a member of an FFA chapter committee, a student experiences working together with others to achieve an agreed upon joint objective. By achieving an advanced degree in the organization the student begins to understand the relationship between directed, sustained personal effort and recognized success. By serving as an officer or committee chair a student soon learns the importance of clear instructions when directing the efforts of others. It is therefore appropriate to conduct FFA activities during class time and often they are. However, as a matter of convenience and because FFA cuts across class list boundaries, many FFA activities are conducted outside of class time such as during lunch, after school, evenings, weekends, holidays and summer.

SAE consists of planned practical experiences in agriculture. Activities conducted as part of a student’s SAE are commonly called projects or enterprises and there often are several varying kinds of project making up the SAE of any individual student. Some examples of projects are: paid or unpaid work experience in an agriculturally related job; ownership agricultural enterprises such as feeding livestock for market, building an equipment trailer, growing crops, operating a landscape maintenance business, growing house plants, aquaculture, etc. The scope of projects ranges from a single animal to full ownership an operation of a commercial scale agricultural enterprise.

An important feature of the agriculture program is the field trips on which students go. The purposes of these trips are to: allow practical application to the classroom experience, enhance knowledge, give students the opportunity to compete, and give students the opportunity to develop specific skills and knowledge. No student competes in all activities, but all students participate in some activity. Specific activities are noted later in this plan.
The objectives of the agriculture program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those agriculture occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level education in agriculture education.

3. To enable students to acquire an understanding of economic and social impact of the agricultural industry upon society and its relationship to agriculture in general.

4. To provide the agricultural production industry and related industries with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

5. To develop a basis for agricultural leadership.
The four stages of California FFA Association development/ FFA Integrated Leadership Plan

Leadership Conferences

Greenhand Conference- 9th
Made for Excellence- 10th
Advanced Leadership Academy- 11th
Sacramento Leadership Conference- 12th

Other Leadership Opportunities

National Convention (October)
State FFA Leadership Conference (April)
Chapter Officer Leadership Conference (October)
Washington Leadership Conference (June-July)
Eskarto High School
Agricultural Department
Five-year Improvement Plan

It is always the goal of the agriculture department at the Eskarto High School to be progressive and in step with the needs of the community. Providing relevant instruction in agriculture also means acquiring new equipment and replacing old worn-out equipment and facilities. Much of what is needed is expensive and somewhat dynamic therefore Five-Year Improvement Plan provides a tool to assess and reassess the needs of the department. In other words, what do we need over the next five years?

School Year 2010-2011

✓ Integrate school-based business into local economies.
✓ Addition 10% enrollment
✓ Purchase textbooks for mechanics and floriculture
✓ Integrate broad based access for SAE projects
✓ Purchase new microscopes
✓ Landscape back horticulture area
✓ Work with local agencies to develop Native Plant growing center
✓ Work with farm committee to help create master plan for farm land
✓ Increase number of state degrees to 5%

School Year 2011-2012

✓ Land Laboratory
✓ Increase integrations of the Ag education and access to local and regional access to careers and jobs
✓ Maintenance of equipment, shop, greenhouse, classroom technology.
✓ Addition of 10% enrollment
✓ Establish feasibility of additional Ag. Vehicle
✓ Student teacher
✓ Install misting systems
✓ Implement farm master plan
✓ Incorporate chicken projects into Ag. Science’s Investigation/Experimentation units

School Year 2012-2013

✓ Incorporate Ag Tech (ROP) for migrant students and Madison High School
✓ Implement Master Plan for district property
School Year 2013-2014

✓ Individual OH Garden Plots
✓ Summer ROP Floral Program
Course Description and Content

Overview

The Agriculture Education Program is offered for students who have a sincere interest in agricultural careers. Classroom instruction focuses on scientific and economic principles relative to the agricultural industry. Students apply these principles through involvement in occupational experience programs (projects) and participation in leadership development activities.

Classroom instruction is the cornerstone of our agricultural education program. While content focuses on scientific and economic principles, directed laboratories emphasize hands-on learning. Students leave our program ready for entry-level employment and/or post-secondary education in agriculture or related fields.

Students taking agricultural courses will be expected to have a Supervised Agricultural Experience (SAE or project) by the end of their first year in agriculture. Continuing students will be required to have an ongoing project. Projects include plants, animals, mechanics, work experience, and a variety of other activities that develop responsibility. SAE involvement constitutes 5% of the students' grade. Verification will be through the students' project record book (appendix I).

Leadership development is provided through membership in the FFA. Leadership involvement includes regular meetings, public speaking, judging teams, and other activities that develop cooperation. FFA participation constitutes no more than 10% of a student's semester grade (appendix).

Graduation Requirement Satisfied

Many courses in the Agricultural program satisfy High School Graduation Requirements. Listed below are those classes that satisfy graduation requirements in Science and Art. All credits listed are for successful completion of a full-year's instruction in a class.

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<td>Ag. Mechanics IV</td>
<td>12</td>
<td>X</td>
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<td>Floriculture</td>
<td>11-12</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td></td>
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<tr>
<td>Ornamental Horticulture</td>
<td>10-12</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Animal Science</td>
<td>11-12</td>
<td>X</td>
<td></td>
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</tbody>
</table>
Course Sequence at Esparto High School in the Agriculture Department

Advanced Plant Science Pathway

Year 1
Agricultural Biology

Year 2
Ornamental Horticulture

Year 3
The Art & History of Floral Design

Year 4
Advanced Floriculture

Plant Science Pathway

Year 1
Integrated Agricultural Science

Year 2
Agricultural Biology

Year 3
Ornamental Horticulture

Year 4
The Art & History of Floral Design
All students starting as freshman must take Introduction to Agriculture and Agriculture Biology as sophomores. Students starting as sophomores must take Agriculture Biology if they have taken a previous science class in their first year and they are intending to use the course as a graduation requirement. Otherwise they must take Ag. Science 1.

The two program areas listed above and the course listed after them in each year is the sequence students should follow. Students should choose one of the program areas after their second year and follow the sequence listed. Courses must be followed for program completers. Secondary courses are listed for some of the years if schedules permit. The secondary course should not be interrupted as part of the sequence. Students must complete three of the courses to gain a certification in their chosen program area.

Changes in the above sequences must be approved by the Agricultural Program Manager.
Possible Future Courses at Esparto High School

Ag Environmental Science, Ag. Business, and Animal Science

Potential Pathways:

**Ag. Environmental Science Pathway**

- Agricultural Biology
  - Ornamental Horticulture
  - The Art & History of Floral Design
  - Agricultural Environmental Science

**Ag Business Pathway**

- Agricultural Biology
  - Ag. Elective
    - Ag. Integrated Science
  - Agricultural Biology
  - Ag. Business
  - Ag. Communications & Leadership

**Animal Science Pathway**

- Ag. Integrated Science
  - Agricultural Biology
  - Animal Physiology
  - Ag Communications & Leadership
Esparto High School
Agriculture Department
Course Expectations 2010-2011

Instructor: Mrs. Charter

I. Course Description: Ornamental Horticulture
Pre-requisite: Biology with C or higher.
Grade Level: Junior and Senior
Credit: Elective credit
The Ornamental Horticulture course is designed to teach students basic skills used in the horticulture industry. Course content and “hands-on” learning aspects will consist of the horticulture industry, plant science, plant propagation, integrated pest management, landscape design and marketing. This course will also provide students with the opportunity to create their own plant (SAE) projects including sales and marketing of their projects through FFA plant sales.


Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:
Your grade will be based on the following:
85% Classroom work. This includes homework, quizzes, tests, and in-class assignments.
10% FFA Participation.
5% Supervised Agricultural Education

III. FFA- 10% of Grade
1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in a minimum of 2 activities per quarter.
IV. **SAE (Supervised Agricultural Experience)-5% of grade.**
1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students.

V. **Required Supplies**
1. Notebook.
2. Work clothes. Could include clothes to wear that you don’t mind getting dirty, coveralls or an apron. An old pair of tennis shoes is also highly recommended.

Contact Information:
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

________________________________________________________________________

**Student Name:**

I have read and understand all the policies and procedures contained herein.

________________________________________________________________________

Student Signature-------------------------------------------------Date

________________________________________________________________________

Parent/Guardian Signature-----------------------------Date
I. **Course Description: Agricultural Biology**

   CSU/UC (d) GRAD CREDIT: Life Science 9th -- 10th grade

Agriculture Biology is a one-year, laboratory science course designed for the college-bound student with career interest in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, and humans and the environment, nutrition in animals, health and disease in animals, and the similarities between animals and humans. The course is centered on extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

II. **Grading:**

   Your grade will be based on the following:

   **85%** Classroom work. This includes homework, quizzes, tests, class notebooks, and in-class assignments.

   **10%** FFA Participation

   **5%** SAE (Supervised Agricultural Experience)

   Letter grades will be assigned using the following guidelines:

   - **A** = 90-100%
   - **B** = 80-89%
   - **C** = 70-79%
   - **D** = 60-69%
   - **F** = 59% and below

III. **Tests**

   1. Tests will be given at the completion of each unit of study.
   2. Quizzes will be given periodically as needed.
   3. There will be a Final Exam at the end of each semester.
   4. Make up tests are the responsibility of the student! If you have an excused absence on the day of a test, it is your responsibility to make an appointment to take it within 1 week of returning to school.
IV. **Homework and Class Assignments**
   1. Assignments should be neat and complete.
   2. For each day you are absent, you have that many days to make it up.
   3. Getting makeup work is the responsibility of the student.

V. **FFA – 10% of grade**
   1. Your enrollment in this class automatically makes you an FFA member.
   2. The FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.

VI. **SAE (Supervised Agricultural Experience)- 5% of grade**
   1. All students are required to have a project that relates to agriculture.
   2. Projects require prior approval of the instructor.
   3. An FFA record book will be required for all students.

VII. **Office Hours**
   1. Monday-Thursday before and after school.
   2. Lunch time.
   3. I will make every effort to help students outside of class please contact me if I can arrange another time.

**Contact Information:**
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

I have read and understand all the policies and procedures contained herein.

**Student Name:**

__________________________

Student Signature 

__________________________

Date 

__________________________

Parent/Guardian Signature

__________________________

Date
Esparto High School
Agriculture Department
Course Expectations 2010-2011

Instructor: Mrs. Charter

I. Course Description: Floriculture
GRAD CREDIT: Elective, UC Art Credit. Course is currently going through accreditation.
This course will train students in occupation skills for entry-level employment in floral shops, nurseries, and department stores, selling floral products, houseplants, balloon arrangements, and retail items. Students develop artistic skills using elements of design as they relate to flora, balloons, and plant design. They will receive training in floral arranging, balloon design, customer service, production, care, and maintenance of houseplants.

Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:
Your grade will be based on the following:
85% Classroom work. This includes homework, quizzes, tests, and in-class assignments.
10% FFA Participation.
5% Supervised Agricultural Education

III. Required Supplies
1. One inch 3-ring binder or section of a binder.
2. Hand Pruners
3. Optional equipment would include scissors, wire cutters, and needle-nose pliers.

** Make sure to mark your name on tools.

IV. FFA- 10% of Grade
1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in a minimum of 2 activities per quarter.
V. SAE (Supervised Agricultural Experience)-5% of grade.
   1. All students are required to have a project that relates to agriculture.
   2. Projects require prior approval of the instructor.
   3. An FFA record book will be required for all students.

Contact Information:
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

___________________________________________
Student Name:

I have read and understand all the policies and procedures contained herein.

___________________________________________  ________________________
Student Signature                                      Date

___________________________________________  ________________________
Parent/Guardian Signature                              Date
# SAE Rubric

**Name:**

<table>
<thead>
<tr>
<th></th>
<th>Write-up Description</th>
<th>Log</th>
<th>Pictures</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write-up</strong></td>
<td>20 points A full page that described what the student accomplished. One paragraph discussed how their SAE relates to a career in agriculture.</td>
<td>15 points The write-up was a full page describing what the student accomplished. Write-up is missing the career paragraph.</td>
<td>10 points *The write-up was slightly shorter than a page and missing the career portion. *Write-up was correct length but not typed.</td>
<td>0 points No write-up.</td>
</tr>
<tr>
<td><strong>Log</strong></td>
<td>15 points Student had a log that had 10+ hours. Log also included parent signature.</td>
<td>10 points Student had a log however it lacked either the correct amount of hours or signature.</td>
<td>0 points No log</td>
<td></td>
</tr>
<tr>
<td><strong>Pictures</strong></td>
<td>15 points Student had 3 pictures with them working on their SAE in the picture.</td>
<td>10 points Student had less than 3 pictures or they were not in the picture.</td>
<td>0 points Student had no pictures.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

Total:
I. **Course Description:**
This course is designed to give the first year student a strong foundation in the use of basic Ag mechanics shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hands-on learning will be stressed. This basic course includes rope work, wood and metalworking, welding and cutting processes, electrical, and plumbing. Students will build individual projects as time permits.

II. **Expectations for Student Learning:**
Each student who completes this course will be able to:

- Demonstrate proper safety procedures throughout the shop
- Calculate a bill of materials and perform basic drawings
- Perform various rope work, knots, splices
- Demonstrate an understanding of welding equipment in our shop
- Perform oxy-acetylene welding and cutting operations
- Perform various hot and cold metal projects using shop tools
- Perform Stick Arc welding using various rods and fit-ups
- Demonstrate an understanding of wood working tools
- Construct small projects using all previously learned techniques
- Perform basic plumbing skills
- Perform basic Electrical skills
- Demonstrate an understanding of concrete and its uses
- Record and maintain proper records
- Demonstrate an understanding of careers in Ag Mechanics
- Demonstrate character, work ethic, and leadership of a EHS Student

<table>
<thead>
<tr>
<th>CTE State Standard#</th>
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<tbody>
<tr>
<td>B1.0</td>
</tr>
<tr>
<td>B9.4, B9.7</td>
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<tr>
<td>N/A</td>
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<td>B8.1</td>
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<td>B7.0</td>
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<td>B6.0</td>
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<tr>
<td>B9.7, 13.0 FS</td>
</tr>
<tr>
<td>3.0 FS</td>
</tr>
<tr>
<td>8.0, 9.0 FS</td>
</tr>
</tbody>
</table>

III. **Grading:** Your Grade will be based on the following areas:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Grade Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTICIPATION, WORK ETHIC</td>
<td>40%</td>
<td>90% and up</td>
</tr>
<tr>
<td>QUALITY OF WORK PREFORMED</td>
<td>10%</td>
<td>80% to 89%</td>
</tr>
<tr>
<td>SAFETY</td>
<td>10%</td>
<td>70% to 79%</td>
</tr>
<tr>
<td>CLEAN-UP RESPONSIBILITIES</td>
<td>15%</td>
<td>60% to 69%</td>
</tr>
<tr>
<td>FFA</td>
<td>10%</td>
<td>59% to below F</td>
</tr>
<tr>
<td>SAE</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>TESTS, QUIZZES, AND HOMEWORK</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

**FFA Participation:** FFA is an integral portion of an Esparto Ag department class. Therefore, to receive full FFA credit (10%) students must participate in at least 2 per quarter or (4) FFA activities per semester.

**SAE Participation:** Students must maintain a current record book and complete a Supervised Agriculture Active Project (SAE).
IV. Required Materials:
1. Three ring binder (1-1 ½”, Blue)
2. Lined Paper
3. Pen and Pencils
4. Calculator (Cheap)
5. Combination Padlocks (NO KEYS)
6. Coveralls, Shop Coat or Jeans with Long Sleeve Shirt (cotton)
7. Safety Glasses
8. Leather Shoes, or Boots
9. Slip-Joint Pliers

V. Strongly Suggested Materials:
1. Oxy-Fuel Cutting / Welding Glasses (Shade #5)
2. Welding Helmet (Shade #10)
3. Leather Welding gloves
4. Tape Measure 25ft

Recommended Welding/Supply Stores in Yolo County
Air Gas
PDM Steel
Herbst Manufacturing
Home Depot
Tractor Supply
Trico Welding

VI. Class and Shop Expectations Made by the Students:

Teacher
- Teach us to use tools properly
- Don’t waste the students time.

Students
- Will not “play with” the vise
- Don’t misuse tools
- Respect others
- Wear safety glasses
- Don’t waste the teachers time

Absences:
1. If a test, assignment, etc. was missed during the absence, it is the students
   responsibility to find out from the instructor what was missed upon
   returning to class.

2. Any missed tests / assignments must be made up within two (2) days after
   returning to school. Failure to do so will result in a score of zero (0) for
   that test / assignment.
3. Class time will not be given to complete missed work.

**Tardies:**

1. Students are required to be in their seats, ready to work, when the tardy bell rings.

2. If a student is tardy due to a valid reason (detained by another teacher, etc.) it is the student’s responsibility to bring a note to excuse the tardy. These excused tardies will not be counted against the student.

**Responsibilities:**

1. Every student is required to bring the necessary materials (binder, pen or pencil) to class everyday.

2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student’s notebook, organized and in chronological order. This notebook will be turned in at the end of each quarter to be graded.

**VII. Mr. Reid’s Shop Expectations:**

1. No student may work in the shop or use shop equipment without first passing appropriate safety test(s).

2. No student may work in the shop or use shop equipment without an instructor present.

3. No student may leave the shop area at any time until excused by the instructor.

4. All students will perform their assigned clean-up duties at the end of every period.

5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.

6. Students projects and supplies are private property. Please respect the rights of others and leave anything that is not yours, alone.

7. Proper clothing and protective gear will be worn in the shop at all times.

8. Report all injuries, broken or lost equipment, and materials needed to the instructor immediately.
9. The following are NOT permitted in the shop at any time:
   a. Horse-Play
   b. Fighting
   c. Throwing any object
   d. Improper use of equipment
   e. Abuse of equipment
   f. Foul Language
   g. Smoking or chewing
   h. Loud or annoying noises

10. This class will be treated as a job. You would not be late or miss work very often before you are fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:
   a. Safety
   b. Participation / Work Ethic
   c. Quality of Work Performed
   d. Completion of Assignments
   e. Clean-up Responsibilities
   f. FFA/SAE
   g. Tests, Quizzes, and Homework

The Agriculture Department wishes all students the best of luck with their courses. I have read and understand the above grading policy, I agree to it and will try my best in my Agriculture Mechanics class!

Student__________________________________________ Date________

Parent____________________________________________ Date________
Esparto High School
Agriculture Mechanics 1 Road Map

I. First Semester:
♦ Week 1 8/23 Introduction, Course Syllabus, Class and shop orientation
♦ Week 2 8/30 Shop Safety, Intro to FFA, FFA Creed
♦ Week 3 9/6 Shop Safety, Tool ID.
♦ Week 4 9/13 FFA Recordbook. O/C CDE, CA Ag. Woodworking safety.
♦ Week 5 9/12 Intro to wood materials/tools. Woodworking safety.
♦ Week 6 9/27 Intro to tap/die project. Intro to measurement, Cold metal safety.
♦ Week 7 10/4 Rotate groups between Wood and Cold Metal projects.
♦ Week 8 10/11 Rotate groups between Wood and Cold Metal projects
♦ Week 9 10/18 Intro to Record Keeping / FFA Recordbook. O/C CDE, CA Ag.
♦ Week 10 10/25 Measurement
♦ Week 11 11/1 Intro to oxy-acetylene safety and equipment.
♦ Week 12 11/8 Introduction to arc welding safety, Arc theory and Demonstrations.
♦ Week 13 11/15 Oxy-acetylene welding and cutting and Arc welding guided practice.
♦ Week 14 11/29 Oxy-acetylene welding and cutting and Arc welding guided practice.
♦ Week 15 12/6 Loose ends week, tap/die, wood, welding, notes, etc.
♦ Week 16 12/13 Review, Written Semester Final, Practical Semester Final

II. Second Semester:
♦ Week 1 1/3 FFA Recordbook. More Measurement.
♦ Week 2 1/10 Rope work: knots and splices to enter into the fair.
♦ Week 3 1/17 Bill of materials lesson, Plan Drawing.
♦ Week 4 1/24 Intro to basic plumbing skills, pipe threading.
♦ Week 5 1/31 Basic Plumbing skills
♦ Week 6 2/7 Intro to (GMAW) Mig welding, refresh arc safety, practice.
♦ Week 7 2/22 Mig Weld and Arc Welding practice
♦ Week 8 2/28 Intro to Plasma cutting process. Plasma cut and Plasma Cam
♦ Week 9 3/7 Parliamentary Procedure, FFA Record Books
♦ Week 10 3/14 Intro to Concrete unit. Safety. Basic skills
♦ Week 11 3/21 Small Concrete Projects.
♦ Week 12 3/28 Intro to electrical unit. Safety. Basic skills.
♦ Week 13 4/4 Electrical circuit work.
♦ Week 14 4/11 Spring Break
♦ Week 15 4/12 Rotate groups between Wood and Arc Welding projects
♦ Week 16 4/25 Rotate groups between Wood and Arc Welding projects
♦ Week 17 4/26 Rotate groups between Wood and Arc Welding projects
♦ Week 18 5/2 Rotate groups between Wood and Arc Welding projects
♦ Week 19 5/9 Loose ends week. Projects, notes, drawings, etc.
♦ Week 20 5/16 Loose ends week. Projects, notes, drawings, etc
♦ Week 21 5/23 Shop Clean-up, check out of lockers
♦ Week 22 5/30 Finals
Esparto High School
Agriculture Mechanics 2

I. Course Description:
This course is designed to give students a Basic understanding of fabrication and
construction principles and basic engineering. In addition, advanced techniques in Mig
(GMAW), Tig (GTAW), Stick (SMAW) and oxy-acetylene welding, cutting will be
stressed. Additionally, electrical principles and skills will be continued from their Ag
Mech 1 experience. Student will fabricate a medium sized project to practice their skills
and further their problem solving abilities.

II. Expectations for Student Learning:
Each student who completes this course will be able to:

- Demonstrate proper safety procedures throughout the shop  B1.0
- Calculate a bill of materials and perform basic drawings  B9.4, B9.7
- Operate and maintain fabrication tools and equipment appropriately  B9.3
- Perform oxy-acetylene welding and cutting operations  B7.0
- Properly adjust all welders for different welding applications  B8.1
- Demonstrate proper Mig (GMAW) welding in all positions and fit-ups. B8.2, B8.3
- Demonstrate proper Tig (GTAW) welding in flat the position.  B8.2, B8.3
- Perform Electrical wiring skills  B3.0
- Plan and construct a project using learned techniques  B9.7
- Record and maintain proper records  B9.7,
- Demonstrate an understanding of careers in Ag Mechanics  3.0 FS
- Demonstrate character, work ethic, and leadership of a EHS Student  8.0, 9.0 FS

III. Grading: Your Grade will be based on the following areas;

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation, Work Ethic</td>
<td>40%</td>
<td>90% and up A</td>
</tr>
<tr>
<td>Quality of Work Preformed</td>
<td>10%</td>
<td>80% to 89% B</td>
</tr>
<tr>
<td>Safety</td>
<td>10%</td>
<td>70% to 79% C</td>
</tr>
<tr>
<td>Clean-up Responsibilities</td>
<td>15%</td>
<td>60% to 69% D</td>
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<td></td>
</tr>
<tr>
<td>Tests, Quizzes, and Homework</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

FFA Participation: FFA is an integral portion of an Esparto Ag department class.
Therefore, to receive full FFA credit (10%) students must participate in at least SIX (6)
FFA activities per semester, maintain a current record book and complete a Supervised
Agriculture Active Project (SAE).

SAE Participation: Students must maintain a current record book and complete a
Supervised Agriculture Active Project (SAE).
IV. Required Materials:
   1. Three ring binder (1-1 ½”, Green)
   2. Lined Paper
   3. Pen and Pencils
   4. Calculator (Cheap)
   5. Combination Pad Locks (NO KEYS)
   6. Overalls, Shop Coat or Jeans with Long Sleeve Shirt (cotton)
   7. Safety Glasses
   8. Leather Shoes, or Boots
   9. Slip-Joint Pliers

V. Strongly Suggested Materials:
   1. Oxy-Fuel Cutting / Welding Glasses (Shade #5)
   2. Welding Helmet (Shade #10)
   3. Leather Welding gloves
   4. Tape Measure 25ft

Recommended Welding/Supply Stores in Yolo County
Air Gas
PDM Steel
Herbst Manufacturing
Home Depot
Tractor Supply

VI. Class and Shop Expectations:

1. Be in class everyday and Be on time! You have to be in class to participate.
2. Respect yourself and others
3. Always follow every safety rule!! Safety First!
4. Cooperate with other people in the class
5. Always give every task your best effort

Absences:

1. If a test, assignment, etc. was missed during the absence, it is the students responsibility to find out from the instructor what was missed upon returning to class.

2. Any missed tests / assignments must be made up within two (2) days after returning to school. Failure to do so will result in a score of zero (0) for that test / assignment.

3. Class time will not be given to complete missed work.


**Tardies:**

1. Students are required to be in their seats, ready to work, when the tardy bell rings.

2. If a student is tardy due to a valid reason (detained by another teacher, etc.) It is the student’s responsibility to bring a note to excuse the tardy. These excused tardies will not be counted against the student.

**Responsibilities:**

1. Every student is required to bring the necessary materials (binder, pen or pencil) to class everyday.

2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student’s notebook, organized and in chronological order. This notebook will be turned in at the end of each quarter to be graded.

**VII. Mr. Reid’s Shop Rules:**

1. No student may work in the shop or use shop equipment without first passing appropriate safety test(s).

2. No student may work in the shop or use shop equipment without an instructor present.

3. No student may leave the shop area at any time until excused by the instructor.

4. All students will perform their assigned clean-up duties at the end of every period.

5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.

6. Students projects and supplies are private property. Please respect the rights of others and leave anything that is not yours, alone.

7. Proper clothing and protective gear will be worn in the shop at all times.

8. Report all injuries, broken or lost equipment, and materials needed to the instructor immediately.
9. The following are NOT permitted in the shop at any time:
   a. Horse-Play
   b. Fighting
   c. Throwing any object
   d. Improper use of equipment
   e. Abuse of equipment
   f. Foul Language
   g. Smoking or chewing
   h. Loud or annoying noises

10. This class will be treated as a job. You would not be late or miss work very often before you are fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:
   a. Safety
   b. Participation / Work Ethic
   c. Quality of Work Performed
   d. Completion of Assignments
   e. Clean-up Responsibilities
   f. FFA/SAE
   g. Tests, Quizzes, and Homework

The Agriculture Department wishes all students the best of luck with their courses.
I have read and understand the above grading policy, I agree to it and will try my best in my Agriculture Mechanics class!

Student ______________________________ Date __________________

Parent ______________________________ Date __________________
**Esparto High School**  
**Agriculture Mechanics 2 Road Map**

### I. First Semester:

- **Week 1** 8/23  
  Introduction, Course Syllabus, Class and shop orientation
- **Week 2** 8/30  
  Shop Safety, FFA, FFA O/C refresher
- **Week 3** 9/6  
  Shop Safety, Tool ID.
- **Week 4** 9/13  
- **Week 5** 9/12  
  Oxy-acetylene safety and equipment refresher.
- **Week 6** 9/27  
  Arc Welding safety and equipment refresher
- **Week 7** 10/4  
  Rotate groups between Oxy-acetylene and Arc Welding.
- **Week 8** 10/11  
  Rotate groups between Oxy-acetylene and Arc Welding
- **Week 9** 10/18  
  Rotate groups between Oxy-acetylene and Arc Welding
- **Week 10** 10/25  
  Measurement
- **Week 11** 11/1  
  Intro to Project construction
- **Week 12** 11/8  
  Project construction, Overview of Ag Mechanics CDE
- **Week 13** 11/15  
  Project construction.
- **Week 14** 11/29  
  Project construction.
- **Week 15** 12/6  
  Loose ends week, tap/die, wood, welding, notes, etc.
- **Week 16** 12/13  
  Review, Written Semester Final, Practical Semester Final

### II. Second Semester:

- **Week 1** 1/3  
  FFA Recordbook. More Measurement.
- **Week 2** 1/10  
  Intro to (GMAW) Mig welding, refresh arc safety.
- **Week 3** 1/17  
  Bill of materials lesson, Plan Drawing.
- **Week 4** 1/24  
  Rotate groups between Arc Welding and Mig Welding.
- **Week 5** 1/31  
  Basic Plumbing skills
- **Week 6** 2/7  
  Rotate groups between Arc Welding and Mig Welding.
- **Week 7** 2/22  
  Rotate groups between Arc Welding and Mig Welding.
- **Week 8** 2/28  
  Rotate groups between Arc Welding and Mig Welding.
- **Week 9** 3/7  
  Parliamentary Procedure, FFA Record Books
- **Week 10** 3/14  
  Measurement, Ag Mechanics CDE
- **Week 11** 3/21  
  Small Concrete Projects.
- **Week 12** 3/28  
  Project construction
- **Week 13** 4/4  
  Electrical circuit work.
- **Week 14** 4/11  
  Project construction
- **Week 15** 4/12  
  Project construction
- **Week 16** 4/25  
  Project construction
- **Week 17** 4/26  
  Project construction
- **Week 18** 5/2  
  Project construction
- **Week 19** 5/9  
  Project construction
- **Week 20** 5/16  
  Loose ends week. Projects, notes, drawings, etc
- **Week 21** 5/23  
  Shop Clean-up, check out of lockers
- **Week 22** 5/30  
  Finals
I. Course Description:
Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch will be covered in detail. Students will be expected to design and construct project and compile appropriate data as per project. Examples of projects are; wood splitters, trailers, barbecues, sports and fitness equipment, farm implements, etc. Additionally, students will explore a variety of avenues available to them after graduation. The goal of the advance class is to prepare students for their individual directions after graduation. Field trips to colleges, businesses, job sites, and expositions may be planned.

II. Expectations for Student Learning:
Each student who completes this course will be able to:  
<table>
<thead>
<tr>
<th>CTE State Standard#</th>
</tr>
</thead>
<tbody>
<tr>
<td>B0.1</td>
</tr>
<tr>
<td>B9.4, B9.7</td>
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<tr>
<td>B9.7</td>
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<td>B11.4</td>
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<tr>
<td>3.0</td>
</tr>
<tr>
<td>8.0, 9.0</td>
</tr>
</tbody>
</table>

- Demonstrate proper safety procedures throughout the shop
- Calculate a bill of materials and perform basic drawings
- Understand the use of various wood, metal, and fasteners
- Operate and maintain fabrication tools and equipment appropriately
- Perform oxy-acetylene welding and cutting operations
- Properly adjust all welders for different welding applications
- Demonstrate advanced Mig, Tig, stick welding in all positions/fit-ups.
- Perform Electrical wiring skills
- Understand hydraulics/pneumatics as used in project construction
- Plan and construct a project using learned techniques
- Record and maintain proper records
- Demonstrate an understanding of careers in Ag Mechanics
- Demonstrate character, work ethic, and leadership of a EHS Student

III. Grading: Your Grade will be based on the following areas:

<table>
<thead>
<tr>
<th>Part</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTICIPATION, WORK ETHIC</td>
<td>40%</td>
</tr>
<tr>
<td>QUALITY OF WORK PREFORMED</td>
<td>10%</td>
</tr>
<tr>
<td>SAFETY</td>
<td>10%</td>
</tr>
<tr>
<td>CLEAN-UP RESPONSIBILITIES</td>
<td>15%</td>
</tr>
<tr>
<td>FFA</td>
<td>10%</td>
</tr>
<tr>
<td>SAE</td>
<td>5%</td>
</tr>
<tr>
<td>TESTS, QUIZZES, AND HOMEWORK</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>90% and up</td>
</tr>
<tr>
<td></td>
<td>80% to 89%</td>
</tr>
<tr>
<td></td>
<td>70% to 79%</td>
</tr>
<tr>
<td></td>
<td>60% to 69%</td>
</tr>
<tr>
<td></td>
<td>59% to below</td>
</tr>
</tbody>
</table>

FFA Participation: FFA is an integral portion of an Esparto Ag department class. Therefore, to receive full FFA credit (10%) students must participate in at least SIX (6) FFA activities per semester, maintain a current record book and complete a Supervised Agriculture Active Project (SAE).

SAE Participation: Students must maintain a current record book and complete a Supervised Agriculture Active Project (SAE).
IV. Suggested Materials:
1. Three ring binder (1-1 ½", Green)
2. Lined Paper
3. Pen and Pencils
4. Calculator (Cheap)
5. Combination Pad Locks (NO KEYS)
6. Coveralls, Shop Coat or Jeans with Long Sleeve Shirt (cotton)
7. Safety Glasses
8. Leather Shoes, or Boots
9. Slip-Joint Pliers

V. Strongly Suggested Materials:
1. Oxy-Fuel Cutting / Welding Glasses (Shade #5)
2. Welding Helmet (Shade #10)
3. Leather Welding gloves
4. Tape Measure 25ft

Recommended Welding/Supply Stores in Yolo County
Air Gas
PDM Steel
Herbst Manufacturing
Home Depot
Tractor Supply

VI. Class and Shop Expectations:

1. Be in class everyday and Be on time! You have to be in class to participate.
2. Respect yourself and others
3. Always follow every safety rule!! Safety First!
4. Cooperate with other people in the class
5. Always give every task your best effort

Absences:

1. If a test, assignment, etc. was missed during the absence, it is the students responsibility to find out from the instructor what was missed upon returning to class.

2. Any missed tests / assignments must be made up within two (2) days after returning to school. Failure to do so will result in a score of zero (0) for that test / assignment.

3. Class time will not be given to complete missed work.
Tardies:

1. Students are required to be in their seats, ready to work, when the tardy bell rings.

2. If a student is tardy due to a valid reason (detained by another teacher, etc.) it is the students responsibility to bring a note to excuse the tardy. These excused tardies will not be counted against the student.

Responsibilities:

1. Every student is required to bring the necessary materials (binder, pen or pencil) to class everyday.

2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student’s notebook, organized and in chronological order. This notebook will be turned in at the end of each quarter to be graded.

VII. Mr. Reid’s Shop Rules:

1. No student may work in the shop or use shop equipment without first passing appropriate safety test(s).

2. No student may work in the shop or use shop equipment without an instructor present.

3. No student may leave the shop area at any time until excused by the instructor.

4. All students will perform their assigned clean-up duties at the end of every period.

5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.

6. Students projects and supplies are private property. Please respect the rights of others and leave anything that is not yours, alone.

7. Proper clothing and protective gear will be worn in the shop at all times.

8. Report all injuries, broken or lost equipment, and materials needed to the instructor immediately.
9. The following are NOT permitted in the shop at any time:
   a. Horse-Play
   b. Fighting
   c. Throwing any object
   d. Improper use of equipment
   e. Abuse of equipment
   f. Foul Language
   g. Smoking or chewing
   h. Loud or annoying noises

10. This class will be treated as a job. You would not be late or miss work very often before you are fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:
    a. Safety
    b. Participation / Work Ethic
    c. Quality of Work Performed
    d. Completion of Assignments
    e. Clean-up Responsibilities
    f. FFA/SAE
    g. Tests, Quizzes, and Homework

The Agriculture Department wishes all students the best of luck with their courses. I have read and understand the above grading policy, I agree to it and will try my best in my Agriculture Mechanics class!
Student _______________________________ Date ________
Parent ________________________________ Date ________
Esparto High School
Ag Mechanics 3/4 Road Map

**I. First Semester:**

- **Week 1** 8/23: Introduction, Course Syllabus, Class and shop orientation
- **Week 2** 8/30: Shop Safety, FFA, FFA O/C refresher
- **Week 3** 9/6: Shop Safety, Tool ID.
- **Week 4** 9/13: Plan drawing, Bill of materials lesson.
- **Week 5** 9/12: Oxy-acetylene safety and equipment refresher.
- **Week 6** 9/27: Arc Welding safety and equipment refresher
- **Week 7** 10/4: Rotate groups between Oxy-acetylene and Arc Welding.
- **Week 8** 10/11: Rotate groups between Oxy-acetylene and Arc Welding.
- **Week 9** 10/18: Rotate groups between Oxy-acetylene and Arc Welding.
- **Week 10** 10/25: Measurement
- **Week 11** 11/1: Intro to Project construction
- **Week 12** 11/8: Project construction, Overview of Ag Mechanics CDE
- **Week 13** 11/15: Project construction.
- **Week 14** 11/29: Project construction.
- **Week 15** 12/6: Loose ends week, tap/die, wood, welding, notes, etc.
- **Week 16** 12/13: Review, Written Semester Final, Practical Semester Final

**II. Second Semester:**

- **Week 1** 1/3: FFA Recordbook. More Measurement.
- **Week 2** 1/10: Intro to (GMAW) Mig welding, refresh arc safety.
- **Week 3** 1/17: Bill of materials lesson, Plan Drawing.
- **Week 4** 1/24: Rotate groups between Arc Welding and Mig Welding.
- **Week 5** 1/31: Basic Plumbing skills
- **Week 6** 2/7: Rotate groups between Arc Welding and Mig Welding.
- **Week 7** 2/22: Rotate groups between Arc Welding and Mig Welding.
- **Week 8** 2/28: Rotate groups between Arc Welding and Mig Welding.
- **Week 9** 3/7: Parliamentary Procedure, FFA Record Books
- **Week 10** 3/14: Measurement, Ag Mechanics CDE
- **Week 11** 3/21: Small Concrete Projects.
- **Week 12** 3/28: Project construction
- **Week 13** 4/4: Electrical circuit work.
- **Week 14** 4/11: Project construction
- **Week 15** 4/12: Project construction
- **Week 16** 4/25: Project construction
- **Week 17** 4/26: Project construction
- **Week 18** 5/2: Project construction
- **Week 19** 5/9: Project construction
- **Week 20** 5/16: Loose ends week. Projects, notes, drawings, etc
- **Week 21** 5/23: Shop Clean-up, check out of lockers
- **Week 22** 5/30: Finals
I. **Course Description: Agricultural Biology**  
CSU/UC (d) GRAD CREDIT: Life Science 9th -- 10th grade

Agriculture Biology is a one-year, laboratory science course designed for the college-bound student with career interest in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, and humans and the environment, nutrition in animals, health and disease in animals, and the similarities between animals and humans. The course is centered on extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

II. **Grading:**  
Your grade will be based on the following:  
85% Classroom work. This includes homework, quizzes, tests, class notebooks, and in-class assignments.  
10% FFA Participation  
5% SAE (Supervised Agricultural Experience)

Letter grades will be assigned using the following guidelines:  
A = 90-100%  
B = 80-89%  
C = 70-79%  
D = 60-69%  
F = 59% and below

III. **Tests**  
1. Tests will be given at the completion of each unit of study.  
2. Quizzes will be given periodically as needed.  
3. There will be a Final Exam at the end of each semester.  
4. Make up tests are the responsibility of the student! If you have an excused absence on the day of a test, it is your responsibility to make an appointment to take it within 1 week of returning to school.
IV. **Homework and Class Assignments**
   1. Assignments should be neat and complete.
   2. For each day you are absent, you have that many days to make it up.
   3. Getting makeup work is the responsibility of the student.

V. **FFA – 10% of grade**
   1. Your enrollment in this class automatically makes you an FFA member.
   2. The FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.

VI. **SAE (Supervised Agricultural Experience)- 5% of grade**
   1. All students are required to have a project that relates to agriculture.
   2. Projects require prior approval of the instructor.
   3. An FFA record book will be required for all students.

VII. **Office Hours**
   1. Monday-Thursday before and after school.
   2. Lunch time.
   3. I will make every effort to help students outside of class please contact me if I can arrange another time.

Contact Information:
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

I have read and understand all the policies and procedures contained herein.

**Student Name:**

[Signature]

[Date]

[Parent/Guardian Signature]

[Date]
I. Course Description: Animal Science
GRAD CREDIT: Elective
Animal science is an elective course designed for students aspiring to pursue agriculture in college, or a career in animal science. The course emphasizes reproduction, anatomy, physiology, nutrition, respiration, genetics and behavior of livestock companion animals, and wildlife populations. An emphasis will be placed on practical experience, career preparation through modern practices and scientific design through the agri-science fair. Record keeping of animals through a class project and the FFA Record Book will be required along with leadership involvement in the FFA.

Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:
Your grade will be based on the following:
85% Classroom work. This includes homework, quizzes, tests, and in-class assignments.
10% FFA Participation.
5% Supervised Agricultural Education

III. Required Supplies
1. One inch 3-ring binder or section of a 3-ring binder
2. Paper
3. Pen or Pencil

IV. FFA- 10% of Grade
1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in a minimum of 2 activities per quarter.
V. SAE (Supervised Agricultural Experience)-5% of grade.
   1. All students are required to have a project that relates to agriculture.
   2. Projects require prior approval of the instructor.
   3. An FFA record book will be required for all students.
   4. This project is 5% of your grade!!!

Example of acceptable SAE projects for Animal Science

| Breeding swine, cattle, sheep or goats | Market swine, cattle, sheep or goats |
| Rabbits                              | Work experience at a local veterinarians |
| Horses                               | Work experience at a local livestock producer |
| Professional groomer                | Work experience at a groomer |
| Work experience at horse ranch       | Volunteer at animal shelter or animal hospital |
| Poultry and Game Bird production    | Volunteer/job shadow Dept. of Fish and Game |
| Work experience at a butcher        |                                         |

**Keep hours in mind, this is not a one day project.
**Sometimes volunteering first and showing a hard work ethic can potentially lead to a job.

Contact Information:
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

____________________________________________________________________________________

Student Name: __________________________
I have read and understand all the policies and procedures contained herein.

_________________________ __________________________
Student Signature Date

_________________________ __________________________
Parent/Guardian Signature Date
TEACHER OF AGRICULTURE
JOB DESCRIPTION

School District: Esparto Unified School District  Position Title: Teacher, Agriculture

Position Function:

To plan and conduct instructional programs designed primarily to prepare and train youths for gainful employment or entrepreneurship in agricultural careers following high school or college; to perform ancillary functions in support of these instructional programs in agriculture; to assist in other school activities as assigned.

Specific Responsibilities and Duties

1. Provides agricultural instruction that is realistic in terms of current and future job specifications.

2. Utilizes a variety of teaching methods which will promote the attainment of desirable goals by each student.

3. Arranges sufficient contact with the work community so that the technical competency of the teachers will be maintained.


5. Participates in curriculum development for the specific education assignment and for the total program of the schools.

6. Participates in studies of the needs of youths in the school community.

7. Seeks the assistance of resource persons who are informed about and responsible for the instruction of students with various mental, physical, educational, and other special needs.

8. Assists in placement of students.

9. Cooperates with local career counseling and guidance personnel.

10. Assists all agricultural education students to make informed decisions regarding personal occupational goals in agriculture.

11. Assists all agricultural education students to develop personal training programs appropriate to their occupational goals in agriculture.
equipment according to district procedures; maintains inventory records as required.

25. Plans, coordinates, and evaluates the work of the teacher aide, student teachers, custodian and lab assistant.

26. Prepares and revises as needed the district’s goals, objectives, and course outlines for agricultural education programs. Conducts programs in accordance with them.

27. Makes minor repairs and adjustments to equipment; requests other equipment and facility maintenance and repair as required.

28. Assists in the development of the District Plan for Agricultural Education and in the completion of required statistical reports.

29. Performs other duties of student activity supervision as requested by the school administration.

30. Serves as a resource person in agriculture for the entire community.

31. Cooperates with community organizations.

32. Keeps school counselors and administrators informed concerning the educational needs, career opportunities, and instructional programs available to rural youth.

Applicable Authority

The teacher is required to perform his duties within the framework of the following sources of authority:

1. Local, state, and federal law.

2. District regulations, policies, and procedures.


5. District budget:

program of occupational experience in agriculture not later than the end of the fall semester of their second year of agricultural education instruction. Once begun, a student's agricultural experience activities must be conducted for at least a portion of each year during which they are enrolled in a agricultural education program and it must be of an appropriate nature and of sufficient duration and intensity to develop the competencies needed for beginning in their chosen agricultural occupation.

4. All students of agricultural education will be an active participant in the FFA chapter; is engaged in FFA activities which contribute to the achievement of his/her personal and occupational goals; is making reasonable progress toward the achievement of FFA awards and advanced degrees.

5. All students of agricultural education are making reasonable progress in achieving the performance objectives of the agricultural education course(s) in which they are enrolled.

6. All students of Agricultural Education, upon completion of an instructional program in agriculture, is placed in employment or in an advanced education program as appropriate to their occupational goals.

Board Approved: 3/6/2006
Amber J. Madlem
1220 W. Roseburg Unit A
Modesto, CA 95350
(530) 410-4304

Objective
To contribute to a school that can use a hard-working professional agriculture teacher with excellent multi-tasking skills who is known for being resourceful as well as having the ability to inspire students to excel in and out of the classroom.

Education/Credentials
California Polytechnic State University, San Luis Obispo CA
Professional Clear Specialist Instruction Credential, 2005
Preliminary Single Subject Teaching Credential, 2005
Bachelor of Science Degree in Agriculture Science, December 2003 * Magna Cum Laude

Experience
Teach courses in Floral Design and Ag. Biology. Extracurricular responsibilities include FFA, Floral Judging team, supervision of student projects and lamb advisor.

Taught courses in Freshman Agricultural Science and Livestock Practices. Extracurricular responsibilities include FFA, Supervised Occupational Educational Programs, Co-Swine advisor, Fundraising, Horse Judging Coach and other leadership events.

Taught courses in Agriculture Mechanics and Ornamental Horticulture. Extracurricular responsibilities included FFA, Supervised Occupational Educational Programs, Beef advisor, Boosters Club, fundraising and other leadership events.

**Student Teacher**, San Luis Obispo High School, San Luis Obispo, CA (6/2004-2/2005). Courses of instruction include Agriculture Mechanics, Agriculture Physical Science and Agriculture Biology. Extracurricular responsibilities include FFA, Boosters Club, fair activities, speaking contests, fundraising, Supervised Occupational Educational Programs, and leadership events.

**State FFA Finals Committee Communication Chair**, Cal Poly, San Luis Obispo, CA (1/2004-6/2004). Responsible for collecting information needed by the contests, press releases to local media, announcing and preparing meetings.


**Barn Tours**, Barn Tours Inc. Granbury, TX, (6/2002-10/2003). Provided educational tours at fairs across the country, which were filled with fun and interesting facts. Educated public on production livestock and discussed all of their questions and concerns.

Organizations
- California Agriculture Teachers Association
- Alpha Tau Alpha
- Golden Key International Honor Society
- California Rare Fruit Growers Society
TEACHER DATA SHEET
AGRICULTURE EDUCATION

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: Amber Charter

I. Credential Information

<table>
<thead>
<tr>
<th>Date Issued</th>
<th>Credential (Full Title)</th>
<th>Major</th>
<th>Minor</th>
<th>Date of Expiration</th>
<th>University or Other Processing Agency</th>
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<td>1/2008</td>
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<td>California Polytechnic State University, San Luis Obispo</td>
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<tr>
<td>1/2008</td>
<td>Specialist in Agriculture</td>
<td></td>
<td>7/2013</td>
<td>California Polytechnic State University, San Luis Obispo</td>
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<tr>
<td>12/2003</td>
<td>Bachelors of Science</td>
<td>Agricultural Science</td>
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II. Certificates, Specialized Training

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<tr>
<th>Dates</th>
<th>Type (Artificial Insemination, Pest Control Advisor, etc.)</th>
<th>Issuing Agency</th>
</tr>
</thead>
<tbody>
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<td>May, 2007</td>
<td>Direct Instruction</td>
<td>DSSP</td>
</tr>
<tr>
<td>April, 2001</td>
<td>Cattle AI Certification</td>
<td>Shasta Community College</td>
</tr>
</tbody>
</table>
Tim Reid
1540 Chandler Rd,
Quincy Ca, 95971
(530) 520-1820
Email: Timreid@aol.com

Education

California State Polytechnic University, San Luis Obispo
Masters of Science, Agricultural, May 2010
Single Subject Credential, Agricultural, March 2008

California State University, Chico
Bachelor of Science, Agricultural Business, May 2004
Concentration: Marketing
Minor: Agricultural Science

Certifications:
• Preliminary Single Subject Credential in Agriculture
• Clear Specialist Instruction, Agriculture
• 30 day Substitute Credential
• Cattle Artificial Insemination Certificate, Chico State, 2002
• Beef Cattle Quality Assurance, 1998, re-certified 2002

Teaching Experience:
Student Teacher
Hanford High School, Hanford Joint Unified School District (Fall 2007)
• Classes include, Ag Mechanics, Animal Science, Ag Science
• FFA Responsibilities: Open and Closing team coach, Assistant coach Cotton Judging
• 1,000+ hours of teaching and observing

Agriculture Experience:
Quality Assurance Management
Markon Cooperative, Salinas, CA (2004-2007)
• Managed quality specifications on numerous types of vegetable and fruit commodities
• Aided various shippers in improving production and quality to meet specifications.
• Worked with sales office and field crews in coordinating orders.

Student Management Team
Sheep Unit, CSUC Agricultural Teaching and Research Center (2003-2004)
• Managed sheep feedlot.
• Contacted potential buyers and negotiated pricing of sheep sales.
• Managed sheep nutritional needs and mixed feed rations.
• Managed flock health.

Ranch Management Intern
Centennial Livestock, Dressler Ranch, Bridgeport, CA (Summer 2003)
• Assisted in management of 10,000 stocker cattle.
• Created Excel program for mineral distribution and tracked consumption.
• Coordinated and made decisions regarding rotational grazing program.
• Irrigated pasture.
Assistant Ranch Manager
Reid Horse and Cattle Co., Quincy, Ca (1996-present)
- Created and managed business plan and financial projections
- Attained capital, land and cattle, for embryo recipient herd
- Secured embryo contracts
- Managed 75-100 horses.
- Supervised hay crews of 6-8 workers.
- Improved cattle herd genetics and management, through genetic selection.
- Determined price and cost analysis.
- Involved in all aspects of ranch/cattle work.
- Farmed 150 acres of grass/alfalfa hay.
- Conducted pack tours with up to 10 people; addressed recreation and safety issues.

Activities
Chairmen FFA State Finals Judging Contest, Cal Poly, SLO, 2007
Member, College of Education, Joint Advisory Council meeting, Cal Poly, SLO, 2007
Co-Chairmen Teach Ag Day, Cal Poly, SLO, 2007
Member, Student Fee Committee, Agriculture Education Dept., Cal Poly, SLO, 2006/2007
Co-Chairmen Opening and Closing contest, Cal Poly, SLO, 2006
CSU, Chico Livestock Judging Team – 2003
Society Ag Mangers- Vice-president, 2001-02; Treasurer, 2002-03, President, 2003-2004
CSU, Chico Young Cattlemen’s - 2000-present, Vice-president 2003-2004
California Young Cattlemen’s - Publicity chair, 2002
Plumas/Sierra County Fair- Assistant Livestock Supervisor, 2006, 2004
CSU, Chico Agricultural Ambassador - 2001-present
Alpha Gamma Rho - Scholarship chair 2002, Noble Ruler 2003
CSU, Chico FFA Field Day, Horse Judging Contest- Coordinator, 2003, 2004
Family Farm Forum, Chico State University-co-chair, 2003-2004
CSU, Chico Cattle Jackpot Show – chair, 2001, 2002

References
Bill Kellogg
Professor
Agricultural Education and Communication Department
California Polytechnic State University
San Luis Obispo, CA 93407
Email: bkellogg@calpoly.edu
Phone: (805) 756-2973

Nick Deftereos
Vocational Agriculture Teacher
Hanford High School
Email: ndeftereos@hjusd.k12.ca.us
Phone: (559) 901-6951

Mark Shaw
Operations Manager
Markon Cooperative
800 Park Row, Salinas Ca, 93901
Email: Marks@markon.com
Phone: (831)775-1400
**TEACHER DATA SHEET**
**AGRICULTURE EDUCATION**

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: Timothy A. Reid

I. Credential Information

<table>
<thead>
<tr>
<th>Date Issued</th>
<th>Credential (Full Title)</th>
<th>Major</th>
<th>Minor</th>
<th>Date of Expiration</th>
<th>University or Other Processing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2008</td>
<td>Single Subject Agriculture</td>
<td></td>
<td></td>
<td>7/2013</td>
<td>California Polytechnic State University, San Luis Obispo</td>
</tr>
<tr>
<td>1/2008</td>
<td>Specialist in Agriculture</td>
<td></td>
<td></td>
<td>7/2013</td>
<td>California Polytechnic State University, San Luis Obispo</td>
</tr>
<tr>
<td>6/2000</td>
<td>Bachelors of Science</td>
<td>Agriculture Business</td>
<td>Agriculture Science</td>
<td></td>
<td>California State University Chico</td>
</tr>
</tbody>
</table>

II. Certificates, Specialized Training

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type (Artificial Insemination, Pest Control Advisor, etc.)</th>
<th>Issuing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2003</td>
<td>Cattle AI Certification</td>
<td>CSU, Chico</td>
</tr>
</tbody>
</table>
Appendix T

TEACHER DATA SHEET
AGRICULTURE EDUCATION

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: ______________________________

I. Credential Information

<table>
<thead>
<tr>
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<td></td>
</tr>
</tbody>
</table>

II. Work Experience

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type (Nursery, Cow/Calf, Dairy, Meat, Shop, etc.)</th>
<th>Location</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tr>
</thead>
<tbody>
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</table>


**TEACHER DATA SHEET**  
**AGRICULTURE EDUCATION**

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: ____________________________

I. **Credential Information**

<table>
<thead>
<tr>
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<th>Credential (Full Title)</th>
<th>Major</th>
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<th>Location</th>
<th>Hours</th>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

III. **Certificates, Specialized Training**

<table>
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<th>Dates</th>
<th>Type (Artificial Insemination, Pest Control Advisor, etc.)</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ESPARTO HIGH SCHOOL AGRICULTURE DEPARTMENT
RESPONSIBILITY 2010-2011

Agriculture Department Head: Tim Reid
Esparto FFA Chapter Advisor: Amber Charter

JUDGING TEAMS
Parliamentary Procedure
Prepared Public Speaking
Extemporaneous Public Speaking
Interview
Creed
Opening and Closing

(First name has primary responsibility)
Reid & Charter
Charter
Charter
Charter
Charter
Charter & Reid

Teams coached will be based on student interest

Alternate Contests:
Ag Mechanics
Livestock/Light Horse (either/or)
Floriculture
Ag Sales/Market Plan (either/or)
Best Informed Greenhand
Vegetable Crop

Reid
Charter
Reid
Charter
Reid
Charter and Reid

Ag Department Responsibilities
Ag Advisory Meetings
State FFA Degree Applications
American FFA Degree Applications
Ag Truck/Van Maintenance
Chapter Banquet Advisor
Donkey Basketball
National FFA Week Activities
Scholarship Applications
Program of Work (FFA)
Almond Festival Breakfast
Spring Plant Sales
Summer Officers Retreat
FFA Equipment (Show Supplies)/Livestock Projects
  Beef/Veal Calf
  Swine
  Sheep
  Goat
  Small Animals
Department Budget
Ag Incentive Grant
Work Experience
Ag Boosters
Ag Mechanics Shop Maintenance
Ag Science Classroom Maintenance
Sectional Project Competition

Reid and Charter
Charter and Reid
Reid
Charter and Reid
Reid
Charter
Charter and Reid
Reid
Charter
Charter
Charter and Reid
Reid
Charter
Charter
Charter and Reid
Charter
Charter and Reid
POSSIBLE FIELD DAYS
Arbuckle
UC Davis
CSU, Chico
Modesto JC
Cosumnes River
CSU, Fresno/State Finals
Cal Poly SLO/State Finals

SECTIONAL ACTIVITIES
CATA Sectional Meetings (Ag Teachers)
Sectional FFA Recreational Activities
COOP Quiz
Speaking Contest

REGIONAL ACTIVITIES
COLC
FFA Regional Meetings & Road Show
CATA Regional Meetings
Speaking Contest

STATE ACTIVITIES
Made for Excellence
Advanced Leadership Academy
Sacramento Leadership Conference
State FFA Convention
National FFA Convention
Greenhand Conference
CATA State Conference

Charter
Charter
Charter
Charter
Charter
Charter
Charter
Charter
Charter
Charter
Charter and Reid
Charter and Reid
Charter and Reid
Charter and Reid
Charter
Charter
Charter
Charter and Reid
Charter
Reid
Reid
Charter and Charter
Esparto High School  
Agriculture Department  
Extend/Summer Contract Plan

I. Supervised Agriculture Experience Projects

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Activity Description</th>
<th>Assignment # of Teachers</th>
<th>Total Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit 20-30 students with livestock projects AT LEAST twice during the summer months.</td>
<td>On-Site Project Visitation</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Assist students with livestock projects – Yolo County Fair</td>
<td>Attend fair – supervise students and provide educational support</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Visit students with work experience projects AT LEAST once during the summer months.</td>
<td>On-the-job Visitation</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Visit students with crop/entrepreneurship projects AT LEAST once during the summer.</td>
<td>On-Site Project Visitation</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

II. FFA Activities

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Activity Description</th>
<th>Assignment # of Teachers</th>
<th>Total Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host and attend a Chapter Officer retreat with the newly elected officer team.</td>
<td>Take students to a location to do team and leadership development, as well as plan the chapter’s Program of Activities (twice annually).</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Recognize Top FFA Members</td>
<td>Plan/Organize/Attend the Top 20 Point Awards Trip for the 20 FFA members with the most FFA Points</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Conduct Chapter Officer Planning Meetings</td>
<td>Meet with the Chapter Officers to plan upcoming activities for students (i.e. Back to School BBQ, Develop Greenhand Officer Applications, etc.).</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Introduce FFA to incoming Freshmen and Parents</td>
<td>Plan/Prepare a BBQ and Information for Freshmen attending the Link Crew Program at Esparto High School.</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
III. In-service

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Activity Description</th>
<th>Assignment # of Teachers</th>
<th>Total Work Days</th>
</tr>
</thead>
</table>
| Improve technical and professional growth | Attend CATA Summer Conference at Cal Poly, San Luis Obispo for 6 days.  
Attend other in-services related to Ag Mech., Floriculture, Horticulture, Biology, etc. | 2                          | 3 | 2 |
| Locate additional Job Placement facilities for students. | Contact individuals in the area who are involved in Agriculture, and find placement for students in the agriculture program. | 1                          | 2 |  
| Review proposed program offerings for the coming school year | Hold an Ag Advisory Committee Meeting to review course offerings to ensure relevant course selections | 2                          | 1 | 1 |
| Obtain updated information on Community Colleges’ agriculture offerings | Meet with Community College Staff to review course offerings and develop articulation agreements. | 2                          | 1 |  

IV. Guidance and Program Planning

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Activity Description</th>
<th>Assignment # of Teachers</th>
<th>Total Work Days</th>
</tr>
</thead>
</table>
| Discuss with incoming freshmen students and their parents, “Program Planning in Agricultural Education” and inform all new students and parents to program planning | Contact at least 80% of all new Ag students and their parents in their homes.  
Send invitations to 60 students from FFA students inviting them to summer FFA meetings  
Distribute program summary sheet | 2                          | 5 | 1 | 1 | 1 |
| Assist agriculture graduates in enrolling in colleges | Make arrangements for Community College Ag staff to meet with students | 1                          | 2 |  

60
### Performance Objectives: Extend/Summer Contract Plan

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Activity Description</th>
<th>Assignment # of Teachers</th>
<th>Total Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a prioritized maintenance list to be submitted to Administration including needed repairs, transportation request, etc.</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Update Course Curriculum</td>
<td>Update Agriscience Curriculum</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Update Ag Mechanics Curriculum</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Maintenance department correspondence reorganization, files, reports, etc.</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Close out school – end of year</td>
<td>Inventory Shop Materials, etc.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Work with ASB and District office to close out FFA and Ag. Department Books for the school year</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Esparto High School Agriculture Department  
Advisory Committee Meeting  
April 12, 2010  
Minutes

Members in Attendance:  
Lynn Martindale – U.C. Davis  
Jim Rumsey – U.C. Davis  
Paul Muller – Full Belly Farm  
Mary Kimball – Center for land based learning  
Amber Charter – Ag Teacher, Ex-Officio  
Tim Reid – Ag Teacher, Ex-Officio  

The meeting was called to order at 6:00pm in the Esparto HS Agriculture Department. Dinner was served. Those present at the meeting were asked to briefly introduce themselves.

Following introductions, Amber Charter gave an update on FFA activities. Tim Reid talked about the CTE funding for the current year and the planned allotment for the upcoming school year.

A discussion was also held on classes for next year. The advisory committee supported the idea of an OH Class. The members offered ideas such as a spring hike with Gordon Harrington and creating a mix of seeds to sell.

Discussion shifted to the Program Plan, and the agriculture teachers presented an abridged version of the plan to the committee – focusing mainly on their course syllabi, outlines and the five-year improvement plan. Members mentioned incorporating a chicken project into the science classes.

Tim also discussed plants on the District’s acreage. Members fully supported using the property.

Seeing no further discussion, the meeting was adjourned at 8:45pm.
Esparto High Agriculture Advisory Committee Meeting
August 27, 2009 Esparto High Agriculture Department Minutes

Members in Attendance:
Lynn Martindale – U.C. Davis
Jim Rumsey – U.C. Davis
Paul Muller – Full Belly Farm
Mary Kimball- Center for Land Based Learning
Chelsea Becker – Capay Valley Vision
Amber Charter – Ag Teacher, Ex-Officio
Tim Reid – Ag Teacher, Ex-Officio

The meeting was called to order at 6:30pm in the Ag. Biology Classroom by the Agriculture Teachers Amber Charter and Tim Reid. Those present at the meeting were asked to briefly introduce themselves.

Following introductions, Amber Charter went over 09-10 Calendar of Events for the Ag Department and FFA.

Tim and Amber then discussed the class offerings for the school year along with the class syllabi. Some discussion occurred on the possible change to an eight period day. Lynn Martindale spoke about the potential for a third agriculture teacher.

Tim then went over the Ag. Department goals. Amber discussed the problems with farming the acreage this past summer. Paul Muller suggested creating a committee of local farmers to just advise on the acreage.

Paul Muller asked if the Ag. Dept could send some students to work on setting up for the Land Trust Dinner in September.

Seeing no further discussion, the meeting was adjourned at 8:00pm.
Members in Attendance:
Lynn Martindale – U.C. Davis  
Jim Rumsey – U.C. Davis  
Paul Muller – Full Belly Farm  
Chelsea Becker – Capay Valley Vision  
Jim Schulte – Retired Ag Teacher, Ex-Officio  
Troy Johnston – EHS Principal, Ex-Officio  
Austin Large – Ag Teacher, Ex-Officio  
Tim Reid – Ag Teacher, Ex-Officio

Others in Attendance:
Aida Buelna – Superintendent  
Jean Landeen – CA Dept. of Education  
Hugh Mooney – CA Dept. of Education  
Joshua Mills – Esparto FFA Treasurer

The meeting was called to order at 6:30pm in the Esparto Regional Library by the Agriculture Teachers Austin Large and Tim Reid. Those present at the meeting were asked to briefly introduce themselves.

Following introductions, Hugh Mooney and Jean Landeen presented the committee with information about the function and purpose of Agriculture Advisory Committees.

Discussion shifted to the Program Plan, and the agriculture teachers presented an abridged version of the plan to the committee – focusing mainly on their course syllabi and outlines.

Troy Johnston presented the Agriculture Department goals to the committee. Lynn Martindale moved to lay the discussion on the table until the next Agriculture Advisory Committee meeting. The motion passed with a majority vote.

Seeing no further discussion, the meeting was adjourned at 8:00pm.
AGRICULTURE DEPARTMENT
WEAKLY MEETING AGENDA

DATE: ______________________

In Attendance: ______________________________________

_____________________________________________________________________

Activities for the Week:

Monday: _______________________________________________________

Tuesday: _______________________________________________________

Wednesday: _____________________________________________________

Thursday: _______________________________________________________

Friday: _________________________________________________________

Saturday: _______________________________________________________

Sunday: _________________________________________________________

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
Active Placement Sites

The following sites currently employ or can employ students from the agriculture department. Students use this experience for their SAE project.

Goeman Construction
  Rise Inc
  Hatanaka Farms
  Derwydd Farms
  Manas Ranch
  Burton Construction
  Pedroia and Sons
  Full Belly Farms
  Good Humus
Whitewater Adventures
  Haag Farms
  Los Tios Restaurant
  Cache Creek Casino
  Mengali’s Florist
A. Name

Last Name ____________________________
First Name, MI ________________________

B. Gender: Male ________
Female ________

C. Date: ____________________________

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

E. Grade Level in School:
(9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

- I plan a career in agriculture
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

- White
- Hispanic
- Black (Except Hispanic)
- Filipino
- Asian or Pacific Islander
- American Indian/Native American
- Other

I. Locator Data:
Street Address: ____________________________
Phone Number: ____________________________
Parent/Guardian Name (Print Full Name For Each)
Mr. ____________________________
Miss/Mrs./Ms. ____________________________

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

K. Please indicate below your plans after graduation from high schools:

1. Go to Work Full-Time
   - No Further Education
   - Some College Later
2. Go to College
   - Community College
   - Four Year College
   - Full-Time Student
   - Part-Time Student
   - Agriculture Major
   - Non-Agriculture Major
3. Go Into Military Service
Agriculture Graduate Information

Thank you for being part of the Esparto Agriculture program. We hope that you had a rewarding experience while here at Esparto High School and as a member of the Esparto FFA. As a staff, we wish you the best in the future as you move on to bigger and better things in your life. Please stay safe, make good choices and keep making us and your family proud. 😊

This sheet serves several purposes. During the late summer/early fall, I will be contacting every 2010 graduate of the Agriculture program to see what students are pursuing (working, Junior college, Military, Tech school, University, etc.). It is a requirement by the California Department of Education and Agriculture Incentive Grant to follow up on our graduates.

Please list how I can best contact you after graduation.

Name __________________________________________
Address ________________________________________
Cell Phone # ___________________________________
Home Phone # ___________________________________
E-mail _________________________________________

1. I know that your plans might change, but as of now, what are your plans for fall? (check all that apply)

   ______ Work full time (Ag related)
   ______ Work full time (Non-Ag related)
   ______ Work part time (Ag related)
   ______ Work part time (Non-Ag related)
   ______ Military
   ______ Junior College full time (Ag related)
   ______ Junior College full time (Non-Ag related)
   ______ Junior College part time (Ag related)
____ Junior college part time (Non-Ag related)
____ State College or University full time (Ag related)
____ State College or University full time (Non-Ag related)
____ State College or University part time (Ag related)
____ State College or University part time (Non-Ag related)
____ Tech School full time (Ag related)
____ Tech School full time (Non-Ag related)
____ Tech School part time (Ag related)
____ Tech School part time (Non-Ag related)

If you are going for advanced education in Agriculture (Tech school, J.C., Univ. etc) what will you be studying?

____________________________________________________________

If you are not planning to major in agriculture, what is your intended major?

____________________________________________________________

If you are planning to work full time, where will you be working?

____________________________________________________________

Regardless whether you are going to go to a UC/CSU next year, to the best of your knowledge did you take and pass the College Prep coursework to be eligible to enter a UC/CSU in the fall? (UC Approved Lab Sciences, Foreign Language, Fine Art etc.)

______ Yes ______ No

Thank you and we will be speaking to you in the fall. Congratulations! ☺

Amber Charter & Tim Reid
Esparto High School
Agriculture Department
Graduate Follow-up

Name: ____________________________________________

Address: ____________________________________________

Phone: ____________________________________________

1. What are you doing at the present time?

______ Attending school    ______ Working
       ______ Full-time     ______ Full-time
       ______ Part-time     ______ Part-time
       ______ Ag Major     ______
       ______ Non-Ag Major

______ In the military   ______ Not working

______ Looking for work

______ Homemaker     ______ Not looking for work

Other ____________________________________________

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

____________________________________________________

3. What is your job title or job description?

____________________________________________________

4. Which statement best applies to your present occupation?

______ I am using most of the skills I learned in the agriculture program.
______ I am using some of the skills I learned in the agriculture program.
______ I am not using any of the skills I learned in the agriculture program.

5. What type of school are you currently attending?

______ Community College    ______ Trade/technical school
______ 4-year college       ______ Private business school
______ Adult education      ______ Other

6. What is your major course of study?

____________________________________________________
7. How would you rate the training received in the agriculture program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor

8. How do you rate the career guidance and counseling you received in agriculture program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor

FFA

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

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

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

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

3. Please rate the facilities and equipment in the agriculture program:

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

Equipment:  ____ Modern  ____ Out-of-date
          ____ Well-maintained  ____ Poorly maintained
          ____ Adequate amount of equipment for all students in class
          ____ Other – please describe __________________________

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

Program Completer Follow-up Results for **Esparto High School**

The following indicates information gathered from Program Completers of the Agriculture Program.

Percent of students that agree with statement.

**Which statement best applies to the students present occupation.**

- I am using **most** of the skills I learned in the agriculture program at.
- I am using **some** of the skills I learned in the agriculture program.
- I am not using any of the skills I learned in the agriculture program.

**How the students rated the training & career guidance/counseling they received in the agriculture program.**

<table>
<thead>
<tr>
<th>Training</th>
<th>Career guidance/counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
<td>Fair</td>
</tr>
<tr>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**Which activities in the FFA program that the students thought were valuable.**

- Officer and committee chairman experience
- Judging contests
- Advanced degree and proficiency awards
- Participation in chapter activities, working with others
- Livestock raising, shows, fairs, etc.
- Other: Leadership Conference, National Convention, Overall experience

**What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.**

- Learning skills related to future ag employment
- Development of responsibility
- Learning record keeping
- Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

**Past students rated the facilities and equipment used at agriculture program.**

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcrowded</td>
<td>Modern</td>
</tr>
<tr>
<td>Modern</td>
<td>Well-maintained</td>
</tr>
<tr>
<td>Adequate square space</td>
<td>Poorly maintained</td>
</tr>
<tr>
<td>Out-of-date</td>
<td>Out-of-date</td>
</tr>
<tr>
<td>Adequate amount of equipment for all students in class.</td>
<td>Not adequate equipment</td>
</tr>
</tbody>
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FHA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

Want more information? Please contact us!

Esparto FFA Chapter
26675 Plainfield Street
Esparto, Ca 95627
(530) 787-3405 ext.225
www.espartok12.org
LEARNING LEADERSHIP SKILLS AND BUILDING SUCCESSES

Webster's definition of leadership is the position or guidance of a leader or the ability to lead implying there are two groups of people, leaders and followers. However, FFA defines leadership as—

INFLUENCE.

FFA believes that all students can learn how to make a difference by the positive evolution of the whole person and continuously demonstrating qualities, attributes and skills for lifelong success.

Agricultural education students and FFA members come from all geographic and socioeconomic backgrounds. In many ways, those involved with FFA are extremely diverse but what they all have in common is the ability and desire to lead and inspire.

WHAT DOES IT TAKE TO BE AN FFA MEMBER?

FFA members are individuals who like to learn by doing, who like to keep active, be part of a team and who like to have fun. FFA members are hard-working, competent, trustworthy people with good character who are supported by dedicated professional teachers. Enthusiastic, spirited, and upbeat; individuals that support American ideals and values are also used to describe FFA members. Following the FFA motto - Learning to Do, Doing to Learn, Earning to Live, Living to Serve - FFA members continually strive to do and be the best they are able to be.

LEARN THE SKILLS THAT WILL TAKE YOU WHERE YOU WANT TO GO

Agricultural education students and members of the FFA learn exactly what it takes to go the distance. Through agricultural education’s integrated model of education, which combines classroom learning, hands-on experience and FFA, students are exposed to a holistic education. Students become skilled in core competencies through the keys of essential learning - awareness, interaction, and mastery. Competencies such as action, vision, emotional and spiritual growth, decision making, communications and adaptability equip students with the life skills needed to achieve unlimited success.

Additionally, membership in the FFA benefits students by developing their self-confidence, learning accountability for their actions and taking control of their own destiny. FFA gives students a sense of belonging to something that is important and helps students get involved in worthwhile activities. PALS, for example, is a mentoring program that matches high school agriculture students with elementary youngsters who have special needs. This program and many others available to FFA members, instill qualities such as compassion, service to community and civic engagement that last a lifetime.

A BRIGHT FUTURE IS JUST UP THE ROAD...FOR THOSE WHO JOIN FFA!

FFA members are future chemists, veterinarians, government officials, entrepreneurs, international business leaders, teachers and professionals in a numerous other careers. The reason for that is simple - FFA shows members how to grow their leadership skills, take charge of projects, assignments and discover their passion in life.

The personal growth, leadership, and career success skills developed through the FFA experience serve students well throughout their entire lives and fill their tank for the long journey ahead.
2008 Parliamentary Procedure - Time Flies When You’re Debating!

What do you get when you take fourteen FFA members, teach them how to debate, and set them loose in Fresno? A whole lot of fun, success, and growth! In November, freshmen Janessa Medina, Margot Dittmar, Stephanie Royer, Avalon Lucero, Rebecca Markel, and Mariah Pedroia began practicing gaining skills as parliamentarians in order to compete in the Novice Parliamentary Procedure contest. In February, they traveled to Chico to compete, and more recently, they traveled to Modesto Junior College and Fresno to compete in the State Parliamentary Procedure contest. Using the skills they had honed over the past five months, they completed exams, discussed, and found success as young leaders in the FFA. They competed against the top 24 teams in the state, and in the end, placed in the top 12! Congratulations Novice Team for your success, and thank you for your hard work and determination!

A team of Advanced Parliamentary Procedure members also found success in Fresno. Led by seniors Rye Muller, Montana Baker, and Emily Spier, as well as juniors Kate Markel, Ingrid Dittmar, and Roxanne Lucero, and sophomores Hannah Muller and Jeff Gillham, the Advanced Parli Pro team worked hard to be able to compete at the 2008 State FFA Parliamentary Procedure Finals. This group of dedicated individuals deserves to be recognized for the hours of hard work they dedicated to becoming proficient in Parliamentary Procedure. They received 8th place at the 2008 Chico Invitational Parliamentary Procedure Contest, 1st place at the Yolo Section Contest, 3rd Place at the Central Region contest, and placed in the top 12 teams at the State Finals contest. Congratulations Advanced Team and thank you for your hard work!

SAVE THE DATE for the 2008 Spring Awards Banquet!

On May 13th, students, teachers, and community members will gather in the Alice Marsh Hall to celebrate the successes of the Esparto FFA Chapter and its members for the 2007-2008 school year. Come on down and join us for a catered meal from Rudy’s, an inspiring keynote address from the 2007-2008 California State FFA Reporter, recognition of our members, and to celebrate the election of the 2008-2009 Esparto FFA Officer team. Entry into the banquet is $5.00, and all proceeds go to support the members of the Esparto FFA Chapter! If you are planning on attending the banquet, please R.S.V.P to Mr. Large by May 8th with the number of people planning to attend. He can be reached at (530) 787-3405 ext. 225.

Esparto FFA: “Only Blue Will Do”
FFA Member Wins Big at the State FFA Leadership Conference

Rye Muller of Guinda, Ca was named the State FFA Agriculture Education Proficiency award winner and received a $200 check at the 80th California State FFA Leadership Conference. Rye was announced as the state winner on Sunday evening at the fourth general session of the convention with over 5,000 members and guests present. Rye, along with the state winners in other proficiency areas will advance to compete for national honors. State applications will be judged to be chosen as one of the 4 National finalists who will each receive a plaque and a $500 check. The national winner, selected from this group, will receive an additional $500 check and plaque. Agriculture Education is an award area for students with Supervised Agriculture Experience (SAE) Projects related to educating others about agriculture. For the last 6 summers, Rye has worked as a summer camp counselor for Camp Full Belly Farm. Camp Full Belly Farm takes campers through the process that farmers go through, from putting a seed in the ground to food on the table of a consumer. Over those six years Rye has worked closely with other counselors to enhance the camp curriculum by adding activities that advocate for agriculture and entertain students as well. Rye says “growing up on an organic farm has taught me everything I know about agriculture, and I want to share that knowledge with kids who weren’t fortunate enough to have a 250-acre backyard.” The Agriculture Education Proficiency award program is sponsored in California by the California State Grange, and on the national level by the National FFA Foundation as a special project of the National FFA Foundation.

Esparto FFA Chapter and the Capay Valley Regional Farmers Market

Over the last several weekends, you could spot Esparto FFA members Rye Muller and Samantha Bozek in the Esparto park at the Capay Valley Regional Farmers Market. The chapter made its debut at the first main market of the year on April 12th. Esparto FFA has been selling plants, raffle tickets for the Ag Booster Pig Raffle, and tickets to the Capay Valley Garden Tour. Samantha Bozek, a senior at EHS and chapter FFA officer says, “it’s great to be outside interacting with the community that does so much to support our Ag department and FFA chapter. I am really looking forward to the rest of the markets!” These students show up every weekend and set up a booth with plants grown by Esparto FFA Members, dried flower wreaths made by the EHS floriculture class, and signs for tickets that they are selling. Agriculture instructor Austin Large praises all of the students in the program for doing their hard work, and thanks the community for coming out and supporting the chapter. He says “it’s really humbling to see a community come together like this and support local farmers, vendors, and organizations such as the FFA. I am glad that we can be a part of this wonderful community tradition.” So, keep your eyes peeled for Esparto FFA members at the market, and stop on by to say hello and show your support for our FFA chapter. Also, don’t forget to pick up your tickets for the Capay Valley Garden Tour which takes place on Sunday, May 11th, as well as the Ag Booster Pig Raffle which will happen on Friday, May 9th at Spartarama.
80th California State FFA
Leadership Conference -
Inspiring Excellence

April 19, 2008 kicked off the beginning of the 80th California State FFA Leadership Conference. Esparto FFA was proudly represented by nine FFA members, who truly embodied the conference theme of “Inspiring Excellence.” The excitement in the air was palpable as the State Officer Team repelled from the ceiling of Selland Arena on Saturday evening, and performed opening ceremonies for the first time. Sunday, delegates Rye Muller and Roxanne Lucero helped to shape the future of the California Association by attending committee meetings and participating in the delegate process. Also on Sunday, members Matt Juchniewicz, John Horne, Ksenija Pesic, Kate Markel, Ingrid Dittmar, and Anastasiya Bukhteyeva went to CSU, Fresno to participate in educational workshops hosted by agriculture students from many universities here in California. Monday was an exciting day because not only did the members get to meet the twelve candidates who had been slated for the 2008-2009 State FFA Officer Team, but they were also treated to a concert by famed country band, Emerson Drive. Tuesday marked the end of convention, and it was a busy day for Esparto FFA. Not only was Mrs. Kersting recognized as a silver level counselor in the Central Region, but the members also attended the final session where they heard retiring addresses from the State Officer Team, and witnessed the election of the 2008-2009 State Officer team. All in all it was a great convention, and if you are interested in attending next year be sure to talk to Mr. Large!

Upcoming Dates:

May 6
Yolo Section CATA/FFA
Meeting @ 4:00pm - Woodland
High School

2008-2009 Chapter Officer
Interviews

May 9
SPARTARAMA/Ag Booster
Raffle

May 13
2008 Annual Spring Awards
Banquet @ 7:00pm - Alice Marsh
Hall

June 14
Yolo County Fair Tag-
in/Mandatory Exhibitor Meeting

July 14-16
2008-2009 Chapter Officer
Retreat

2007/2008

Esparto FFA Officers

President- Rye Muller
Vice President - Ariana Rome
Secretary- Emily Spier
Treasurer- Roxanne Lucero
Reporter- Samantha Bozek
Sentinel- Shane Burton
Historian- Ingrid Dittmar
Sergeant- Joshua Mills
Senior Advisor- Lindsey Berg
Bringing Home the Degrees

On January 17th we had nine members apply for their State FFA Degree. Students and teachers spent hours trying to update and correct the students’ Record Books before school, after school and at lunch. Receiving the State Degree is a huge honor because members must have earned at least a thousand dollars and spent 500 hours with their Supervised Agriculture Experience Project. We would like to congratulate our degree recipients for their hard work and dedication; Emily Spier, Samantha Spier, Rye Muller, Lindsey Berg, Janet Jensen, Shane Burton, Alyssa Moreland, Kara Perez, and Sarah Mills.

Donkey Basketball

Our tradition of Donkey Basketball will continue on Saturday, January 27th at 7pm. Esparto FFA will take on the members of the Woodland FFA. For those of you have never attended, you are missing out. The game is a traditional 5 on 5 basketball game with a little twist: 4 of the 5 members on each team will be on donkeys. In addition to the game, the crowning of the 2007 sweetheart will take place during halftime. We would like to congratulate our Sweetheart candidates; Hannah Muller (Freshman), Larisa Mayer (Sophomore), Kara Perez (Junior), Samantha Spier (Senior) and Roxanne Lucero (All Star).

Sweetheart Week

January 22-26, 2007

By: Sarah Smith

Sweetheart week will be held January 22-26th. Last Friday, all FFA members voted in their ag classes to nominate five candidates. They are; Hannah Muller, Larisa Mayer, Kara Perez, Samantha Spier and Roxanne Lucero. Each day the candidates will compete against each other in competitions such as escort roping where they are timed on how long it takes to rope their escort. Another competition will be the potato game where the candidates will walk an obstacle course while holding a potato between their legs. The candidates will also compete in a seed spitting contest and test their seed spitting skills. Over the entire week, each of the sweetheart candidates will also raise money for the FFA by decorating a can and taking in donations. The crowning of the 2007 FFA sweetheart will take place on January 27th during half time of the donkey basketball game against Woodland FFA.

A New Addition

By: FFA Officer Team

As all of you know, Mrs. Giguiere is out on maternity leave. For the time in which she is gone, a long-term substitute was hired. Ms. Smyth is taking over the reigns while Mrs. Giguiere is gone. Ms. Smyth is doing a wonderful job and the officer team would like recognize her for her organization, ideas and overall positive attitude. We are very glad to have her at Esparto High School. Keep up the good work!
Almond Festival
February 25, 2007
By: Samantha Bozek

Every year, our Esparto FFA Chapter puts on the Almond Festival Breakfast. This breakfast is run by all of our very own chapter members. Our volunteers work all day slaving over the griddle making pancakes and omelets. There is a lot of work that is put into the event. Starting from the set-up to the clean-up, our members work very hard serving members of our community and guests that come for the annual Almond Festival. This is a very important event because it is the largest fundraiser for our chapter. This year, our chapter is working very hard to bring this breakfast together. With the help of new ag teachers and determined students, we have accomplished a lot and hope to see another successful breakfast on February 25th.

“Raising Chickens in the Quad”

At the first staff meeting of the new-year, members of the Esparto FFA Parliamentary Procedure team met with teachers and staff to show off their skills. Their entire debate was trying to approve that students would get to raise chickens in the quad. The motion let out a great laughter in the audience and staff members seemed to really enjoy the experience. Members of the team have been practicing weekly and look forward to the first competition on February 10th at Chico State. Esparto will be well represented with a Novice team and two advanced teams.

“Know your Veggies”

Members of the Vegetable Crops judging team have been working hard practicing for the upcoming field day competitions. Once a week, members have been meeting with Ms. Smyth to review different seeds, vegetables, pests, weeds and diseases. We are hoping that we can get a few members from the industry to come to a couple of the practices to help give members pointers on how to give reasons and improve their judging skills. Similar to our other judging teams, members will be competing at their first field day on February 3, 2007 in Arbuckle.

Calendar of Events

January 22-26, 2007
Esparto High School
At Lunch
FFA Sweetheart Competitions

January 27, 2007
Esparto High School
7-00PM
Come watch Esparto High School FFA take on Woodland FFA at the annual Donkey Basketball competition.

February 2, 2007
Regional FFA Officer Applications are DUE!
8:00AM to Miss. Smyth
Those interested in running for a Regional FFA Office, you must contact Miss. Smyth BEFORE the due date, if you have not already received an application.

February 3, 2007
Pierce High School
8:00AM
First annual Field Day competition at Pierce High School.

February 13, 2007
Proficiency Award Applications are DUE!
8:00AM to Miss. Smyth
Please see Ms. Smyth BEFORE the due date, if I have not spoken to you already.

Regional Officer and Award Applications

Attention all FFA members! If you are interested in becoming a Regional FFA Officer, then you need to see Ms. Smyth immediately. Applications are due on February 2nd. Becoming a Regional Officer is a great opportunity for any member, so do not hesitate. In addition, anyone who is interested in applying for State STAR Farmer or for a Proficiency award please pick-up your applications. Finalized Applications are due on February 13th. These are all great opportunities and awards to put on a resume so do not hesitate.

Scholarship Applications

Are you a senior and a member of the FFA? Please come by Ms. Smyth’s and pick-up a scholarship application.
Agriculture Mechanics Corner

By: Robert Azzolino

Eddie Salas was chosen as the agriculture mechanics, student of the month. He has shown outstanding initiative in shop this year building his treasure chest, which took fourth place at the Yolo County Fair. He also took part in the large scale shop organization project. Eddie is currently working on a metal art project which requires a lot of heavy welding, “a walk in the park” as Eddie says. We asked what he thought about becoming the Agriculture Mechanics Student of the Month, he replied, “It has taken hard work and dedication to get me where I am today.”
What is Ag Education?

The agricultural education program provides a well-rounded, practical approach to learning through three components:

- The 3 circles of Ag Education
- Classroom education in agricultural topics such as plant and animal sciences, horticulture, forestry, agrimarketing, etc.;
- Hands-on supervised agricultural career experience such as starting a business or working for an established company; and FFA, which provides leadership opportunities and tests students' agricultural skills.
College Opportunities

UCDAVIS CALPOLY

Many Agriculture programs not only prepare you for practical work in today's society, but they also help you enter colleges focusing in agriculture. At the college level you can critique the skills you learned in high school and with that base expand to specialized subjects such as animal science, and Horticulture.

Esparto High Agriculture Department

17121 Yolo Avenue
26675 Plainfield St. (mailing address)
Esparto, Ca 95627
Phone: 530-787-3405
Fax: 530-787-4850 (fax)
Flex Exchange Students

For the past six years Esparto High school in association with the Esparto FFA have been happy to welcome over twelve students to our community. Many of these students have been from the Republic of Georgia where our students have traveled and help to establish the Future Farmers of Georgia. This has been part of the international FFA program where chapters have been established across the world in such places as Japan.

Agriculture Mechanics

Ag. Mechanics I
Ag. Mechanics II
Ag. Mechanics III/IV
Ag. Power/Ag. Construction

Ag. Sciences

Ag. Science
Ag. Biology
Ag. Business
Floriculture
Appendix A
The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways: The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

**FOUNDATION STANDARDS**

**1.0 Academics**

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

*(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history-social science content standards adopted by the State Board of Education.)*

**1.1 Mathematics**

Specific applications of Algebra I standards (grades eight through twelve):

(10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

## 2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

*(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)*

### 2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

(2.8) Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
   a. Report information and convey ideas logically and correctly.
   b. Offer detailed and accurate specifications.
   c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
   d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:
   a. Provide clear and purposeful information and address the intended audience appropriately.
   b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
   c. Modify the tone to fit the purpose and audience.
   d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:
   a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
   b. Select an appropriate medium for each element of the presentation.
   c. Use the selected media skillfully, editing appropriately and monitoring for quality.
   d. Test the audience's response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
(2.4) Deliver multimedia presentations:
   a. Combine text, images, and sound by incorporating information from a wide
      range of media, including films, newspapers, magazines, CD-ROMs, online
      information, television, videos, and electronic media-generated images.
   b. Select an appropriate medium for each element of the presentation.
   c. Use the selected media skillfully, editing appropriately and monitoring for
      quality.
   d. Test the audience’s response and revise the presentation accordingly

3.0 Career Planning and Management
Students understand how to make effective decisions, use career information, and
manage personal career plans:
   3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary
       to succeed in careers.
   3.2 Understand the scope of career opportunities and know the requirements for education,
       training, and licensure.
   3.3 Develop a career plan that is designed to reflect career interests, pathways, and
       postsecondary options.
   3.4 Understand the role and function of professional organizations, industry associations,
       and organized labor in a productive society.
   3.5 Understand the past, present, and future trends that affect careers, such as technological
       developments and societal trends, and the resulting need for lifelong learning.
   3.6 Know important strategies for self-promotion in the hiring process, such as job applica-
       tions, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology
Students know how to use contemporary and emerging technological resources in
diverse and changing personal, community, and workplace environments:
   4.1 Understand past, present, and future technological advances as they relate to a chosen
       pathway.
   4.2 Understand the use of technological resources to gain access to, manipulate, and pro-
       duce information, products, and services.
   4.3 Understand the influence of current and emerging technology on selected segments of
       the economy.
   4.4 Understand geographic information systems (G.I.S.).
   4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias
       of electronic and other resources.
   4.6 Differentiate among, select, and apply appropriate tools and technology.
8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversify, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
**PATHWAY STANDARDS**

**A. Agricultural Business Pathway**

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

**A1.0 Students understand decision-making processes within the American free enterprise system:**

A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.

A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.

A1.3 Understand the advantages and disadvantages of the four types of business ownership.

A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.

A1.5 Analyze physical production relationships to determine optimum use levels.

A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

**A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:**

A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.

A2.2 Know basic agricultural economic terminology.

A2.3 Understand the law of supply and demand as it effects price determination.

A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.

A2.5 Differentiate between elastic and inelastic supply and demand.

A2.6 Understand the law of diminishing returns and its impact on agricultural production.

**A3.0 Students understand the role of credit in agribusiness and agricultural production:**

A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).

A3.2 Know the criteria lenders use to evaluate repayment capacity.

A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.
A8.0 Students understand the sales of agricultural products and services:
A8.1 Determine the most effective methods for assessing customer needs and wants.
A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:
A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
A9.2 Know how governmental, economic, and cultural factors affect international trade.
A9.3 Compare and contrast United States trade policies with those of other important trading partners.
A9.4 Understand how biotechnology affects trade and global economies.
A9.5 Understand how different cultural values affect agricultural production and marketing.
A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
A9.7 Analyze agricultural marketing strategies in other parts of the world.
B4.3 Know how various plumbing and irrigation systems are used in agriculture.
B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

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**B5.0 Students understand agricultural cold metal processes:**

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<th>B5.1</th>
<th>Know how to identify common metals, sizes, and shapes.</th>
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<td>B5.2</td>
<td>Know basic tool-fitting skills.</td>
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<tr>
<td>B5.3</td>
<td>Know layout skills.</td>
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<tr>
<td>B5.4</td>
<td>Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).</td>
</tr>
<tr>
<td>B5.5</td>
<td>Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.</td>
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**B6.0 Students understand concrete and masonry practices commonly used in agriculture:**

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<th>B6.1</th>
<th>Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.</th>
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<tr>
<td>B6.2</td>
<td>Know proper bed preparation, concrete forms layout, and construction.</td>
</tr>
<tr>
<td>B6.3</td>
<td>Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.</td>
</tr>
</tbody>
</table>

---

**B7.0 Students understand oxy-fuel cutting and welding:**

<table>
<thead>
<tr>
<th>B7.1</th>
<th>Understand the role of heat and oxidation in the cutting process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B7.2</td>
<td>Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.</td>
</tr>
<tr>
<td>B7.3</td>
<td>Know how to flame-cut metal with an oxy-fuel cutting torch.</td>
</tr>
<tr>
<td>B7.4</td>
<td>Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.</td>
</tr>
<tr>
<td>B7.5</td>
<td>Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.</td>
</tr>
</tbody>
</table>

---

**B8.0 Students understand electric arc welding processes:**

<table>
<thead>
<tr>
<th>B8.1</th>
<th>Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).</th>
</tr>
</thead>
<tbody>
<tr>
<td>B8.2</td>
<td>Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.</td>
</tr>
<tr>
<td>B8.3</td>
<td>Weld a variety of joints in various positions.</td>
</tr>
<tr>
<td>B8.4</td>
<td>Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.</td>
</tr>
</tbody>
</table>
B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).

B12.2 Know how to draw and interpret architectural plans.

B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.
C4.4 Understand various points of view regarding the use of animals.
C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:
C5.1 Understand the purpose and anatomy of cells.
C5.2 Know how cell parts function.
C5.3 Understand various cell actions, such as osmosis and cell division.
C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:
C6.1 Know the names and locations of the external anatomy of animals.
C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:
C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
C7.4 Understand the fertilization process.
C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:
C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Students understand basic animal health:
C9.1 Assess the appearance and behavior of a normal, healthy animal.
C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
C9.3 Understand the causes and control of common animal diseases.
D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:

D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.

D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.

D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.

D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Students understand key principles of animal nutrition:

D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.

D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.

D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Students understand animal physiology:

D3.1 Understand the major physiological systems and the function of the organs within each system.

D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.
D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program.

D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.

D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.

D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Students understand the challenges associated with animal waste management:

D8.1 Understand animal waste treatment and disposal management systems.

D8.2 Understand various methods for using animal waste and their environmental impacts.

D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:

D9.1 Know the early warning signs of animal distress and how to rectify the problem.

D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.

D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.

D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):

D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.

D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.
E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships between California’s natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

**E1.0 Students understand the importance of energy and energy cycles:**
- E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.
- E1.2 Understand the difference between renewable and nonrenewable energy sources.
- E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.
- E1.4 Compare the effects on air and water quality of using different forms of energy.
- E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

**E2.0 Students understand air and water use, management practices, and conservation strategies:**
- E2.1 Understand the government’s role in regulating air, soil, and water use management practices and conservation strategies.
- E2.2 Understand air and water conservation issues.
- E2.3 Understand appropriate water conservation measures.
- E2.4 Understand the component of a plan that monitors water quality.
- E2.5 Understand the component of a plan that monitors air quality.
- E2.6 Analyze the way in which water management affects the environment and human needs.

**E3.0 Students understand soil composition and soil management:**
- E3.1 Understand the systems used to classify soils.
- E3.2 Understand the reasons for and importance of soil conservation.
- E3.3 Understand how to analyze soils found in the different natural resource management areas.
- E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.
E7.0  **Students understand the outdoor recreation industry:**

E7.1  Understand the potential environmental impacts of recreational activities and how to manage the resources affected.

E7.2  Understand basic survival skills and first-aid procedures.

E7.3  Understand appropriate trail construction and maintenance techniques.

E7.4  Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).

E7.5  Know how to set up a campsite for minimum environmental impact.

E8.0  **Students understand basic plant physiology, anatomy, and taxonomy:**

E8.1  Understand the scientific method of animal classification, including order, family, genus, and species.

E8.2  Know how to use a dichotomous key to identify plants and animals.

E8.3  Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.

E8.4  Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0  **Students understand the role of fire in natural resource management:**

E9.1  Understand the role of fire in forest and rangeland ecosystems.

E9.2  Understand the significance of each of the components of the "fire triangle."

E9.3  Know appropriate wildland fire-suppression practices.

E9.4  Understand the components of a fire-control plan.

E9.5  Know how to use fire-control tools safely.

E9.6  Know the training requirements for fire-suppression certification.

E10.0  **Students understand forest management practices:**

E10.1  Understand how social, political, and economic factors can affect the use of forests.

E10.2  Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.

E10.3  Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).

E10.4  Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.

E10.5  Understand Silvicultural systems and skills, including appropriate tool use.

E10.6  Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.
F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:
   F1.1 Understand how to classify and identify plants by order, family, genus, and species.
   F1.2 Understand how to identify plants by using a dichotomous key.
   F1.3 Understand how common plant parts are used to classify the plants.
   F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
   F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:
   F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
   F2.2 Understand the seed’s essential parts and functions.
   F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
   F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
   F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
   F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:
   F3.1 Understand the different forms of sexual and asexual plant reproduction.
   F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
   F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:
   F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
   F4.2 Understand how pesticide regulations and government agencies affect agriculture.
   F4.3 Understand common horticultural pests and diseases and methods of controlling them.
   F4.4 Understand the systematic approach to solving plant problems.
F10.0 Students understand basic landscape planning, design, construction, and maintenance:
   F10.1 Know the terms associated with landscape and design and their appropriate use.
   F10.2 Understand the principles of residential design, including how to render design to scale.
   F10.3 Understand proper landscape planting and maintenance practices.
   F10.4 Prune ornamental shrubs, trees, and fruit trees.
   F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:
   F11.1 Understand the use of plant materials and tools.
   F11.2 Apply basic design principles to products and designs.
   F11.3 Handle, prepare, and arrange cut flowers appropriately.
   F11.4 Understand marketing and merchandising principles used in the floral industry.
### G4.0 Students understand sexual and asexual reproduction of plants:

- **G4.1** Understand the different forms of sexual and asexual plant reproduction.
- **G4.2** Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
- **G4.3** Understand the proper sterile technique used in tissue culture.

### G5.0 Students understand pest problems and management:

- **G5.1** Understand how to categorize insects as pests, beneficial, or neutral and their roles.
- **G5.2** Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
- **G5.3** Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
- **G5.4** Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
- **G5.5** Understand how biotechnology can be used to manage pests.

### G6.0 Students understand soils and plant production:

- **G6.1** Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
- **G6.2** Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
- **G6.3** Understand soil biology and diagram the soil food chain.
- **G6.4** Understand how soil biology affects the environment and natural resources.

### G7.0 Students understand effective tillage and soil conservation management practices:

- **G7.1** Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
- **G7.2** Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
- **G7.3** Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

### G8.0 Students understand effective water management practices:

- **G8.1** Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
- **G8.2** Understand the local, state, and federal agencies that regulate water quality and availability in California.
BUDGET

The following budget shows planned expenditures in the 1100, 4000, 5000, and 6000 categories. Much of the money comes from the California State Department of Education Agricultural Incentive Grant. These monies are allocated on the basis of meeting the 12 standards for secondary agricultural education programs and on the size of the department. This year that will be approximately $17,995.00 with an extra $27,000 being supplied by the SB70 grant from the county. These monies must be spent only in 4000, 5000, and 6000 categories. Additional sources of revenue are explored. This includes VEA, Site Council, FFA, and other Grants. Some expenditures will not take place if funding cannot be secured.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Textbooks</td>
<td>4,000</td>
<td>G</td>
</tr>
<tr>
<td>4310</td>
<td>Ag Mechanics Supplies (Lumber, Metal, Tools, etc)</td>
<td>12,000</td>
<td>A, D</td>
</tr>
<tr>
<td>4310</td>
<td>Ag Science, OH and Floral Supplies (Flowers, Tools, Soil, Lab supplies, etc)</td>
<td>10,000</td>
<td>A, D</td>
</tr>
<tr>
<td>5200</td>
<td>Travel and Conference</td>
<td>8,996</td>
<td>A, D, G</td>
</tr>
<tr>
<td>5300</td>
<td>Dues and Membership</td>
<td>3,000</td>
<td>A, D</td>
</tr>
<tr>
<td>5600</td>
<td>Rental, Leases, and Repairs (Oxy-Acetylene Tank, Repairs,)</td>
<td>3,000</td>
<td>A, D</td>
</tr>
<tr>
<td>5706</td>
<td>Vehicle/Fuel/Upkeep</td>
<td>3,000</td>
<td>A</td>
</tr>
<tr>
<td>6400</td>
<td>Equipment (Digital Camera, Software, Video Camera)</td>
<td>1,000</td>
<td>A</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>44,996</strong></td>
<td></td>
</tr>
</tbody>
</table>

A= Agricultural Incentive Grant, D= District, G=SB70 Grant

Un-Anticipated grants and donations not included in budget

In addition to the above monies, the district supports the program by paying for the extended contract for the agriculture teacher, substitutes and the project supervision period. (These standards must be met to receive full funding from the Agricultural Education Incentive Grant.)
California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2010–11 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2010)

DATES OF PROJECT DURATION - JULY 1, 2010 TO JUNE 30, 2011

Espinarto High School                               Esparto Unified
(School Site)                                          (District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

__________________________________________________________
Signature of Authorized Agent

__________________________________________________________
Signature of Agriculture Teacher Responsible for the Program

__________________________________________________________
Signature of Principal

Contact Phone Number

(530)-787-3405

Date of Approval of Local Agency Board:

Funds Requested - Part I

Part II

Part III

Part IV

Part V

Total

$4,500.00

$1,496.00

$0.00

$12,000.00

$0.00

$17,996.00

Number of Different Agriculture Teachers at Site: 2

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

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

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.
PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Amount Eligible</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teacher or Less</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>Two Teachers</td>
<td>$4,500</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>Three Teachers or More</td>
<td>$5,000</td>
<td></td>
</tr>
</tbody>
</table>

PART II - PROGRAM ENROLLMENT ALLOCATION

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>2009-10 R2 Number</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Number from R2 Report ($8/Member)</td>
<td>187</td>
<td>$1,496.00</td>
</tr>
</tbody>
</table>

PART III - SAE AND RETENTION ALLOCATION

| Number of State Degrees in 2009 | 4 |
| Percent of Students (R2) Receiving State Degree | 2% |
| SAE/Retention Standard Funds - If percentage of State Degree recipients is 5% or greater, then you are eligible for $200 per degree awarded. Maximum of $10,000. | FALSE |

PART IV - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50% or more of their teaching periods.

* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.

* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 2

List the Names of the Agriculture Teachers:

| Tim Reid | 4 |
| Amber Charter | 5 |
| 3 |

Number Meeting Criteria | Amount Requested
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 10 - Student/Teacher Ratio</td>
<td>2</td>
</tr>
<tr>
<td>Criterion 11A - Year-Round Employment</td>
<td>2</td>
</tr>
<tr>
<td>Criterion 11B - Project Supervision Period</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL FUNDS REQUESTED PART IV | $12,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $3,000 (funds requesting) in space to the right.
### PART VI - FINANCIAL SCHEDULE

**Part A**

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct No.</th>
<th>Classification</th>
<th>A: Description of Item for which Funds will be Expended</th>
<th>B: Incentive Grant Funds</th>
<th>C: Matching Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4000</td>
<td>Books &amp; Supplies</td>
<td></td>
<td>10,996.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Subtotal for 4000</td>
<td>$10,996.00</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5000</td>
<td>Services and other Operating Expenses such as: Personal Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation</td>
<td>1 Conference</td>
<td>2,500.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>2 Rental Equipment</td>
<td>2,000.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>3 Bus Transportation</td>
<td>1,000.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>4 Repairs</td>
<td>500.00</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>5 Repairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>6000</td>
<td>Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment</td>
<td>1 Plant Irrigation</td>
<td>500.00</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>2 OH Unit Upgrades</td>
<td>500.00</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
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**Total for 4000-6000 Lines 2, 8, 13** $17,996.00 $0.00

**TOTAL 2010–2011 Incentive Grant Allocation:** $17,996.00

**Part B - Complete this portion if a waiver of the matching requirement was granted:**

<table>
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<tr>
<th>Line</th>
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<th>Classification</th>
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<th>B: Incentive Grant Funds</th>
<th>C: Amount of Salary and Benefits</th>
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<td>Teachers’ Salaries for Project Supervision Period</td>
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**TOTAL Amount of Waiver Requested:**
Esparto FFA Swine Exhibitor Rules

Students Name (print)__________________________________________

1. Daily Activities
   a. Spend time with your hog, observe and exercise it.
   b. Check the amount of feed in the feeder and make sure it is clean and dry.
      Add feed as needed if using a self-feeder or feed twice a day at scheduled times if hand feeding.
   c. Thoroughly clean the pen. (This should be done twice a day.)

2. Periodic Activities
   a. Attend, for the duration, project meetings approximately every two weeks.
   b. Attend, for the duration, weigh days at school if your animal is housed there.
   c. Be at your project site when the advisor weighs your animal if it is housed off school grounds.
   d. Perform barn duty functions on a rotational basis if your animal is housed at school.

3. Prior to the Fair
   a. Find a buyer for your animal.
   b. Attend and participate in a mandatory show day.
   c. Wash and clip your hog approximately 1-2 weeks prior to the fair.
   d. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
   e. Obtain the proper equipment (feed pan, show cane/stick/pipe, brush, soap, rubbing alcohol, rags, spray bottle, hair conditioner, hose and show box).
   f. Exhibitors are required to haul their own tack to the fair.
   g. Exhibitors are required to haul their hog to the school if the advisor is taking it to the fair.

4. Activities at the Fair
   a. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
   b. Exhibitors are NOT allowed in the carnival area until the completion of the last swine show day.
   c. Exhibitors must be in the swine barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
   d. Hogs must be regularly barn duties which includes being on time, keeping the hogs, pens, aisles, and tack areas clean and watering all hogs
at least once during the shift. Each infraction of these responsibilities will result in an additional barn duty.
f. All exhibitors are required to be present on weigh day.
g. On show days, all exhibitors are required to stay in the barn area for the duration of the swine show.
h. All exhibitors are required to attend the fair awards ceremony wearing their FFA jacket.
i. All exhibitors are required to help clean up and load tack on the last day of the fair.
j. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.
k. Each exhibitor also agrees to allow any Esparto FFA advisor to pick up his/her auction check from the fair.
l. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his/her animal, the breeder of the hog, and pay any remaining money owed to Esparto FFA before receiving his/her auction check. The letters must be written and the money paid within fourteen (14) days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

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

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

Parent Signature __________________________ Date __________

Student Signature __________________________ Date __________
Esparko FFA Sheep/Goat Exhibitor Rules

Students Name (print)______________________________

1. Daily Activities
   a. Spend time with your goat, observe and exercise it.
   b. Check the amount of feed in the feeder and make sure it is clean and dry. Feed twice a day at scheduled times, the proper amount of feed. Watch your goat, make sure it is eating the feed. Do not overfeed.
   c. Thoroughly clean the pen. (This should be done twice a day.)

2. Periodic Activities
   a. Attend, for the duration, project meetings approximately every two weeks.
   b. Attend, for the duration, weigh days at school if your animal is housed there.
   c. Be at your project site when the advisor weighs your animal if it is housed off school grounds.
   d. Perform barn duty functions on a rotational basis if your animal is housed at school.

3. Prior to the Fair
   a. Find a buyer for your animal.
   b. Attend and participate in a mandatory show day.
   c. Wash and clip your hog approximately 1-2 weeks prior to the fair.
   d. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
   e. Obtain the proper equipment (show chain, towel, soap, baby wipes, rags, hose and show box).
   f. Exhibitors are required to haul their own tack to the fair.
   g. Exhibitors are required to haul their hog to the school if the advisor is taking it to the fair.

4. Activities at the Fair
   a. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
   b. Exhibitors are NOT allowed in the carnival area until the completion of the last swine show day.
   c. Exhibitors must be in the goat barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
   d. Goats must be regularly checked throughout the day by their owner.
   e. Exhibitors must serve scheduled barn duties which includes being on time, keeping the goats, pens, aisles, and tack areas clean and watering all goats
at least once during the shift. Each infraction of these responsibilities will result in an additional barn duty.

f. All exhibitors are required to be present on weigh day.
g. On show days, all exhibitors are required to stay in the barn area for the duration of the swine show.
h. All exhibitors are required to attend the fair awards ceremony wearing their FFA jacket.
i. All exhibitors are required to help clean up and load tack on the last day of the fair.
j. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.
k. Each exhibitor also agrees to allow any Esparto FFA advisor to pick up his/her auction check from the fair.
l. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his/her animal, the breeder of the hog, and pay any remaining money owed to Esparto FFA before receiving his/her auction check. The letters must be written and the money paid within fourteen (14) day from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

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

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

Parent Signature ___________________________ Date ______

Student Signature ___________________________ Date ______
Esparto FFA Beef Exhibitor Rules

Students Name (print) ____________________________________________

1. Daily Activities
   a. Spend time with your steer/calf, observe and exercise it.
   b. Feed twice a day at scheduled times, the proper amount of feed. Watch your steer/calf, make sure it is eating the feed. Do not overfeed.
   c. Thoroughly clean the pen. (This should be done twice a day.)

2. Periodic Activities
   a. Attend, for the duration, project meetings approximately every two weeks.
   b. Attend, for the duration, weigh days at school if your animal is housed there.
   c. Be at your project site when the advisor weighs your animal if it is housed off school grounds.
   d. Perform barn duty functions on a rotational basis if your animal is housed at school.

3. Prior to the Fair
   a. Find a buyer for your animal.
   b. Attend and participate in a mandatory show day.
   c. Wash and clip your hog approximately 1-2 weeks prior to the fair.
   d. Obtain an FFA Show Uniform (white pants, white dress shirt, FFA tie/scarf, FFA jacket, appropriate shoes). ALL exhibitors MUST have his/her own FFA jacket and FFA tie/scarf. Jackets and ties/scarves may be borrowed from another FFA member that is NOT exhibiting any type of livestock at the fair. Failure to have the proper show uniform for any reason will disqualify that student from showing.
   e. Obtain the proper equipment (show halter, show stick, bushes, combs, rags, hose, show box, etc.).
   f. Exhibitors are required to haul their own tack to the fair.
   g. Exhibitors are required to be ready to leave at scheduled time if the advisor is taking it to the fair.

4. Activities at the Fair
   a. Exhibitors are expected to be at the fair for the purpose of caring for and preparing their animal for show.
   b. Exhibitors are NOT allowed in the carnival area until the completion of the last swine show day.
   c. Exhibitors must be in the goat barn no later than the time announced by the advisor and must participate in the daily morning clean-up, feeding and meeting. Exhibitors must also participate in the evening feeding and meeting at the time announced by the advisor. Late exhibitors will be assigned an additional barn duty for each infraction.
   d. Steers/Calfs must be regularly checked throughout the day by their owner.
   e. Exhibitors must serve scheduled barn duties which includes being on time, keeping the Steers/calfs, pens, aisles, and tack areas clean and watering all
steers/calves at least once during the shift. Each infraction of these responsibilities will result in an additional barn duty.

f. All exhibitors are required to be present on weigh day.
g. On show days, all exhibitors are required to stay in the barn area for the duration of the swine show.
h. All exhibitors are required to attend the fair awards ceremony wearing their FFA jacket.
i. All exhibitors are required to help clean up and load tack on the last day of the fair.
j. All exhibitors are required to work together, follow all instructions from the advisor, and cooperate with a POSITIVE ATTITUDE.
k. Each exhibitor also agrees to allow any Esparto FFA advisor to pick up his/her auction check from the fair.
l. At the conclusion of the fair, each exhibitor will be required to write a thank you letter to the buyer(s) of his/her animal, the breeder of the hog, and pay any remaining money owed to Esparto FFA before receiving his/her auction check. The letters must be written and the money paid within fourteen (14) days from the date of the Junior Livestock Auction. Failure to do so will result in the exhibitor not being able to participate in any fairs for one (1) year.

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

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

__________________________  __________________________
Parent Signature               Date

__________________________  __________________________
Student Signature             Date
Esparto FFA
Livestock Project “STRIKE” Notification

Name________________________________________ Date________________

You received a “strike” on ___________ for the following reason:

____ Missing a scheduled meeting/weigh day.

____ Animal not feed/feeder empty.

____ Pen not cleaned

____ Barn duty jobs not completed

____ (Other)____________________________________

Advisor_____________________________________

You have now accumulated a total of _____ strike(s). If this is your second strike, your parents will be notified. If you receive a third strike, you will forfeit your privilege of showing at the fair.

Please have your parent sign this form and return it to your project advisor. If you have any questions or need clarification, please contact your project advisor.

Student Signature________________________________ Date________________

Parent Signature________________________________ Date________________
Appendix E
Dear Parent/Guardian:

[Student's Name] has been invited to participate in the following FFA school-related activity:

Every FFA activity listed in the events calendar of the FFA Program Plan for the 2010-2011 school year (see attached). Please return this form to the EHS FFA Department by: 9/15/2010.

Dates: See FFA Program Plan excerpt

Where: See FFA Program Plan excerpt

Teachers: Mr. Tim Reid and Mrs. Amber Charter

Be advised that students involved in these activities are responsible for making their way to and from the high school campus. Please make arrangements to pick-up your son/daughter or have other arrangements made for him/her to get to and from school.

Teachers will be notified by email one week in advance with a list of students to verify eligibility of student to be out of class to attend fieldtrip.

My son/daughter [Student's Name] has my permission to attend and participate in the aforementioned activities.

I hereby give my consent for the above student to participate in the activities if eligible on the date of the activities that are listed on the FFA Program Plan that I have received and read. I agree to assume responsibility of seeing that my student follows the directions and cooperates with the person in charge.

Signature of Legal Parent/Guardian Signature: __________________________ Date: __________________

I hereby authorize representatives of the Esparto Unified School District to authorize any necessary first aid/medical/surgical treatment for injury or illness to the above student occurring on these activities after reasonable effort has been made to contact parent/guardian. I understand that the fee for any treatment will be paid by the undersigned.

Medical Insurance Co: __________________________ Plan/Card#: __________________________

Signature of Legal Parent/Guardian Signature: __________________________ Date: __________________

TELEPHONE NUMBERS AT WHICH PARENT/GUARDIAN MAY BE REACHED

Home: __________________________ Work: __________________________ Cell: __________________________

Additional Emergency Contact: __________________________ Name: __________________________ Phone: __________________________

*Important Notice:

If at anytime during the 2009-2010 school year this information changes please contact the school immediately with the updated information (530) 787-3405 ext. 225.
Esparto FFA
Program of Activities
2009-2010
Officers Message

Welcome to a new year in the Esparto FFA!

Every year, our chapter continues to grow stronger. Therefore, we, the 2009-2010 Chapter Officer Team, have chosen this year’s theme to be “Growing Strong.” To further our growth as a chapter, we need YOU to prove that the Esparto Chapter is FFA Strong.

This year, we need membership involvement to skyrocket our chapter to a new height. To follow through with our “Growing Strong” theme, we need the core of our organization—meaning you as members and adult volunteers—to help us successfully execute the events we have planned for this upcoming school year. These activities include movie nights, the Halloween Hoe Down Carnival, our Drive-Through Barbecues, White Elephant Gift Exchange, Sweetheart Week, Donkey Basketball, the Almond Festival Breakfast, our Kiss A Pig Contest, Kick Back Coco Night, etcetera. These planned events will not only better our chapter, but you as well. This will help you in our strive towards personal growth, career success, and premier leadership. Not to mention, there will be an awesomely rewarding Points Award Trip.

We, your 2009-2010 Officer Team, challenge YOU to test your strength and become more involved in the FFA to continue the growth of you and our chapter. If you take this challenge, in return we guarantee that we will serve you to the best of our abilities and push our chapter members and our chapter as a whole to gain the recognition we deserve.

Thank you for electing us to serve you for this school year. We are honored to have the privilege to help the Esparto FFA Chapter continue to grow.

Sincerely,
Hannah, Margot, Avalon, Loretta, Rebecca, Nick, Inez, and Miles
2009-2010 Esparto FFA Chapter Officer Team
The FFA Emblem

The national FFA emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of the FFA and agriculture. Each element within the emblem has unique significance.

The cross section of the ear of corn provides the foundation of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

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

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

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

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

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

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors of NATIONAL BLUE and CORN GOLD give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

The FFA Motto

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

*Learning to do,*
*Doing to learn,*
*Earning to live,*
*Living to serve*
The FFA Creed

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

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

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

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

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

_The creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th and 63rd Conventions._
The FFA Salute

The Pledge of Allegiance is the official salute of the National FFA Organization. To properly conduct the salute, face the United States flag, place the right hand over the left part of the chest and, holding it there, repeat the following pledge:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, on Nation under God, indivisible with liberty and justice for all."

At the conclusion of the pledge, the hand should be dropped to the side and the members should again face the President's station. The salute should always be used in official closing ceremonies for meetings and other FFA functions.
The FFA Mission Statement

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

The FFA Code of Ethics

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

- Dressing neatly and appropriately for the occasion.
- Showing respect for the rights of others and being courteous at all times.
- Being honest and not taking unfair advantage of others.
- Respecting the property of others.
- Refraining from loud, boisterous talk, swearing and other unbecoming conduct.
- Demonstrating sportsmanship in the show ring, judging contests and meetings.
- Being modest in winning and generous in defeat.
- Attending meetings promptly and respecting the opinion of others in discussion.
- Taking pride in our organization, activities, supervised experience program, exhibits, and the occupation of agriculture.
- Sharing with others experiences and knowledge gained by attending National and State meetings.
- Striving to establish and enhance my skills though agricultural education in order to enter a successful career.
- Appreciating and promoting diversity in our organization.
Career Development Events

The FFA offers many career development events (CDE's) designed to help students prepare for careers in agriculture. These events build speaking and personal skills for all students who participate. Below is a list of some of the more popular events. A complete list of these CDE teams can be found on www.calaged.org

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<th>Agriculture Mechanics</th>
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<td>Best Informed Greenhand</td>
<td>Livestock Evaluation</td>
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<tr>
<td>Dairy Judging</td>
<td>Vegetable Crops</td>
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<tr>
<td>Farm Power</td>
<td>Parliamentary Procedure</td>
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Public Speaking Events

The FFA also offers a variety of Public Speaking contests for students to compete in:

- Greenhands can compete in Creed Speaking, where students recite the FFA creed and answer questions based on its contents. Freshmen also take part in the Opening/ Closing ceremonies contest.

- In Prepared Public Speaking, students prepare a six to eight minute speech on the agricultural topic of their choice.

- Extemporaneous Speaking encourages students to think on their feet. You have 30 minutes to write a four to six minute speech on a topic that you choose on site.

- Job Interview is a contest where you apply for an agriculture related career. You will fill out an application, write a resume, and interview for the job. This contest will help you find your dream job now!
Esparto FFA Award Opportunities

Not only do Esparto FFA members have the opportunity to be recognized for their accomplishments at the sectional, regional, and state levels – they are also recognized right here at home. Below is a list of awards given at the annual Esparto FFA Spring Awards Banquet and the students who were given those awards during the 2008-2009 year.

*Star Greenhand (First year Agriculture Student)* – Briceida Jacobo

*Star Chapter Farmer* – Miles Eldon

*Star Farmer* – Hannah Muller

*CDE Participation Awards* – Various Student Recipients

*Scholastic Achievement Awards* – Various Student Recipients

*Outstanding Freshman Award* – Anali Rodriguez

*Outstanding Sophomore Award* – Avalon Lucero

*Outstanding Junior Award* – Patty Flores

*Outstanding Senior Award* – Blake Muller

*Proficiency Awards* – Blake Muller, National Finalist – Outdoor Recreation
Hannah Muller, National Finalist – Agricultural Education

*Golden Hammer (Metal)* – Matt Juchniewicz

*Golden Hammer (Wood)* – Jacob Zentner

*Celso Robles Award* – Matt Juchniewicz

*Al Tandy Outstanding Project* – Rye Muller

*FFA Workhorse* – Edgar Sanchez

*FFA Member of the Year* – Ingrid Dittmar

Several community members, EHS Staff, and EUSD Staff are recognized each year as well with the Distinguished Service Citation as well as the Honorary Chapter FFA Degree. The members of the Esparto FFA Chapter truly appreciate the efforts of others made on their behalf.
Community Service

As a prominent group in the community, it is important that we give back to the community in which we live. Many community service activities are designed to instill in FFA members an attitude of service to the Capay Valley Community.

Here are the service activities that the Esparto FFA Chapter has planned for the 2009-2010 school year:

S.L.E.W.S

Letters to Troops

Toys for Kids

Easter Egg Hunt

4th Annual EHS Blood Drive

BloodSource® together 60 years
2009-2010 Chapter Officer Team

Each year, eight students are elected to serve as Chapter Officers. This group works closely with the chapter advisors and members to plan a year's worth of activities and fundraisers. These eight members also serve as the leaders for the chapter, encouraging members to get involved and take advantage of the opportunities that FFA has to offer.

The 2009-2010 Esparto FFA Chapter Officer Team is:

President – Hannah Muller (Senior)

Vice President – Margot Dittmar (Junior)

Secretary – Avalon Lucero (Junior)

Treasurer – Loretta Knight (Junior)

Reporter – Justine Bozek (Sophomore)

Sentinel – Nick McCoy (Junior)

Historian – Inez Stephens (Junior)

Parliamentarian – Miles Eldon (Junior)
# 2009-2010 Budget

**Receipts:**

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**TOTAL:** 17,600.00

**Expenses:**

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<td>Greenhand Conference</td>
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<td>State FFA Leadership Conference</td>
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<td>Almond Festival Breakfast</td>
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<td>Awards (Certificates, Pins, Plaques, etc.)</td>
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<td>Spring Awards Banquet</td>
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<td>Greenhand Initiation/Chapter Degree Banquet</td>
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<td>Concessions</td>
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<td>MFE/ALA</td>
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**TOTAL:** 16,700.00

*Gross Profit of: $900.00*
Esparto FFA Committee Structure

I. Executive Committee

Officer(s) in Charge: President and Vice President
Chair: Hannah Muller
Vice-Chair: Margot Dittmar

Committee Structure: Committee will be comprised of the following individuals:
- 2009-2010 Chapter Officer Team
- 2009-2010 Greenhand Officer Team
- 2 additional sophomore representatives
- 2 additional junior representatives
- 2 additional senior representatives
- Mrs. Charter and Mr. Reid

Committee Goals and Objectives:
1. Monitor the chapters’ progress towards agriculture departments, high school, and FFA goals.
2. Create new goals for the Esparto FFA Chapter at the beginning of each school year.
3. Make decisions to benefit the Esparto FFA Chapter and its members.

II. Activities Committee

Officer(s) in Charge: Sentinel
Chair: Nick McCoy
Co-Chair: TBD

Committee Structure: This committee will be comprised of the Chapter Sentinel, and other members who are interested in helping to plan activities for the 2009-2010 school year.
Committee Goals and Objectives:
1. Assist the Chapter Officer Team and Executive Committee in planning and executing activities for the 2009-2010 school year.
2. Develop a budget for each activity and submit to the Executive Committee for approval.
3. Evaluate chapter activities and submit recommendations for improvement to the Executive Committee for review.

III. Fundraising Committee
Officer(s) in Charge: Treasurer
Chair: Loretta Knight
Co-Chair: TBD
Committee Structure: This committee will be comprised of the Chapter Treasurer, and other members who are interested in helping to plan fundraisers for the 2009-2010 school year.

Committee Goals and Objectives:
1. Assist the Chapter Officer Team and Executive Committee in planning and executing fundraisers for the 2009-2010 school year.
2. Develop a budget for each fundraiser and submit to the Executive Committee for approval.
3. Evaluate chapter fundraisers and submit recommendations for improvement to the Executive Committee for review.

IV. Community Service Committee
Officer(s) in Charge: Secretary
Chair: Avalon Lucero
Co-Chair: TBD
Committee Structure: This committee will be comprised of the Chapter Secretary, and other members who are interested in helping to plan, execute, and recruit members to participate in pre-planned Community Service Activities.

Committee Goals and Objectives:
1. Advertise Community Service Activities and recruit members to participate in Community Service Activities.
2. Assist the Chapter Officer Team and Executive Committee in planning and executing pre-planned Community Service Activities for the 2009-2010 school year.
3. Evaluate Community Service Activities and work with community members to develop new Community Service Activity recommendations for the Executive Committee to review.

V. Alumni Relations Committee
Officer(s) in Charge: Parliamentarian
Chair: Miles Eldon
Co-Chair: TBD
Committee Structure: This committee will be comprised of the Chapter Parliamentarian, and other members who are interested in working with Esparto FFA Alumni to increase their participation in chapter activities.

Committee Goals and Objectives:
1. Conduct surveys of Alumni to keep track of where they are, and what they are doing.
2. Annually update and maintain a roster of all Esparto FFA Alumni.
3. Create displays that can be exhibited at chapter functions that highlight the success and achievements of Esparto FFA Alumni.
4. Track all Esparto FFA Alumni donations, and work with the Chapter Secretary to ensure that Alumni are thanked for any contribution made to the Esparto FFA Chapter during the year.

VI. Public Relations Committee
Officer(s) in Charge: Reporter and Historian
Chair: Becca Markel
Co-Chair: Inez Stephens
Committee Structure: This committee will be comprised of the Chapter Reporter and Historian, and any other member who is interested in working to promote the Esparto FFA Chapter and its activities through the chapter newsletter, local news media, and other sources.

Committee Goals and Objectives:
1. Write articles for local news media highlighting Chapter achievement and member successes.
2. Have 1-2 committee members present at each activity to report on events.
3. Develop and circulate a monthly chapter newsletter to members, parents, and staff.
4. Develop and maintain an online community for Esparto FFA through myspace.com or facebook.com, so that members can access information through the internet about upcoming chapter activities.
5. Take photos at chapter activities and use them in articles and the chapter scrapbook.
6. Update and maintain the Chapter Scrapbook for the 2008-2009 school year.
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  - State FFA Speaking Contest Fresno
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  - State FFA Parli-Pro Contest Overnight
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  - Fresno State FFA Field Day
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  - State Convention Overnight
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The Official Constitution and Bylaws of the Esparto Chapter #53 of the FFA

Article I. Name and Purposes
Section A. The name of this organization shall be the Esparto FFA Chapter. The letters “FFA” will be used to designate the chapter, its activities and members.

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

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

Article II. Organization
Section A. The Esparto Chapter of the FFA is a chartered local entity of the Yolo Section of the California Association, made up of local members.

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

Article III. Membership
Section A. Membership is limited to students enrolled in Vocational Agriculture at Esparto High School.

Section B. Membership of graduates is limited to students that were active members in high school.
Section C. The Esparto FFA is a 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agricultural class.

Section D. No students may participate in any FFA activity unless they are members in good standing.

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

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

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

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

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

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

Minimum qualifications for election:
1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program (SAE).
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
7. Submit written application for the Greenhand FFA Degree.

Section K. Chapter FFA degree.

Minimum qualifications for election:
1. Must have received the Greenhand FFA Degree.
2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3. Participate in planning and conducting of at least three official chapter functions.
4. Have earned at least $150 or worked at least 45 hours and have developed plans for the growth of their SAE.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Shows progress towards individual achievement in the FFA awards programs.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section L. State FFA Degree.

Minimum qualifications for election:
1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State FFA Association.
2. $1000 earned or invested and 500 hours worked.
Section M. American FFA Degree.

Minimum Qualifications for election:
1. Qualifications for the American FFA are those set forth in the Constitution of the State FFA Association.
2. $7500 earned or invested and 1500 hours worked.

Section N. The Chapter Executive Committee shall review the qualifications for members and make recommendations to the chapter concerning degree advancement.

Article IV. Officers

Section A. The officers of the chapter shall be as follows:

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Reporter
6. Sentinel
7. Parliamentarian
8. Historian
9. Advisor

The local advisors shall be the teachers of agricultural education in the school where the chapter is located.

*The officers shall perform the usual duties of the respective officers as outlined in the Official FFA Manual.

Section B. The aforementioned officers shall be elected or confirmed by a majority vote of the assembly.

Section C. The slating committee shall be composed of the 12th grade chapter officers, the advisors, and the school principal. After reviewing the officer applications, and conducting an interview, the slating committee will determine the slate of officers.

Section D. All officer candidates are required to submit an application, and prepare and deliver a speech. The assembly will vote for the top nine candidates who will be slated by the slating committee after interviews.

Section E. Officer Eligibility.
Minimum qualifications to run for chapter office:
1. Must have and maintain a 2.0 grade point average.
2. For the office of President, the applicant must hold the chapter FFA Degree.
3. All other offices require applicants to hold the Greenhand Degree.
4. Must be enrolled in an Agriculture Education class.

Article V. Impeachment of Officers

Section A. Immediate Impeachment

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

Section B. Steps of Impeachment

1. Any FFA Chapter not fulfilling the duties of the office they hold is subject to be impeached.
2. A written plan for improvement will be drawn up by the advisor and will be confirmed and signed by the Chapter President, Vice President, and the officer in question.
3. If the officer in question continues to neglect his or her duties, a 2/3 vote of the officer team will remove them from office.

Article VI. Attendance of Officers

Section A. Officers may not miss any more than two chapter meetings or he or she will automatically be removed from their present office. Absences will be excused if the advisor has been notified and if a substitute officer has been arranged. Not more than four absences will be allowed.

-when officers receive an excused absence they must serve an in service day or in some other way take care of their officer responsibilities.

Section B. All newly elected officers must sign a written contract agreeing to the aforementioned rules. The contract will also list the responsibilities and duties for each office.
**Article VII. Sweetheart**

Section A. The assembly will nominate five sweetheart candidates. There will be one from each class, as well as a wild card who may be from any class. Past sweetheart winners are not eligible to run again. Sweetheart candidates are not eligible to run for the following year.

Section B. The candidates gain points in contests decided upon by the Sweetheart Committee. Also, a vote-of-penny contest should be a constant.

Section C. Should there be a tie between two or more candidates, there will be a contest which was previously selected as the tiebreaker contest. This contest should be sealed in an envelope. The candidate who was in the tie and won the tiebreaker contest will be the winner.

**Article VIII. Dues**

Section A. There will be no local dues.

Section B. Each member will receive a one-year subscription to the FFA and the “New Horizons” Magazine.

**Article IX. Awards**

Section A. All awards will be at the discretion of the FFA advisors or committee selected by the executive board with the advisors approval.

Section B. The top scoring member selected on the project tour for outstanding project will receive the Al Tandy Outstanding Project award.

**Article X. Purchasing**

Section A: All purchasing responsible to the organization must be approved by submitting the appropriate purchase order to ASB with the signatures of an advisor and the chapter Treasurer.
Article XI. Officer Pins

Section A. Each officer is entitled to an officer pin, provided that the officers have not received such pin for holding the same prior office.

Article XII. FFA Meetings

Section A. Before completion of the school year, the president shall set a summer meeting date.

Article XIII. Official Dress Uniform

Section A. All members will not be required to purchase a jacket, but they will for all actives starting their second year.

Section B. Members taking part in the Yolo County Fair, Advanced Parliamentary Procedure and all other judging teams shall own their own jacket and tie or scarf.

Section C. Members attending the State FFA Convention or National FFA Convention shall own their own jacket and tie or scarf.

Article XIV. Amendments

Section A. To amend the constitution, a majority vote of the active members, or a two thirds vote of the assembly as stated in Roberts Rules of Order Newly Revised.

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

Article XV. Ratification of the Constitution

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

The top twenty individuals on the point award system will be eligible to attend the summer achievement trip, and be honored at the Annual Awards Banquet in May. Points are tabulated according to the following system:

1. Awards will be presented for various levels of participation and will be broken down as follows.
   - Level 1 = A minimum of 50 points
   - Level 2 = 100-199 points
   - Level 3 = 200-299 points
   - Level 4 = 300-399 points
   - Level 5 = 400 or more points

2. Award recipients will be recognized and awards distributed at the annual Spring Awards Banquet.

3. The chapter advisor will verify point totals of the top twenty winners.

I. FFA Meeting Attendance
   A. Regular meeting 5
   B. Parent's attendance 5

II. Conventions
   A. Sectional 10
   B. Regional 10
   C. State
      1. Delegate, Committee Chairman & Members 15
      2. Guest 10
      3. All Day 5
   D. National
      1. Delegate 20
      2. Guest 15

III. Grade Point Average
   A. 4.0 20
   B. 3.5-3.99 15
   C. 3.0-3.49 10
   D. 2.5-2.99 5
IV. Officers
   A. Greenhand 15
   B. Chapter 20
   C. Sectional 25
      i. Slated 5
   D. Regional 30
      i. Slated 10
   E. State 50
      i. Slated 15

V. Awards and Placing
   A. Fairs and Shows 10
      1. Participation (per show)
      2. Market
         A. Grand Champion 30
         B. Reserve Grand 25
         C. Breed Champion 20
         D. Reserve Breed Champion 15
         E. 1st 10
         F. 2nd 9
         G. 3rd 8
         H. 4th 7
         I. 5th 6
   3. Breeding
      A. Grand Champion 30
      B. Reserve Grand 25
      C. Breed Champion 20
      D. Reserve Breed Champion 15
      E. 1st 10
      F. 2nd 9
      G. 3rd 8
      H. 4th 7
      I. 5th 6
   4. Showmanship
      A. 1st 20
      B. 2nd 18
      C. 3rd 16
      D. 4th 14
      E. 5th 12
      F. 6th-10th 10
5. Round Robin Master Showmanship
   A. 1<sup>st</sup> 10
   B. 2<sup>nd</sup> 9
   C. 3<sup>rd</sup> 8
   D. 4<sup>th</sup> 7
   E. 5<sup>th</sup> 6

6. Vegetable and O.H.
   A. 1<sup>st</sup> 10
   B. 2<sup>nd</sup> 7
   C. 3<sup>rd</sup> 5

7. Ag. Mechanics
   A. 1<sup>st</sup> 10
   B. 2<sup>nd</sup> 7
   C. 3<sup>rd</sup> 5

8. Maximum points (per fair) 60

9. Workshops (5 points every 50 hours not
   Previously credited; not to exceed 100 points) 5

10. Outstanding exhibitor in any division 10

11. Supreme Exhibitor 10

B. Judging Contests
   1. Participate (each contest) 10
   2. State Finals
      A. Team Placing
         1. 1<sup>st</sup> 30
         2. 2<sup>nd</sup> 25
         3. 3<sup>rd</sup> 20
         4. 4<sup>th</sup> 15
         5. 5<sup>th</sup> 10
         6. 6<sup>th</sup> -10<sup>th</sup> 7
      B. Sub-Contest Awards
         1. 1<sup>st</sup> 8
         2. 2<sup>nd</sup> 7
         3. 3<sup>rd</sup> 6
         4. 4<sup>th</sup> 5
         5. 5<sup>th</sup> 4
      C. Individual Placing
         1. 1<sup>st</sup> 15
         2. 2<sup>nd</sup> 12
         3. 3<sup>rd</sup> 10
         4. 4<sup>th</sup> 7
         5. 5<sup>th</sup> 5
6. If 10 or more teams 6-10 3

3. National
   A. Top 10 team 50
   B. Top 10 individual 25

4. Other Contests
   A. Team Placing
      1. 1st 15
      2. 2nd 12
      3. 3rd 10
      4. 4th 7
      5. 5th 5
      6. If 10 or more teams 6-10 3
   B. Individual Placing
      1. 1st 8
      2. 2nd 7
      3. 3rd 6
      4. 4th 5
      5. 5th 4
      6. If 10 or more teams 6-10 2

VI. SAE
   A. Every 100 hours 5
      Max Points: 30

VII. Degrees Currently Held
   A. Greenhand 10
   B. Chapter 20
   C. State 30

VIII. Activities
   A. Fund-Raising Activities (per activity) 20
   B. Ticket sales (per ticket) 2
   C. Farm work days 20
   D. Fun activities 10
Bear River Advisory Committee Meeting  
July, 15, 2010  

The meeting was called to order by chairperson, Cathy Aversa at 6:10 p.m., July 15th, 2010, in room C116 at Bear River High School.

The minutes of the previous meeting were read, and approved.

The call for additional agenda items was made.

Mr. Paasch introduced the replacement ag teacher, Tim Reid. Tim gave a presentation on his background and his plans for the ag mechanics program in the future. Two members asked Tim about the possibility of adding a Power Mechanics class to the schedule in the future. Tim said he had taught the course before and is comfortable with the curriculum. He is interested in exploring all options.

Mrs. Green reported on the fundraising dinner held by the Ag Boosters. The dinner netted $13,143. The amount was a little off from last year, the money will be giving to the Ag department to spend ASAP.

Mr. Reid gave a presentation on new advisory By-laws and suggestions to add more members this fall to bring the committee to nine members. Mr. Renwick made a motion to adopt by-laws and new committee members at the next meeting in December. Mr. Green seconded the motion and it passed by a unanimous voice vote.

Mr. Paasch reported on the course offerings next year. No changes from the last meeting.

F.F.A. President, Cameron Billingham, reported on this officer retreat and possible new events the chapter is planning.

The next meeting is scheduled for 6:00 p.m., December 16th, in room C116 at Bear River High School.  
The meeting was adjourned at 7:55 p.m. by chairperson Cathy Aversa.

Respectfully Submitted,  
Mrs. Carlile, Recorder
Bear River Advisory Committee Meeting
May 6, 2010

The meeting was called to order by chairperson, Cathy Avera at 6:05 p.m., May 6, 2010, in room C116 at Bear River High School.

The minutes of the previous meeting were read, and approved.

The call for additional agenda items was made.

Mr. Renwick reported that the Fundraising Dinner Committee met on May 1, 2010. Preparations are coming along nicely and all auction and silent auction items have been turned in. Food will be purchased and prepared by Mr. and Mrs Kemp. Mr. Paasch will cover clean-up.

Mrs. Green reported on ticket sales of the coming Dinner. So far, 352 tickets have been sold. This is already 33 more than last year's attendance.

Mr. Paasch explained the upcoming search for replacement of Mr. Kemp. Many applications have been received and they are currently narrowing down the pool for interviews. They hope to have a new teacher in place by July 1st. 2 Advisory committee members will be asked to serve on the selection committee.

Mr. Paasch reported on the course offerings next year.

F.F.A. President, CameronBillingham. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.

The next meeting is scheduled for 6:00 p.m., July 15th, in room C116 at Bear River High School. The meeting was adjourned at 7:15 p.m. by chairperson Cathy Avera.

Respectfully Submitted,
Mrs. Carlile, Recorder
Esparto High School Agriculture Advisory Committee

Mary Kimball
Executive Director for Land Based Learning (SLEWS) Project

Fred Manas
Beef and Peach Farmer

Lynn Martindale
Coordinator of Ag Student Teachers at UCD

Jim Rumsey
Retired Professor

Chelsea Becker
Capay Valley Vision

Paul Muller
Full Belly Farms

Sue Hitman
Executive Director, Capay Valley Vision

Jane Stallings
Ex-Officio, School Board Chairman

Rachel Theone
Ex-Officio, Principal EHS

TBD
FFA President, Student Representative

TBD
FFA Vice-President, Student Representative

Tim Reid  Amber Charter
Ag Teacher  Ag Teacher
Members in Attendance:
Lynn Martindale – U.C. Davis
Jim Rumsey – U.C. Davis
Paul Muller – Full Belly Farm
Mary Kimball- Center for land based learning
Amber Charter – Ag Teacher, Ex-Officio
Tim Reid – Ag Teacher, Ex-Officio

The meeting was called to order at 6:00pm in the Esparto HS Agriculture Department. Dinner was served. Those present at the meeting were asked to briefly introduce themselves.

Following introductions, Amber Charter gave an update on FFA activities. Tim Reid talked about the CTE funding for the current year and the planned allotment for the upcoming school year.

A discussion was also held on classes for next year. The advisory committee supported the idea of an OH Class. The members offered ideas such as a spring hike with Gordon Harrington and creating a mix of seeds to sell.

Discussion shifted to the Program Plan, and the agriculture teachers presented an abridged version of the plan to the committee – focusing mainly on their course syllabi, outlines and the five-year improvement plan. Members mentioned incorporating a chicken project into the science classes.

Tim also discussed plants on the District’s acreage. Members fully supported using the property.

Seeing no further discussion, the meeting was adjourned at 8:45pm.
Esparto High Agriculture Advisory Meeting August 5, 2008 Esparto High Agriculture Department Minutes

Members in Attendance:
Lynn Martindale – U.C. Davis
Jim Rumsey – U.C. Davis
Paul Muller – Full Belly Farm
Chelsea Becker – Capay Valley Vision
Jim Schulte – Retired Ag Teacher, Ex-Officio
Troy Johnston – EHS Principal, Ex-Officio
Austin Large – Ag Teacher, Ex-Officio
Tim Reid – Ag Teacher, Ex-Officio

Others in Attendance:
Aida Buelna – Superintendent
Jean Landeen – CA Dept. of Education
Hugh Mooney – CA Dept. of Education
Joshua Mills – Esparto FFA Treasurer

The meeting was called to order at 6:30pm in the Esparto Regional Library by the Agriculture Teachers Austin Large and Tim Reid. Those present at the meeting were asked to briefly introduce themselves.

Following introductions, Hugh Mooney and Jean Landeen presented the committee with information about the function and purpose of Agriculture Advisory Committees.

Discussion shifted to the Program Plan, and the agriculture teachers presented an abridged version of the plan to the committee – focusing mainly on their course syllabi and outlines.

Troy Johnston presented the Agriculture Department goals to the committee. Lynn Martindale moved to lay the discussion on the table until the next Agriculture Advisory Committee meeting. The motion passed with a majority vote.

Seeing no further discussion, the meeting was adjourned at 8:00pm.
<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
<th>RM</th>
<th>Class</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>Ag Mech I</td>
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<td>Ag Mech II</td>
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<td>Pop For</td>
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<td>Ag Mech IV</td>
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<td>Ag Mech III</td>
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<td>Econ / Gov</td>
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<td>Algebra I</td>
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<td>Pop For</td>
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M. Supervised Practical Experience Plan (Project program should be related to career goal).

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<th>S.O.E.</th>
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<th>Size</th>
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<tbody>
<tr>
<td>Weld Camp</td>
<td>Steer</td>
<td>L.B. Steer</td>
<td>LG</td>
<td>Steer</td>
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N. Planned Departmental Activities (FFA)

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</table>

Parents/Guardians Signature: [Signature]
AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN

DATA SHEET

A. Name:
(Print) Last    First    MI

B. Gender: (Circle One)
Male    Female

C. Date:____________________ Age:__________

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)

- Plant & Soil Science (4010)
- Animal Science (4020)
- Agricultural Mechanics (4030)
- Agricultural Business Management (4040)
- Ornamental Horticulture (4050)
- Forestry & Natural Resources (4060)
- Agriculture Core - Year One (4070)
- Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

- I plan a career in agriculture.
- Not a career, just an interest in agriculture.
- Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

- White
- Hispanic
- Black (Except Hispanic)
- Filipino
- Asian or Pacific Islander
- American Indian/Native Alaskan

I. Locator Data:

Street Address:______________________________

Phone Number:______________________________

Parent/Guardian Name (Print Full Name For Each)
Mr.________________________________________
Miss________________________________________
Mrs.________________________________________
Ms.________________________________________

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time
   No Further Education
   Some College Later

2. Go to College
   Community College
   Four Year College

   Full-Time Student
   Part-Time Student

   Agriculture Major
   Non-Agriculture Major

3. Go Into Military Service

Revised 8/03

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in
## Your Sophomore Year Plan

### Agricultural Business

<table>
<thead>
<tr>
<th>4 Year University</th>
<th>Jr. College/Vocational Ed.</th>
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</thead>
<tbody>
<tr>
<td>English 10</td>
<td>English 10</td>
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<tr>
<td>Alg IB (State) or Geometry (U.C.)</td>
<td>Math</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Ag Biology</td>
<td>Ag Science II</td>
</tr>
<tr>
<td>World History</td>
<td>World History</td>
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<tr>
<td>P.E.</td>
<td>P.E.</td>
</tr>
<tr>
<td>Agriculture Business</td>
<td>Choose an Elective</td>
</tr>
</tbody>
</table>

### Agricultural Science

<table>
<thead>
<tr>
<th>4 Year University</th>
<th>Jr. College/Vocational Ed.</th>
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<tbody>
<tr>
<td>English 10</td>
<td>English 10</td>
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<tr>
<td>Alg IB (State) or Geometry (U.C.)</td>
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<tr>
<td>World History</td>
<td>World History</td>
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<td>P.E.</td>
<td>P.E.</td>
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<tr>
<td>Choose an Elective</td>
<td>Choose an Elective</td>
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</tbody>
</table>

### Agricultural Mechanics

<table>
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<tr>
<th>4 Year University</th>
<th>Jr. College/Vocational Ed.</th>
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<tbody>
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<td>English 10</td>
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<td>Alg IB (State) or Geometry (U.C.)</td>
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<td>Ag Biology</td>
<td>Ag Science II</td>
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<tr>
<td>World History</td>
<td>World History</td>
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<tr>
<td>P.E.</td>
<td>P.E.</td>
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<tr>
<td>Intro to Welding</td>
<td>Intro to Welding</td>
</tr>
</tbody>
</table>

### Ornamental Horticulture

<table>
<thead>
<tr>
<th>4 Year University</th>
<th>Jr. College/Vocational Ed.</th>
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<tbody>
<tr>
<td>English 10</td>
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<td>Alg IB (State) or Geometry (U.C.)</td>
<td>Math</td>
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<tr>
<td>Ag Biology</td>
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<tr>
<td>World History</td>
<td>World History</td>
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<tr>
<td>P.E.</td>
<td>P.E.</td>
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<tr>
<td>Choose an Elective</td>
<td>Choose an Elective</td>
</tr>
</tbody>
</table>

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Career Paths and Course Planning Guide
Sheet Metal
RANCH SIGN

MATERIALS
1 PIECE 1\times 4\times FLAT 18\'
1 PIECE 1\times 4\times FLAT 26\'
1 PIECE 1\times FLAT 5 36''
2 PIECES 6\times 4\times P/KPS/6''
2 PIECES 6\times 4\times P/KPS/12''
1 PIECE REDWOOD 24''

INSTRUCTIONS
DRILL HOLE 18''\times 16''
WELD 1\times STRIPS T.G.
BEND DIAG. P. + WELD
MAKE U.B. EYE 18''
MAKE WOOD SIGN

Wood, Cold Metal, Plasma Cam, Hot Metal
COLD METAL

STEP 1 1/4" X 36"  
MARK AT 6"  
STEP 2 BEND  
AT RIGHT ANGLE  
STEP 3 COMPLETE  
BOND WELD TOGETHER  
STEP 4 THREAD  
6 IN. FROM BOTTOM  
STEP 5 MAKE NUT AND PAINT  

Cold Metal
HOT METAL

STEP 1
CUT 12" by 16" stock

STEP 2
ROUND FIRST

STEP 3
FLATTEN END

STEP 4
HOT RIVET TOGETHER AND FINISH

Hot Metal
Gas Welding/Arc Welding
Machine Work
Agricultural Mechanics 1
Wood Working Projects

Push Stick

Bill of Materials:
1- Piece of wood at least 1” X 3” and at least 1’ long.

Procedures:

1. Using a pencil, lay out 1” squares on a piece of cardstock and sketch the outline of the push stick as shown in the drawing below. Be as accurate in scale as possible.

2. Cut the pattern as a template.

3. Obtain a piece of lumber and layout the push stick by marking around the template.

4. With the instructor’s permission, use the power bandsaw to cut out the push stick.

5. Measure ¾” from the end of the handle and drill a 5/16” hole in the center. For this step you will use the ____________________________.

6. Sand the push stick smooth and apply a finish to it.

7. Put your name on the push stick, template, and this paper and hand in all three for your grade.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Template Layout</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>2. Project cutout</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>3. Care of Wood (No nicks, dents, or gouges)</td>
<td>15</td>
<td></td>
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<tr>
<td>4. Project Finish</td>
<td>15</td>
<td></td>
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<tr>
<td>5. Were the directions followed?</td>
<td>10</td>
<td></td>
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<tr>
<td>6. Overall neatness of the project</td>
<td>10</td>
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</tr>
</tbody>
</table>

**Total:** 100
Measurement Rubric

<table>
<thead>
<tr>
<th>Time</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Under 60 sec</td>
<td>A</td>
</tr>
<tr>
<td>60-70 sec</td>
<td>B</td>
</tr>
<tr>
<td>70-80 sec</td>
<td>C</td>
</tr>
<tr>
<td>Over 80 sec</td>
<td>DO IT AGAIN</td>
</tr>
</tbody>
</table>

Your Time: ____________________

Mr Reid Signature: ____________________
Experience in padding helps the welding student develop an eye for following a joint. It helps the student compare beads for uniform appearance. Padding is used for building up pieces prior to machining and for depositing hard facing metal on construction and ag equipment.

MATERIALS:
- 5/16" plate - 3" x 4"
- 1/8" E-6013 electrodes

PROCEDURE:
1. Prep the metal by removing all slag and loose corrosion that may be present.
2. Stamp your I.D. # in the upper left corner on one side of the metal. Turn the plate over and complete the following steps.
3. Establish an arc and run a stringer bead parallel to and along one of the long edges of the plate.
4. Fill the craters at the end of each weld by the following method:
   a. Upon reaching the end of the plate, pull the electrode out of the crater, letting the heat die down. When the color disappears, restart the arc in the crater, depositing a small amount of weld. Do this several times to fill the crater.
5. Run more beads alongside the previous bead. Make sure the far edge of the bead is in the center of the previous bead. (The electrode should be directed at the point where the previous bead meets the base metal).
6. IMPORTANT! Always chip the slag and clean the weld thoroughly after each pass. Also, cool the plate after each pass.
7. Continue making passes until the plate is covered.
8. Turn the plate 90 degrees and weld a second layer.
9. Weld at least 4 1/2 layers, or until the instructor tells you to stop.
10. Also weld all 4 edges.

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Smoothness of Beads</td>
<td>25</td>
<td></td>
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<tr>
<td>2. Straightness of Beads</td>
<td>20</td>
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<tr>
<td>3. Bead Uniformity</td>
<td>25</td>
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<tr>
<td>4. Bead Overlap</td>
<td>10</td>
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<tr>
<td>5. Slag Removal</td>
<td>15</td>
<td></td>
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<tr>
<td>6. Preventing Craters</td>
<td>15</td>
<td></td>
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<tr>
<td>7. Edge Welds</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>8. Overall Appearance</td>
<td>15</td>
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<tr>
<td>TOTAL</td>
<td>150</td>
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</tbody>
</table>

Rev. 9/29/09
## PROFICIENCY STANDARDS FOR ORNAMENTAL HORTICULTURE

<table>
<thead>
<tr>
<th>Course</th>
<th>Proficiency (Competency)</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Attitude</th>
<th>Means of Evaluation</th>
<th>Criteria for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Personal qualities and qualifications</td>
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<tr>
<td></td>
<td>a. Demonstrate the desire to work</td>
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<td></td>
<td>b. Demonstrate the ability to get along with others</td>
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<td></td>
<td>c. Demonstrate the ability to project desirable image for the business</td>
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<td></td>
<td>d. Demonstrate willingness to learn</td>
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<td>e. Demonstrate the ability to work independently</td>
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<td>f. Demonstrate the ability to follow directions of supervisor</td>
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<td></td>
<td>g. Demonstrate acceptable personal appearance and personal hygiene</td>
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<td></td>
<td>h. Understand needs of customer</td>
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<td>2.</td>
<td>Prepare growing mediums and seedbeds</td>
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<tr>
<td></td>
<td>a. Apply chemicals to control weeds and/or soil insects</td>
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<tr>
<td></td>
<td>b. Dig holes for trees and shrubs</td>
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<td></td>
<td>c. Operate tillage machinery</td>
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<td></td>
<td>d. Mix and sterilize greenhouse and cold frame mediums</td>
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<td></td>
<td>e. Haul and spread peat moss and other plant materials</td>
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<td></td>
<td>f. Operate lime and/or fertilizer spreaders</td>
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<td></td>
<td>g. Lay out space requirements for various varieties</td>
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<td></td>
<td>h. Take soil samples</td>
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<td>3.</td>
<td>Propagate nursery stock</td>
<td></td>
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<tr>
<td></td>
<td>a. Prepare cuttings</td>
<td></td>
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<td></td>
<td>b. Transplant seedlings and cuttings to the field</td>
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<td></td>
<td>c. Clean, treat, and plant seed</td>
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<td></td>
<td>d. Start and care for container stock</td>
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<td></td>
<td>e. Bud and graft nursery</td>
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<tr>
<td>Course</td>
<td>Proficiency (Competency)</td>
<td>Knowledge</td>
<td>Skill</td>
<td>Attitude</td>
<td>Means of Evaluation</td>
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<td>4.</td>
<td>Culture plants in the nursery</td>
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</tr>
<tr>
<td></td>
<td>a. Water nursery stock</td>
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<tr>
<td></td>
<td>b. Prune and trim plants</td>
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<td></td>
<td>c. Prepare cuttings</td>
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<td></td>
<td>d. Operate sprayers and dusters</td>
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<td></td>
<td>e. Thin and space nursery stock</td>
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<td></td>
<td>f. Identify and remove diseased and dead plants</td>
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<td></td>
<td>g. Identify common weeds, insects, and diseases</td>
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<td></td>
<td>h. Cultivate with hand and power equipment</td>
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<tr>
<td></td>
<td>i. Mulch nursery stock</td>
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<td></td>
<td>j. Lay plastic for weed control</td>
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<td>k. Set traps and poisons for pests</td>
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<td>5.</td>
<td>Store nursery stock</td>
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<td>a. Remove dead or inferior plants</td>
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<td>b. Maintain humidity and temperature requirements</td>
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<td>c. Care for over-wintering of container stock</td>
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<td>d. Label storage bins and bags</td>
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<td></td>
<td>e. Bunch and pack plants</td>
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<td>f. Deliver plants to warehouse</td>
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<td>6.</td>
<td>Process and ship nursery stock</td>
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<td></td>
<td>a. Package orders for shipment</td>
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<td>b. Prepare shipping labels and invoices</td>
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<td></td>
<td>c. Deliver plant materials to wholesalers and/or retailers</td>
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<td>7.</td>
<td>Maintain buildings and equipment</td>
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<td>a. Keep work, storage, and delivery areas neat and clean</td>
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<td>b. Clean and sharpen hand tools</td>
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<td></td>
<td>c. Maintain and service business vehicles and/or tractors</td>
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<td></td>
<td>d. Maintain and service power tillers, mowers, and cultivators</td>
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<td>e. Maintain and service tractor-operated equipment</td>
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<td>f. Maintain and install sprinkler heads, pipe nozzles and other irrigation equipment</td>
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<td>g.</td>
<td>Clean, adjust and service dusters and sprayers</td>
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<td>h.</td>
<td>Maintain and adjust small gas engines</td>
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<td>i.</td>
<td>Repair storage buildings, bins and equipment</td>
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<td>j.</td>
<td>Maintain and service water valves</td>
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<td>k.</td>
<td>Paint nursery house and storage buildings</td>
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<td>l.</td>
<td>Clean and oil electric motors</td>
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<td>m.</td>
<td>Service heating pots and boilers</td>
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<td>n.</td>
<td>Install and repair light switches, receptacles, and extension cords</td>
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<td>o.</td>
<td>Mix place, and furnish</td>
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<td>8.</td>
<td>Demonstrate knowledge of nursery retail outlet products</td>
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<td>a.</td>
<td>Identify nursery plants</td>
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<td>b.</td>
<td>Advise customer of correct manner of planting and caring for plant materials</td>
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<td>c.</td>
<td>Recognize common plant insect and disease problems and advise customers concerning insect and disease problems and advise customers concerning insecticide and fungicide use</td>
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<td>d.</td>
<td>Advise customers concerning fertilizer types, rates, and methods of application for various plants</td>
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<td>e.</td>
<td>Explain environmental requirements of various plants</td>
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<td>f.</td>
<td>Explain appropriate uses and qualities of nursery stock</td>
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<td>g.</td>
<td>Recommend appropriate herbicides</td>
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<td>h.</td>
<td>Explain values of various mulching materials and soil amendments</td>
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<td>9.</td>
<td>Demonstrate effective sales techniques</td>
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<td>a.</td>
<td>Greet customers in courteous manner</td>
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<td>b.</td>
<td>Close sales efficiently</td>
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<td>c.</td>
<td>Identify wants and needs of customers</td>
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<td>d.</td>
<td>Fill out appropriate sales forms</td>
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<td>e.</td>
<td>Gain attention and interest of customers</td>
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<td>f.</td>
<td>Handle customer objections and complaints</td>
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<td>g.</td>
<td>Direct attention to related or substitute products</td>
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<td>h.</td>
<td>Make change</td>
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<td>i.</td>
<td>Handle complaints after sale is made</td>
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<td>j. Use cash register</td>
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<td>k. Follow up sales to determine customer satisfaction</td>
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<td>l. Packs and/or wraps merchandise</td>
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<td>m. Take orders by telephone</td>
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<td>n. Solicit sales by telephone</td>
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<td>10. Price stock (figure margins and markup)</td>
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<td>11. Maintain inventory of stock and related items</td>
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<td>12. Prepare advertising announcements for various media</td>
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<td>a. Prepare newspaper advertisements</td>
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<td>b. Prepare mailers for local distribution</td>
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<td>c. Prepare radio commercials</td>
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<td>d. Prepare TV commercials</td>
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<td>13. Prepare merchandise displays</td>
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<td>a. Remove wilted stock from displays</td>
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<td>b. Present merchandise in attractive displays</td>
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<td>c. Display seasonal promotional items</td>
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<td>d. Suggest related items to customers with related merchandise displays</td>
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<td>e. Change displays frequently</td>
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<td>f. Arrange outside displays to attract customers</td>
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<td>g. Display merchandise as it can be used</td>
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<td>14. Organize jobs and supervise workers</td>
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<td>a. Demonstrate and instruct employees in their tasks</td>
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<td>b. Confer with management regarding workers, work conditions and plans</td>
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<td>c. Prepare daily work plans</td>
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<td>d. Confer with workers regarding problems and performance</td>
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<td>e. Evaluate performance of workers</td>
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<td>f. Acquire equipment and plant materials</td>
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<td>15.</td>
<td>Maintain records and make reports</td>
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<td>16.</td>
<td>Analyze and prepare the landscape area</td>
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<td>a. Read blueprints and plans</td>
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<td>b. Lay out the landscape plan</td>
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<td>c. Survey and grade the site</td>
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<td>d. Install drainage systems</td>
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<td>e. Develop a working site plan</td>
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<td>f. Determine drainage needs</td>
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<td>g. Install irrigation systems</td>
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<td>17.</td>
<td>Plant, trees, shrubs, groundcovers, and flowers</td>
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<td>a. Identify various landscape plants</td>
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<td>b. Prepare planting site</td>
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<td>c. Plant ball and burlap and container-grown stock</td>
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<td>d. Prune and trim newly planted trees and shrubs</td>
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<td>e. Determine spacing and depth of planting</td>
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<td>f. Plant bare root plants</td>
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<td>g. Select and apply mulching materials</td>
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<td>h. Determine methods of techniques of supporting plants</td>
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<td>i. Plant seeds and bulbs</td>
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<td>j. Determine fertilizer and soil amendment types and rates of application</td>
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<td>k. Determine watering schedules and rates</td>
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<td>l. Determine planting dates</td>
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<td>m. Plant cuttings</td>
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<td>n. Protect plants from rodent damage</td>
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<td>18.</td>
<td>Establish, renovate, and care for turf and lawns</td>
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<td>a. Plant grasses by sodding, sprigging, and/or seeding</td>
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<td>b. Mow lawns</td>
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<td></td>
<td>c. Apply lime and fertilizer to lawns</td>
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<td>d. Prepare seedbeds</td>
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<td>e. Water lawns</td>
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<td>f. Mulch planted areas</td>
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<td>g.</td>
<td>Grade, rake, and level lawns</td>
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<td>h.</td>
<td>Aerate lawns</td>
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<td>i.</td>
<td>Recognize common lawn weeds, insects, and diseases</td>
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<td>j.</td>
<td>Spray lawns for weed, insect, and disease control</td>
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<td>Roll newly sodded areas</td>
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<td>Identify lawn grasses</td>
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<td>m.</td>
<td>Take soil samples for testing</td>
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19. Lay out and construct or install landscape structures and conveniences
   a. Lay out and construct walks, drives, and patios
   b. Lay out and build retaining and free standing walls
   c. Lay out and construct steps and ramps
   d. Lay out and construct fences
   e. Lay out and install fountains and pools
   f. Construct benches and garden furniture
DOCUMENT NUMBER: 080039852
DOCUMENT TITLE: Preliminary Single Subject Teaching Credential

VALID: 01/25/2008 to 02/01/2013

SUBJECT(S) AND AUTHORIZATION(S):

Agriculture
(R1S) This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.
(R142) This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

RENEWAL CODE(S):
(R141) This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.

Specific information pertaining to credential renewal requirements may be obtained under Credential Renewal Statements and Requirements at www.ctc.ca.gov

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Janssen
Executive Director, Commission on Teacher Credentialing

******************************************************************************NO FURTHER ENTRIES******************************************************************************
Commission on Teacher Credentialing

issues this document to

TIMOTHY ALBERT REID

DOCUMENT NUMBER: 080039850
DOCUMENT TITLE: Clear Specialist Instruction Credential (Agriculture)

VALID: 01/25/2008 to 02/01/2013

SUBJECT(S) AND AUTHORIZATION(S):

Agriculture
(R3A1) This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

RENEWAL CODE(S):
(R20) To renew this credential, the holder needs to submit only an application form and fee to the Commission within six months prior to the expiration date. The renewal period is five years.
(R15P) The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

Specific information pertaining to credential renewal requirements may be obtained under Credential Renewal Statements and Requirements at www.cte.ca.gov

P. David Pearson
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger
Governor, State of California

Dale A. Jansen
Executive Director, Commission on Teacher Credentialing

******************************************************************************
NO FURTHER ENTRIES******************************************************************************
TEACHER DATA SHEET
AGRICULTURE EDUCATION

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: Timothy A. Reid

I. Credential Information

<table>
<thead>
<tr>
<th>Date Issued</th>
<th>Credential (Full Title)</th>
<th>Major</th>
<th>Minor</th>
<th>Date of Expiration</th>
<th>University or Other Processing Agency</th>
</tr>
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<tbody>
<tr>
<td>1/2008</td>
<td>Single Subject Agriculture</td>
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<td>California Polytechnic State University, San Luis Obispo</td>
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<tr>
<td>1/2008</td>
<td>Specialist in Agriculture</td>
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<td>California Polytechnic State University, San Luis Obispo</td>
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<tr>
<td>6/2000</td>
<td>Bachelors of Science Agriculture Business Science</td>
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<td>California State University Chico</td>
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II. Certificates, Specialized Training

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type (Artificial Insemination, Pest Control Advisor, etc.)</th>
<th>Issuing Agency</th>
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<tr>
<td>May 2003</td>
<td>Cattle AI Certification</td>
<td>CSU, Chico</td>
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TEACHER DATA SHEET
AGRICULTURE EDUCATION

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: Amber Charter

I. Credential Information

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<thead>
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<th>Date Issued</th>
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<td>12/2003</td>
<td>Bachelors of Science</td>
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<td>California State University Cal Poly, San Luis Obispo</td>
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II. Certificates, Specialized Training

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type (Artificial Insemination, Pest Control Advisor, etc.)</th>
<th>Issuing Agency</th>
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<td>May, 2007</td>
<td>Direct Instruction</td>
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<td><strong>Point Awards Trip</strong></td>
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<td><strong>CATA Summer Conference</strong></td>
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<td><strong>Officer Meeting @EHS 12:00pm</strong></td>
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<td><strong>State Fair Junior Livestock Show</strong></td>
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<td>Yolo County Fair</td>
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<tr>
<td>Fair Awards Breakfast</td>
<td>First Day of School Officer Meeting (OM) @ Lunch</td>
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1. Welcome Back BBQ 6pm
2. Labor Day
3. GH conference @ Davis OM
4. Yolo Section CATA Mtg
5. O/C Practice Starts
6. Ice Cream Social & Park Cleanup 3:10pm in Park
7. Drive-Thru BBQ 3-6pm

Note: SOLSI

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*GH conference @ Davis OM*
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<td></td>
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<td>4 BIG Starts OM</td>
<td>5 Yolo Section Corn Maze</td>
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<td>Hoe's Down</td>
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<td>3</td>
<td>11 OM</td>
<td>12</td>
<td>13 Yolo Section Opening/Closing Contest</td>
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<td>18 OM</td>
<td>19</td>
<td>20 National FFA Convention</td>
<td>21</td>
<td>22 Homecoming?</td>
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<td>17</td>
<td>24 OM</td>
<td>25</td>
<td>26</td>
<td>27 Halloween Carnival</td>
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<td>MFE/ALA $ Due OM</td>
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<td>WCC Field Day</td>
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<td>Taco Tuesday Lunch Meeting</td>
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<td>Vets Day No School</td>
<td>Central Region Road Show</td>
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<td>Yolo BIG</td>
<td>GH &amp; Chapter Degree Banquet 6:30</td>
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<td>Canned Food Drive Begins OM</td>
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<td>Wrapping Paper Sales Begin</td>
<td>White Elephant FFA meeting 6:00pm</td>
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<td>Yolo Section Ice Skating</td>
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<td>State Convention Committee Chair App Due</td>
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<td>Christmas</td>
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# January 2011

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<td></td>
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<td><strong>Open Lab for Record Books 3-7pm</strong></td>
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<td><strong>MFE/ALA @ Redding</strong></td>
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<td><strong>Open Lab for Record Books 3-7pm</strong></td>
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<td><strong>Kick Back Cocoa Night 6pm Kickoff Crayon Drive</strong></td>
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<td><strong>Central SOLS 2</strong></td>
<td><strong>Martin Luther King Day</strong></td>
<td><strong>Yolo Record Books @ Esparto 4pm</strong></td>
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<td><strong>Application Workshop @EHS afterschool</strong></td>
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<td><strong>Central SOLS 2</strong></td>
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<td><strong>Manuscripts due to Winters for Speaking Contests</strong></td>
<td><strong>Central Region Apps Due?</strong></td>
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<td>Yolo Speaking contests <strong>All State Applications Due</strong></td>
<td>Crayons for Kids Drive Ends</td>
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<td>Arbuckle Field Day</td>
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<td>Central Region Officer Interviews OM</td>
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<td>Central Region Proficiency Apps Due Ripon</td>
<td>Crayon &amp; Coloring Book Delivery</td>
<td>Badonkey Dance 8:00-11:00pm</td>
<td>MJC Invitational Parli-Pro</td>
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<td>Valentines Day Lincoln Birthday</td>
<td>Furlough Days</td>
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<td>Presidents Day National FFA Week/Sweetheart Week</td>
<td>Sweetheart Trivia &amp; Pie Contest</td>
<td>Ag Olympics @ lunch Ag Chef afterschool</td>
<td>Trike races @ lunch Donkey BBall?</td>
<td>Desserts for teachers</td>
<td>Central Region CATA/FFA Meeting</td>
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<td>Yolo Parli-Pro &amp; Co-op Esparto 4:30 OM</td>
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<td>Almond Festival Breakfast Cow-Chip Bingo</td>
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<td>Central Region State Degree Ceremony Delta College</td>
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<td>Nacho Cheese Meeting</td>
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<td><em>FFA Movie Night</em></td>
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<td>State Parli Pro Finals Min Day</td>
<td>Fresno State Field Day State Convention</td>
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*Spring Break*
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<td>Mother’s Day Garden Tours</td>
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<td>Yolo Planning Mtg Sectional Elections Woodland 4pm OM</td>
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<td>Drive-Thru BBQ 3-6pm</td>
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<td>3 Last day of School Graduation</td>
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# Tim Reid Extra Duty Log

## Jul-09

<table>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Days</th>
<th>Hours</th>
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<tbody>
<tr>
<td>1-Jul</td>
<td>Work in shop, SAE Visit, Jalyen</td>
<td>1</td>
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<tr>
<td>2-Jul</td>
<td>SAE Visit, JT, Sam, Neal</td>
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<tr>
<td>6-Jul</td>
<td>Fair Meeting, work in shop</td>
<td>1</td>
<td>4</td>
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<tr>
<td>7-Jul</td>
<td>Work on curriculum, Fair Exhibitors meeting, department meeting with Amber</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>08-Jul to 09-Jul</td>
<td>Work in shop, and work on curriculum</td>
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<tr>
<td>12-Jul to 17-Jul</td>
<td>Delta conference, professional</td>
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<tr>
<td>20-Jul</td>
<td>Fair prep at school, with students</td>
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<tr>
<td>21-Jul</td>
<td>Work on curriculum, SAE visit, P.J, Nick</td>
<td>1</td>
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<tr>
<td>23-Jul</td>
<td>Fair prep at school, with students</td>
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<tr>
<td>24-Jul</td>
<td>Work in shop, SAE Visit, Angelina, Gretchen</td>
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<tr>
<td>27-Jul</td>
<td>10am Meeting with officers about link crew, work in shop</td>
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**Total** 17 113

## Aug-09

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Days</th>
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<tbody>
<tr>
<td>3-Aug</td>
<td>Link Crew Prep, Work in shop</td>
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<tr>
<td>4-Aug</td>
<td>Link Crew Training</td>
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<td>5-Aug</td>
<td>Link Crew Training</td>
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<td>6-Aug</td>
<td>Link Crew</td>
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<tr>
<td>7-Aug</td>
<td>SAE Visit, Roman, Inez, Bradley, Jessica, work in shop</td>
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<tr>
<td>9-Aug</td>
<td>Clip P.J's Steer</td>
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<td>10-Aug</td>
<td>Clip Nicks Steer, SAE visit Monica, work in shop</td>
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<tr>
<td>11-Aug</td>
<td>SAE Visit, Avalon, Austin, Lizanne, work in shop</td>
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<tr>
<td>12-Aug</td>
<td>SAE Visit, Gretchen, Angelina, Jalyen, work in shop</td>
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<tr>
<td>13-Aug</td>
<td>Work on fair displays</td>
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<tr>
<td>14-Aug</td>
<td>Worked on sub plans for fair week, cleaned shop</td>
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<td>15-Aug</td>
<td>Shear Amanda's Lamb</td>
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<td>16-Aug</td>
<td>Fair set-up</td>
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<td>17-Aug</td>
<td>Bring animals to fair (minus, 8hrs normal for school day)</td>
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<tr>
<td>18-Aug</td>
<td>Fair (minus 8hrs normal for school day)</td>
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### Sep-09

<table>
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<tr>
<td>2-Sep</td>
<td>Board meeting</td>
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<tr>
<td>3-Sep</td>
<td>VB Scoreboard (paid)</td>
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<td>8-Sep</td>
<td>Get food for Drive-tru BBQ, 3:15 to 5:15</td>
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<td>9-Sep</td>
<td>Drive-tru BBQ, 3:15 to 9:15</td>
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<tr>
<td>11-Sep</td>
<td>Work Football Game (paid)</td>
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<tr>
<td>14-Sep</td>
<td>CATA Meeting, 3:15 to 7:15</td>
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<td></td>
<td>Letters to troops, with FFA officers, 3:15 to 5:15</td>
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<tr>
<td>15-Sep</td>
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<tr>
<td>17-Sep</td>
<td>VB Scoreboard (paid)</td>
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<tr>
<td>18-Sep</td>
<td>Get shop Supplies @ Home Depot, 3:15 to 5:15</td>
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<tr>
<td>21-Sep</td>
<td>Back to school night, 3:15 to 7:15</td>
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<td>23-Sep</td>
<td>FFA Movie night, 3:15 to 9:15</td>
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<tr>
<td>25-Sep</td>
<td>Work Football Game (paid)</td>
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<tr>
<td>28-Sep</td>
<td>Greenhand Conference (During School)</td>
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<td>29-Sep</td>
<td>Staff vs Students VB Game</td>
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### Oct-09

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<tr>
<td>2-Oct</td>
<td>Hoes down Set-up, 3:15 to 8:15</td>
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<tr>
<td>3-Oct</td>
<td>Hoes Down 9:00am to 6:00pm</td>
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<td>4-Feb</td>
<td>Hoes Down Clean-up 8:00am to 12:00pm</td>
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<td>6-Oct</td>
<td>VB Scoreboard (paid)</td>
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<td>7-Oct</td>
<td>IEP Meeting Mark, Shop Supplies @ Home Depot 4:00 to 6:00</td>
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<td>13-Oct</td>
<td>Sectional Open/Closing (During School)</td>
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<td>14-Oct</td>
<td>Shopping for FFA Meeting 3:15 to 5:15</td>
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<td>15-Oct</td>
<td>FFA Meeting lunch (38min)</td>
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<td>FFA National Convention (minus 40 hours for normal school week)</td>
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<td>17-Oct to 24-Oct</td>
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<td>26-Oct</td>
<td>FFA Halloween Hoe Down (3:15 to 9:15)</td>
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<td>27-Oct</td>
<td>Float Building (3:15 to 5:15)</td>
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<td>28-Oct</td>
<td>Float Building and powder puff football (3:15 to 8:15)</td>
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### Nov-09

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<td>2-Nov</td>
<td>Get food for fall banquet (3:15 to 5:15)</td>
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<td>4-Nov</td>
<td>Fall FFA Banquet (3:15 to 8:15)</td>
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<td>Purchase supplies from home depot and CATA Meeting and Road show</td>
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<td>13-Nov to 14-Nov</td>
<td>CATA Meeting and Road show</td>
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<td>16-Nov</td>
<td>Principal interviews (during School)</td>
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<td>17-Nov</td>
<td>BIG Contest (3:15 to 4:15)</td>
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<td>18-Nov</td>
<td>FFA Pie Eating Meeting Lunch</td>
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<td>20-Nov</td>
<td>Woodland FFA Field Day (During School)</td>
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<td>22-Nov</td>
<td>SAE Visit, Angelina and Lindsey, Pick out steer</td>
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**Total 2 19.63**

### Dec-09

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<td>3-Dec to 4-Dec</td>
<td>New Professionals Conference, professional development (minus 8 hour school day)</td>
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<td>8-Dec</td>
<td>Yolo Administrator night (6:00 to 8:00)</td>
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<td>16-Dec</td>
<td>FFA meeting White Elephant (3:15 to 8:15)</td>
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<td>Turned in cans, cleaned the shop, organized tools</td>
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<td>22-Dec</td>
<td>Worked in shop, worked on grades</td>
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<td>29-Dec</td>
<td>Worked in shop, worked on grades</td>
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**Total 3 27**

### Jan-10

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<tr>
<td>6-Jan</td>
<td>Basketball game, PP practice, Open shop (4:00 to 6:30)</td>
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<td>7-Jan</td>
<td>Open shop (3:15 to 5:15)</td>
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<td>10-Jan</td>
<td>SAE Visit, Nick, find steer (12:30 to 3:30)</td>
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<td>11-Jan</td>
<td>Principal Night (5:30 to 6:45)</td>
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<td>FASA Night, soccer and girls basketball</td>
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<td>12-Jan</td>
<td>(3:15 to 8:15)</td>
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<td>13-Jan</td>
<td>Ag Mech Practice, FFA Meeting (3:15 to 7:30)</td>
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<td>14-Jan</td>
<td>Horse Judging practice, open shop (3:15 to 4:30)</td>
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<tr>
<td>Date</td>
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<tr>
<td>15-Jan to 16-Jan</td>
<td>MFE/ALA Redding, 13 students (minus 8hr regular school day) Day 1 3:15 to 11:30, Day 2, 7:00am to 3pm</td>
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<td>15.25</td>
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<td>18-Jan</td>
<td>Record book workshop; 1 student PJ, 3:30-5:30</td>
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<td>19-Jan</td>
<td>BTSA, 4:30 to 7:30</td>
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<td>20-Jan</td>
<td>Home Depot and Airgas, supplies, half day of school, power out</td>
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<td>26-Jan</td>
<td>Detention</td>
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<td>27-Jan</td>
<td>Ag Mech Practice, (3:15 to 5:15)</td>
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<tr>
<td>28-Jan</td>
<td>Horse Judging practice, open shop (3:15 to 4:30)</td>
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| Total    |                                                                      | 3    | 41.75 |

**Feb-10**

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| Total    |                                                                      | 1    | 13.25 |

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AGRICULTURAL EDUCATION PROGRAM SELF REVIEW DOCUMENTATION

School Site: Esparto High School Year 2010

PROFESSIONAL DEVELOPMENT PLAN FOR

Teacher: Tim Reid

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| 0   | Herrera         | Carolina   | PO Box 398                   | Madison| CA 95637 | 1    | F      | Hispanic | An. Science|
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| 0   | Jackson         | Jordan     | PO BOX 61                    | Guinda| CA 95637 | 1    | M      | Am. Ind. | Ag Mech.    |
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| 552232023| Jacobo         | Edgar      | 7790 Cleveland st            | Capay | CA 95607 | 5    | M      | Hispanic | Ag Mech.    |
| 553042458| Jacobo         | Jesus      | P.O. Box 304                 | Guinda| CA 95637 | 2    | M      | Hispanic | Ag Mech.    |
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* 552719935 Melendrez Manuel P.O. Box 5 Madison CA 95653 3 11 M Hispanic Ag Mech.

* 553042629 Melendrez Marco P.O. Box 673 Esparto CA 95627 2 11 M Hispanic Ag Mech.

0 Mendoza Idalia 16843 Campos Dr. Esparto CA 95627 1 09 F Hispanic O.H.

0 Meyer Brandon 25957 CRAIG ST Esparto CA 95627 1 09 M White Ag Mech.

0 Middlerider Phillip 25739 Grafton St. Esparto CA 95627 1 09 M White Ag Mech.

552482951 Mills Joshua 25752 Craig Street Esparto CA 95627 5 13 M Hispanic Agriscience

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* 553042648 Montes Carlos 25980 Craig St Esparto CA 95627 2 12 M Hispanic Ag Mech.

552232301 Muller Blake 26359 e.Rd. 25 Esparto CA 95627 5 13 M White Ag Mech.

* 552482956 Muller Hannah PO Box 222 Guinda CA 95637 4 12 F White O.H.

* 0 Muller Matt 26365 County Rd 25 Esparto CA 95627 2 12 M White Ag Mech.

0 Naco Ditjola 18265 Co. Rd 70 Brooks CA 95606 1 12 F White An. Science


0 Oakham Janelle 12460 COUNTY ROAD 84A Capay CA 95607 1 09 F White Ag Mech.

* 0 Oakham Jennifer 12460 COUNTY ROAD 84A Capay CA 95607 1 09 F White Ag Mech.

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* 553042699 Ochoa Miguel 16866 Omega Street Esparto CA 95627 2 12 M Hispanic Ag Mech.

* 553042702 Ojeda Karlo 34140 Mallard Woodland St CA 95776 2 10 M Hispanic Ag Mech.

* 552719939 Oliver Samuel P.O. Box 211 Yolo CA 95697 3 11 M White Ag Mech.

0 Osburn Mikayla 1234 Grafton St. Esparto CA 95627 1 09 F White An. Science

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**Year: 2008**

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Total 9-12: 160
# Esparto HS
## R2 Student Report
### Year: 2007

<table>
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<th>ProgName</th>
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<th>Grade1 2</th>
<th>Grade1 3</th>
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Total 9-12: 152
Extended Contract Rational

With considerable dependence on the weather in the agriculture industry, the opportunities for employed occupational experience for agriculture education students are greater during the summer season than they are during the remainder of the school year. In fact, some agricultural activities are conducted only during the summer. Students whose occupational objectives require them to have skills and knowledge in these activities are required to gain them during the summer months. This occupational experience should be planned under the guidance of qualified agriculture education teachers and should be supervised by them.

Many supervised agriculture experience programs are productive enterprises which are student owned and student supervised. In such programs the student is self-employed. Some are year-round operations, but many more are planned to begin or culminate during the summer months. Assistance and supervision are particularly important during these crucial phases. Occupational experience can be more intensive during the summer months since students can devote full time to it.

Additionally, the Yolo county fair is held during the summer months. Therefore, ownership projects bought for fair need to be supervised all summer. There is also many hours of work planning for fair and getting students projects ready.

The supervision of students’ agricultural experience is to:
1. Provide individual instruction as needed.
2. Assist the student in selecting agricultural experiences which are relevant to his occupational objectives which include opportunities to reinforce learning and applied skills and knowledge in class or shop.
3. Counsel the student in the student employer-employee relationship matters.
4. Locate suitable employment for program graduates.

Since the instructional program is considered to be best accomplished on a year-round basis, for reasons stated previously, and since FFA is an integral part of the instructional program, it follows that the FFA advisors should be available also to supervise and conduct those FFA activities which are scheduled for the summer months. The following is our plan to accomplish these broad objectives. These are prioritized under five broad headings. The five activity groups which are unique to agriculture education are:

1. Supervised Agricultural Experience
2. FFA Activities and Fairs
3. In-service
4. Guidance and Program Planning (Frosh)
5. Department Planning and Management
# Esparto High School
## Agriculture Department
### Extend/Summer Contract Plan

## I. Supervised Agriculture Experience Projects

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Activity Description</th>
<th>Assignment # of Teachers</th>
<th>Total Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit 20-30 students with livestock projects AT LEAST twice during the summer months.</td>
<td>On-Site Project Visitation</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Assist students with livestock projects – Yolo County Fair</td>
<td>Attend fair – supervise students and provide educational support</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Visit students with work experience projects AT LEAST once during the summer months.</td>
<td>On-the-job Visitation</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Visit students with crop/entrepreneurship projects AT LEAST once during the summer.</td>
<td>On-Site Project Visitation</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>

## II. FFA Activities

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Activity Description</th>
<th>Assignment # of Teachers</th>
<th>Total Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host and attend a Chapter Officer retreat with the newly elected officer team.</td>
<td>Take students to a location to do team and leadership development, as well as plan the chapter’s Program of Activities (twice annually).</td>
<td>2</td>
<td>5</td>
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<tr>
<td>Recognize Top FFA Members</td>
<td>Plan/Organize/Attend the Top 20 Point Awards Trip for the 20 FFA members with the most FFA Points</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Conduct Chapter Officer Planning Meetings</td>
<td>Meet with the Chapter Officers to plan upcoming activities for students (i.e. Back to School BBQ, Develop Greenhand Officer Applications, etc.).</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Introduce FFA to incoming Freshmen and Parents</td>
<td>Plan/Prepare a BBQ and Information for Freshmen attending the Link Crew Program at Esparto High School.</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>
III. In-service

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Activity Description</th>
<th>Assignment # of Teachers</th>
<th>Total Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve technical and professional growth</td>
<td>Attend CATA Summer Conference at Cal Poly, San Luis Obispo for 6 days.</td>
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<td>3</td>
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<tr>
<td></td>
<td>Attend other in-services related to Ag Mech., Floriculture, Horticulture, Biology, etc.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Locate additional Job Placement facilities for students.</td>
<td>Contact individuals in the area who are involved in Agriculture, and find placement for students in the agriculture program.</td>
<td>1</td>
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</tr>
<tr>
<td>Review proposed program offerings for the coming school year</td>
<td>Hold an Ag Advisory Committee Meeting to review course offerings to ensure relevant course selections</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Obtain updated information on Community Colleges’ agriculture offerings</td>
<td>Meet with Community College Staff to review course offerings and develop articulation agreements.</td>
<td>2</td>
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IV. Guidance and Program Planning

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Activity Description</th>
<th>Assignment # of Teachers</th>
<th>Total Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss with incoming freshmen students and their parents, “Program Planning in Agricultural Education” and inform all new students and parents to program planning</td>
<td>Contact at least 80% of all new Ag students and their parents in their homes.</td>
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<tr>
<td></td>
<td>Send invitations to 60 students from FFA students inviting them to summer FFA meetings</td>
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<tr>
<td></td>
<td>Distribute program summary sheet</td>
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</tr>
<tr>
<td>Assist agriculture graduates in enrolling in colleges</td>
<td>Make arrangements for Community College Ag staff to meet with students</td>
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## V. Department Planning and Management

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Activity Description</th>
<th>Assignment # of Teachers</th>
<th>Total Work Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a prioritized maintenance list to be submitted to Administration including</td>
<td></td>
<td></td>
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<tr>
<td>needed repairs, transportation request, etc.</td>
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<td>2</td>
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<tr>
<td>Update Course Curriculum</td>
<td>Update Agriscience Curriculum</td>
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<tr>
<td></td>
<td>Update Ag Mechanics Curriculum</td>
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</tr>
<tr>
<td>Maintenance department correspondence reorganization, files, reports, etc.</td>
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<tr>
<td>Close out school – end of year</td>
<td>Inventory Shop Materials, etc.</td>
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<td>2</td>
</tr>
<tr>
<td></td>
<td>Work with ASB and District office to close out FFA and</td>
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<tr>
<td></td>
<td>Ag. Department Books for the school year</td>
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SCHOOL-SPONSORED TRIPS

The Board of Education recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips.

Field Trip or Excursion Definitions

During School Hours

1. An educational field trip or excursion shall occur at least partially within a regular school day.
   a. Requires supervision of a certificated employee.
   b. Student participation may be counted in meeting minimum day requirements for apportionment attendance purposes.

Outside School Hours

1. All school sponsored trips or excursions which occur outside of regular school hours:
   a. Requires supervision by a district employee.

Use of Facilities or District Equipment

1. A public event utilizing facilities (e.g. buses) during non-school hours is permitted. Use of a facility (bus) by non-students for recreational purposes is subject to fees prescribed by the Board.

2. All persons, including students, making a field trip or excursion shall be deemed to have waived all related injury claims against the district.

   All students taking an out-of-state field trip shall present a statement, signed by the parent or legal guardian, to the district office waiving such claims.

If the Board allocates funds for school-sponsored trips, individual schools may be provided with budgetary allocations so that they can plan ahead. Special trip expense funds may be established when necessary for fund-raising purposes.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 6145 - Extracurricular and Cocurricular Activities)
SCHOOL-SPONSORED TRIPS (continued)

All trips involving out-of-state or overnight travel shall require the prior approval of the Board. Other trips may be approved by the Superintendent or designee.

Principals shall ensure that teachers develop plans which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

The ratio of adults to students on school-sponsored trips shall be at least sufficient to ensure the safety of students. If the trip involves water activities, this ratio shall be revised to ensure closer supervision of elementary grade students, appropriate to their ages.

(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 5143 - Insurance)

Study Trips

In advance of a study trip, teachers shall determine educational objectives which relate directly to the curriculum. Principals shall ensure that teachers develop plans which provide for the best use of students' learning time while on the trip. Teachers also shall provide appropriate instruction before and after the trip.

Legal Reference:

EDUCATION CODE
8760 Authorization of outdoor science and conservation programs
32040 Duty to equip school with first aid kit
32041 Field trips
32043 Snakebite kits on field trips
32044 Violations
35330 Excursions and field trips
35331 Provision for medical or hospital service for pupils (on field trips)
35332 Transportation by chartered airline
35330 Transportation of students
44808 Liability when pupils not on school property
48908 Duties of pupils; authority of teachers
SCHOOL-SPONSORED TRIPS

All planned trips away from school grounds, including athletic trips and outdoor education programs, are subject to this regulation.

Students must have written parental permission in order to participate in trips requiring transportation. (Education Code 35350) The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

Safety and First Aid

1. While conducting a trip, the teacher, employee or agent of the school shall have the school's first aid kit in his/her possession or immediately available. (Education Code 32040, 32041)

2. Whenever trips are conducted in areas known to be infested with poisonous snakes:
   a. The first aid kit taken on the trip shall contain medically accepted snakebite remedies. (Education Code 32043)
   b. The trip shall be accompanied by a teacher, employee or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites. (Education Code 32043)

3. Before trips of more than one day, the principal or designee shall hold a meeting for staff, parents/guardians and students to discuss safety and the importance of safety-related rules for the trip. For noncertificated adults who will assist in supervising students on the trip, the principal or designee may also hold a meeting to explain how to keep appropriate groups together and what to do if an emergency occurs.

Supervision

1. Students on approved trips are under the jurisdiction of the Board of Education and subject to school rules and regulations.

2. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their proper conduct.

3. Before the trip, teachers shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities.

4. Chaperones shall be 21 years of age or older.

5. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities.
SCHOOL-SPONSORED TRIPS (continued)

6. Teachers and chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.

7. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor.

Funding

No student shall be prevented from making a trip because of a lack of sufficient funds. No trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. (Education Code 35330)

Trip Approval

1. Teachers planning a trip shall make a request in writing to the principal at least 10 days prior to the date desired. Whenever practical, an alternate date should also be listed. The purpose of the trip and its relation to the course of study shall be stated in the request.

2. The principal shall approve or disapprove the request and notify the teacher. If the trip is disapproved, the principal should state the reasons.

3. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

4. Principals shall approve no activities which they consider to be inherently dangerous to students or to pose unacceptable, unmitigated risks.

Trips Which Include Swimming or Wading

1. No swimming or wading shall be allowed on trips unless planned and approved in advance.

2. When wading in the ocean, bay, river or other body of water as part of a planned, supervised outdoor education activity, teachers shall provide for a number of chaperones to ensure the safety of the student and shall instruct both chaperones and students of the real and potential risks inherent in such activities and the precautions necessary for their safety.

3. Swimming Activities

a. Parents/guardians must provide written permission for the student to swim and must indicate the student's swimming ability.
SCHOOL-SPONSORED TRIPS

PARENT/GUARDIAN PERMISSION FOR STUDENT PARTICIPATION IN OFF-CAMPUS SCHOOL-SPONSORED EVENTS

_________________________________________ has my permission to attend __________________________________________ which will take place at:

Date of event: __________________________ Class or group attending: ______________________________

Teacher or leader: ________________________________

Method of transportation: ________________________________

If traveling by automobile, name of driver: ________________________________

1. I understand that all students going on this trip will be responsible in conduct to the bus driver, to teachers or adult sponsors. It is further understood that students will go and return from the event on the transportation provided and that every reasonable caution will be maintained on the trip.

2. I hereby acknowledge that I have been advised that the activities involved in this excursion/field trip or event are ___ are not ___ considered by the district to be of "high risk" to the participants.

_________________________________________ (Date) __________________________________________ (Parent or Guardian Signature)

WAIVER OF CLAIM
(To be completed for Out-of-State Events Only)

In granting permission to attend, I do hereby waive all claims and hold harmless the individual sponsors, the ___ (School District Name) ___ , and the State of California for any injury, accident, illness, death, or any loss or damage to personal property occurring during or by reason of this excursion/field trip or event.

_________________________________________ (Date) __________________________________________ (Parent or Guardian Signature)
SCHOOL-SPONSORED TRIPS (continued)

b. Swimming facilities, including backyard pools, must be inspected by the principal and teacher before the trip is scheduled.

c. Owners of private pools must provide a certificate of insurance, designating the district as an additional insured, for not less than $500,000 in liability coverage.

d. Lifeguards must be designated for all swimming activities. If lifeguards are not provided by the pool owner or operator, the principal shall ensure their presence. Lifeguards must be Red Cross certified or equivalent and must be at least 21 years old.

e. Specific supervisory responsibilities shall be determined in advance to accommodate the varying swimming abilities of students. These responsibilities shall be clarified in writing and reviewed verbally before the trip.

f. Emergency procedures shall be included with written instructions to adult chaperones and staff.

g. Staff and chaperones assigned to supervise students must wear swim suits and know how to swim.

h. The principal may require students to wear flotation devices, depending upon their age and swimming ability.

i. A buddy-system or other means of surveillance shall be arranged in advance and strictly enforced during swimming activities.
TRAVEL EXPENSES

The Board of Education shall authorize payment for actual and necessary expenses, including travel, incurred by any employee performing authorized services for the district.

The Superintendent or designee may approve employee requests to attend meetings in accordance with the adopted budget.

(cf. 4131 - Staff Development)
(cf. 4131.5 - Professional Growth)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Expenses shall be reimbursed within limits approved by the Board. The Superintendent or designee shall establish procedures for the submission and verification of expense claims. He/she may authorize an advance of funds to cover necessary expenses.

The Board may establish an allowance on either a mileage or monthly basis to reimburse authorized employees for the use of their own vehicles in the performance of assigned duties.

All out-of-state travel for which reimbursement will be claimed shall have Board approval. Travel expenses not previously budgeted also shall be approved on an individual basis by the Board.

Legal Reference:
EDUCATION CODE
44016 Travel expense
44032 Travel expense payment
44033 Automobile allowance
44802 Student teacher's travel expense

Policy
adopted: April 7, 2004
Reviewed: July 1, 2009

ESPARTO UNIFIED SCHOOL DISTRICT
Esparto, California
TRAVEL EXPENSES

Employees who travel on district business or school functions must abide by the following procedures if they wish to be reimbursed for any of the costs of traveling. Failure to follow any of the following procedures will result in a disallowance of that reimbursement.

1. Prior approval for all district related travel must be obtained from your immediate supervisor. The Superintendent must also approve all requests to attend conferences or workshops.

2. A travel claim should be picked up at the time your request is turned in. You should have this travel claim with you when you leave so that mileage and expenses can be noted as they are incurred.

3. Itemized receipts for all reimbursements expenses should be kept together and must be attached to the travel claim to support the expenses.

4. The travel claim must be signed and dated by the employee and be approved by his/her immediate supervisor. Documentation and receipts for mileage and expenses must be attached.

5. The employee has 10 working days upon returning to have his/her travel claim approved his/her immediate supervisor and turn it in to the business office for approval and payment.

6. The following expenses and rates apply to employees traveling out of town on district business.

   a. Use of Personal Automobiles

   Employees using their own automobiles will be paid a mileage allowance as agreed to by collective bargaining units; plus any tolls and parking fees. Receipts for tolls and parking must be attached to the travel claim.

   When a number of staff members are bound for the same destination, the driver should arrange to carry as many other staff members as is consistent with safety and common sense. Any fines imposed in connection with the operation of an automobile while traveling is the sole responsibility of the driver.

   b. Meal Allowance
TRAVEL EXPENSES (continued)

A maximum allowance of $35.00 per day will be given to all employees who must travel out of town. If employees are out of town for less than a full day, they will only receive meal allowances for the time of day they are gone at the following rates and time definitions.

<table>
<thead>
<tr>
<th>Meal</th>
<th>Time</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>6:00 a.m. – noon</td>
<td>$7.50</td>
</tr>
<tr>
<td>Lunch</td>
<td>noon - 6:00 p.m.</td>
<td>$10.50</td>
</tr>
<tr>
<td>Dinner</td>
<td>6:00 p.m. - midnight</td>
<td>$17.00</td>
</tr>
</tbody>
</table>

Employees must attach itemized receipts for all meals to the travel claim to receive reimbursement up to amounts stated above. Amounts in excess of the stated meal allowance(s) are not reimbursable and are considered personal expenses. Alcoholic beverages are not reimbursable.

c. Overnight Accommodations

If an employee is going to be out of town overnight, the following options are available:

(1) The district office will arrange overnight accommodations and a district check or purchase order will be sent to cover costs.

(2) The employee arrange overnight accommodations and advises the district to sent either a check or purchase order to cover the costs.

(3) The employee receives PRIOR approval from either the Superintendent or chief business official to pay for his/her own accommodations. The employee must attach itemized receipt(s) to the travel claim to qualify for reimbursement.

The cost of accommodations is limited to $60.00 per night unless a higher rate has the prior approval of the Superintendent or the chief business official.

All phone calls, room service (except as authorized under section B), movie channel or other charges are the sole responsibility of the employee and are not reimbursable.

d. Commercial Travel
TRAVEL EXPENSES (continued)

All commercial (air, bus, or train) arrangements must be made by the district office unless the employee has received prior approval from the Superintendent or the chief business official to make the arrangements. When the employee makes their own arrangements he/she must notify the district office to send either a check or purchase order.
Dear Parent/Guardian:

_________________________ has been invited to participate in the following FFA school-related activity:
Every FFA activity listed in the events calendar of the FFA Program Plan for the 2010-2011 school year (see attached). Please return this form to the EHS FFA Department by: 9/15/2010.

Dates: See FFA Program Plan excerpt

Where: See FFA Program Plan excerpt

Teachers: Mr. Tim Reid and Mrs. Amber Charter

Be advised that students involved in these activities are responsible for making their way to and from the high school campus. Please make arrangements to pick-up your son/daughter or have other arrangements made for him/her to get to and from school.

Teachers will be notified by email one week in advance with a list of students to verify eligibility of student to be out of class to attend fieldtrip.

My son/daughter ___________________ has my permission to attend and participate in the aforementioned activities.

I hereby give my consent for the above student to participate in the activities if eligible on the date of the activities that are listed on the FFA Program Plan that I have received and read. I agree to assume responsibility of seeing that my student follows the directions and cooperates with the person in charge.

Signature of Legal Parent/Guardian Signature: ___________________________ Date: _____________

I hereby authorize representatives of the Esparto Unified School District to authorize any necessary first aid/medical/surgical treatment for injury or illness to the above student occurring on these activities after reasonable effort has been made to contact parent/guardian. I understand that the fee for any treatment will be paid by the undersigned.
Medical Insurance Co: ___________________________ Plan/Card#: ___________________________

Signature of Legal Parent/Guardian Signature: ___________________________ Date: _____________

TELEPHONE NUMBERS AT WHICH PARENT/GUARDIAN MAY BE REACHED
Home: ___________________________ Work: ___________________________ Cell: ___________________________
Additional Emergency Contact: __________________________________________

Name ___________________________________________ Phone: ___________________________

*Important Notice:
If at anytime during the 2009-2010 school year this information changes please contact the school immediately with the updated information (530) 787-3405 ext. 225.
CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION

SERVING AGRICULTURE BY TEACHING
2009/2010 ACTIVE MEMBER

Tim Reid
ID: 415027     Expires: 6/30/2010

ACTE Agricultural Education Division
California Assn for Career & Technical Education
Region 5     Travel AD&D Insurance: $25,000.00

ACTE
Membership
Card

[Image of ACTE Membership Card]
Esparto High School
Agricultural Department
Five-year Improvement Plan

It is always the goal of the agriculture department at the Esparto High School to be progressive and in step with the needs of the community. Providing relevant instruction in agriculture also means acquiring new equipment and replacing old worn-out equipment and facilities. Much of what is needed is expensive and somewhat dynamic therefore Five-Year Improvement Plan provides a tool to assess and reassess the needs of the department. In other words, what do we need over the next five years?

School Year 2009-2010

✓ Build barns, pens, pastures at School Farm?
✓ Increase FFA participation by 20%
✓ Continue maintenance of equipment, shop, greenhouse, classroom technology.
✓ Acquire irrigation pump for Ag. land
✓ Research feasibility of sub-contracting piece of Ag. Land for dry crop this fall
✓ Continue to grow school-based business/entrepreneurship opportunities
✓ Establish automated watering system in greenhouse

School Year 2010-2011

✓ Integrate school-based business into local economies.
✓ Addition 10% enrollment
✓ Establish feasibility for an Additional Ag Vehicle
✓ Integrate broad based access for SAE projects.

School Year 2011-2012

✓ Land Laboratory
✓ New microscopes
✓ Increase integrations of the Ag education and access to local and regional access to careers and jobs
✓ Maintenance of equipment, shop, greenhouse, classroom technology.
✓ Addition of 10% enrollment

School Year 2012-2013

✓ Additional Agriculture Instructor.
✓ Incorporate Ag Tech (ROP) for migrant students and Madison High School
Bear River Advisory Committee By-Laws

Mission statement
It is the mission of the Bear River FFA Agriculture Advisory committee to promote and support agricultural education and for current and future Bear River High School FFA students. Our advice and expertise will support the development of agricultural education, leadership, cooperation, and citizenship skills necessary for personal growth and career success. All goals, objectives, and procedures of this organization shall be developed and carried out to support this mission.

Article I. Name
The name of the organization shall be the Bear River Advisory committee.

Article II. Objectives of the Organization

1. Help to determine what type of Agricultural Education program is offered.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.

3. Help the instructor establish curriculum that has a hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the Agricultural Education program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.

10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Article III. Organization.
1. Three constitutional officers shall be elected by the board: President, Vice President and Recorder.
2. The election shall be held at the tri-annual meeting, normally in July of each year.

Article IV. Membership
1. Three-year term.
2. At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
3. Individual preferences in length of service need to be considered.
4. Limitation of 2 terms, will be placed on reappointments.
5. Nominees should be submitted to board of trustees for approval. Membership shall be open to all people of the community at large.

Article V. Length and Place of Meetings
1. For efficient and effective use of time, the agenda for each meeting must be well planned.
2. Ample meeting notice of 10 days to 2 week will be given.
3. Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
4. Two-hour meetings, held at a time and date chosen by the committee.
5. The meeting place should provide a conference table in a quiet environment.

Article VI. Filling Committee Vacancies
1. Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
2. The committee should not be permitted to choose its own replacements.
3. Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

Article VII. Distribution of Minutes
1. All committee members, the career education director, the principal, school board president and the regional supervisor.

Article VIII. Making Decisions
1. Decisions will be made by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

Article IX. Amendments
Amendments of the bylaws will take a two-thirds majority vote of the membership present at the annual meeting.

Ratified by at least 2/3 the members present at the annual meeting on the 16th day of December, 2010.

_________________________________  ____________________________
President                                           Secretary
I. Welcome – Tim Reid and Amber Charter

II. Introductions – Tim Reid

III. FFA Update- Amber Charter

IV. CTE Funding and Budget- Tim Reid

V. 10-11 Class Offerings – Tim Reid and Amber Charter

VI. Agriculture Department Goals – Tim Reid
   a. Farm Acreage Utilization
   b. Strengthen Agriculture Mechanics Program
   c. Build and Support Agriculture Program
   d. Program Plan

VII. Thoughts and Advice from Committee

VIII. Adjourn
I. Welcome – Tim Reid and Austin Large

II. Introductions – Time Reid

III. What is the Agriculture Advisory’s Role? – Jean Landeen and Hugh Mooney

IV. 08-09 Calendar of Events – Austin Large

V. 08-09 Class Offerings – Time Reid and Austin Large

VI. Agriculture Department Goals – Tim Reid

   a. Farm Acreage Utilization
   b. Strengthen Agriculture Mechanics Program
   c. Build and Support Agriculture Program
   d. School Community Service

VII. Thoughts and Advice from Committee

VIII. Adjourn
Advisory Committee Charter and By-Laws

After an extensive search of department files and district office files the Charter and By-Laws were not found. Attached is a copy of the manual we gave to the Advisory Committee. At our next meeting in August we will address a Charter and By-Laws.
Agricultural Education

Advisory Committee Manual

Agricultural Education
High School Leadership Division
California Department of Education
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Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in agriculture programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Agriculture is a complex, highly scientific, and technological industry. Employment opportunities in agriculture are constantly changing. New technologies are continually being developed and incorporated into agricultural and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in agriculture programs that include internships, work-study, and other types of on-the-job training will require close coordination with agricultural industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They cannot establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Agricultural Education coordinators, school administrators, boards of trustees, teachers of agriculture, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.
Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. **Determine and Verify the Need**
   
   1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
   
   1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
   
   1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
   
   1.4 It is important that the school administration, agricultural education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. **Nomination of Committee Members**

   2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
   
   2.2 Each should have an equal voice in the selections.
   
   2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
   
   2.4 The advisory committee should be truly representative of the district.

   **Members:**
   
   2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
   
   2.4.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture
   
   2.4.3 Should exhibit substantial interest in the agriculture program.
   
   2.4.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.
2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.

2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.

2.4.7 Should not have frequent dealings with the department in order to minimize conflict of interest problems.

2.4.8 Should include representatives of the service areas of agriculture.

2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. **How Many Committee Members?**

3.1 No fixed number will satisfy all situations.

3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.

3.3 Should not be so large that it is unwieldy or difficult to call together.

3.4 Seven to eleven persons are suggested with nine being a workable medium.

3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. **How are Committee Members Notified of their selection?**

4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.

4.2 The letter should:
4.2.1 Indicate that the Ag teacher is supportive.
4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
4.2.3 Include a request that the member indicate whether he or she will accept.
4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. **Understanding of Responsibility**

5.1 Of greatest importance is that the committee is only advisory in character.
5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
5.3 It has no administrative or policy forming power.
5.4 It will make suggestions on policy and procedure, but the source of its influence is in the voluntary acceptance of this advice by the proper governing authority.
Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.

**Functions and Duties of Advisory Committees**

1. Help to determine what type of Agricultural Education program is offered.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.

3. Help the instructor establish curriculum that has a hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the Agricultural Education program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.

10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.

11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.
Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. **Number of meetings**

   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. **Selection of Officers**

   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. **Length of Service by Committee Members**

   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.
4. **Length and Place of Meetings**

4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.

4.2 Ample meeting notice of 10 days to 2 weeks is recommended.

4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.

4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.

4.5 The meeting place should provide a conference table in a quiet environment.

4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. **Filling Committee Vacancies**

5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.

5.2 The committee may be asked for suggestions.

5.3 A committee *should not* be permitted to choose its own replacements.

5.3.1 This would be self perpetuating.

5.3.2 May become unrepresentative and unduly independent of the school administration.

5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. **Distribution of Minutes:** All committee members, the career education director, the principal, school board president and the regional supervisor.

7. **Making Decisions:** Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's *Rules of Order*. 
Opening Session Instructions for Agricultural Education Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).

2. I welcome you on behalf of the board and administration.

3. You are agents of and appointed by the (your school's board of trustees).

4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.

5. The (your district) is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.

6. You will be a working committee and students & school staff expects to benefit from your work.

7. We need help to:

   7.1 Review existing programs, courses of study, facilities, equipment.

   7.2 Propose new programs and/or courses when needed based on solid data for this community.

   7.3 Evaluate existing programs and proposed new programs.

   7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)

   7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.

   7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.

   7.7 Help in placement and in evaluating performance of our Agricultural Education students at (your school or college).

8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

_Getting Started:_

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.

2. Conduct studies, if needed, to get community data on which to base your decisions.

3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).

4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

_Here's What You Need To Do To Get Started:_

1. Elect a chairperson.

2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.

3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)

4. Decide if more than one committee is needed. Large departments may have subcommittees.

5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

_Note: Be sure to start and end on time!

_WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL._
Appendix A
(SAMPLE)
Advisory Committee Meeting Agenda

TO: List committee members here
FROM: Chairperson
DATE: Date agenda is published
RE: Next Advisory Committee Meeting

DATE: Date of next meeting
TIME: Time of next meeting
PLACE: Place where meeting is being held

AGENDA

1. Review and approve minutes of the previous meeting.

2. Call for additional agenda items to be added to this meeting's agenda.

3. Committee and progress reports.

4. Consideration of recommendations for a new class or activity.

5. Review of revised course of study.

6. Report and review of F.F.A. and/or other youth organization activities.

7. Set date, time, and place for next meeting.

8. Adjournment.
Appendix B
(SAMPLE)
Set of Minutes

Advisory Committee Meeting
January 21, 2004

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 2004, in room 122 at Your High School.

The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2004. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2004.

Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Plant Science class. Added topics being considered are: weeds, pathogens, and insects. Pruning practices will likely be deleted as a specific class in pruning is being considered for next Fall.

F.F.A. President, Bill G. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.

The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.

Respectfully Submitted,

Mr. Q, Recorder
BUDGET

The following budget shows planned expenditures in the 1100, 4000, 5000, and 6000 categories. Much of the money comes from the California State Department of Education Agricultural Incentive Grant. These monies are allocated on the basis of meeting the 12 standards for secondary agricultural education programs and on the size of the department. This year that will be approximately $17,996.00 with an extra $27,000 being supplied by the SB70 grant from the county. These monies must be spent only in 4000, 5000, and 6000 categories. Additional sources of revenue are explored. This includes VEA, Site Council, FFA, and other Grants. Some expenditures will not take place if funding cannot be secured.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Textbooks</td>
<td>4,000</td>
<td>G</td>
</tr>
<tr>
<td>4310</td>
<td>Ag Mechanics Supplies (Lumber, Metal, Tools, etc)</td>
<td>12,000</td>
<td>A, D</td>
</tr>
<tr>
<td>4310</td>
<td>Ag Science, OH and Floral Supplies (Flowers, Tools, Soil, Lab supplies, etc)</td>
<td>10,000</td>
<td>A, D</td>
</tr>
<tr>
<td>5200</td>
<td>Travel and Conference</td>
<td>8,996</td>
<td>A, D, G</td>
</tr>
<tr>
<td>5300</td>
<td>Dues and Membership</td>
<td>3,000</td>
<td>A, D</td>
</tr>
<tr>
<td>5600</td>
<td>Rental, Leases, and Repairs (Oxy-Acetylene Tank, Repairs,)</td>
<td>3,000</td>
<td>A, D</td>
</tr>
<tr>
<td>5706</td>
<td>Vehicle/Fuel/Upkeep</td>
<td>3,000</td>
<td>A</td>
</tr>
<tr>
<td>6400</td>
<td>Equipment (Digital Camera, Software, Video Camera)</td>
<td>1,000</td>
<td>A</td>
</tr>
</tbody>
</table>

Total 44,996

A= Agricultural Incentive Grant, D= District, G=SB70 Grant

Un-Anticipated grants and donations not included in budget

In addition to the above monies, the district supports the program by paying for the extended contract for the agriculture teacher, substitutes and the project supervision period. (These standards must be met to receive full funding from the Agricultural Education Incentive Grant.)
California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2010–11 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor’s Office by June 30, 2010)

DATES OF PROJECT DURATION - JULY 1, 2010 TO JUNE 30, 2011

Esparto High School (School Site) Esptero Unified (District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Signature of Agriculture Teacher Responsible for the Program

Signature of Principal

Contact Phone Number (530)-787-3405

Assistant Superintendent

Title

Date of Approval of Local Agency Board:

<table>
<thead>
<tr>
<th>Funds Requested - Part I</th>
<th>$4,500.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II</td>
<td>$1,496.00</td>
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<tr>
<td>Part III</td>
<td>$0.00</td>
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<tr>
<td>Part IV</td>
<td>$12,000.00</td>
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<tr>
<td>Part V</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total</td>
<td>$17,996.00</td>
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</table>

Number of Different Agriculture Teachers at Site: 2

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

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

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year’s application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.
PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Amount Eligible</th>
<th>Amount Requested</th>
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</thead>
<tbody>
<tr>
<td>One Teacher or Less</td>
<td>$4,000</td>
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<tr>
<td>Two Teachers</td>
<td>$4,500</td>
<td>$4,500.00</td>
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<tr>
<td>Three Teachers or More</td>
<td>$5,000</td>
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PART II - PROGRAM ENROLLMENT ALLOCATION

<table>
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<tr>
<th>Total Number of Students</th>
<th>2009-10 R2 Number</th>
<th>Amount Requested</th>
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</thead>
<tbody>
<tr>
<td>List Number from R2 Report ($8/Member)</td>
<td>187</td>
<td>$1,496.00</td>
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</tbody>
</table>

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2009 4

Percent of Students (R2) Receiving State Degree 2%

SAE/Retention Standard Funds - If percentage of State Degree recipients is 5% or greater, then you are eligible for $200 per degree awarded. Maximum of $10,000. FALSE

PART IV - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50% or more of their teaching periods.

* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.

* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 2

List the Names of the Agriculture Teachers:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Reid</td>
<td>4</td>
</tr>
<tr>
<td>Amber Charter</td>
<td>5</td>
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<tr>
<td></td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Number Meeting Criteria</th>
<th>Amount Requested</th>
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<tr>
<td>Criterion 10 - Student/Teacher Ratio</td>
<td>2</td>
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<tr>
<td>Criterion 11A - Year-Round Employment</td>
<td>2</td>
</tr>
<tr>
<td>Criterion 11B - Project Supervision Period</td>
<td>2</td>
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</table>

TOTAL FUNDS REQUESTED PART IV $12,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $3,000 (funds requesting) in space to the right.
### PART VI - FINANCIAL SCHEDULE

**Part A**

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct. No.</th>
<th>Classification</th>
<th>Description of Item for which Funds will be Expended</th>
<th>Incentive Grant Funds</th>
<th>Matching Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4000</td>
<td>Books &amp; Supplies</td>
<td></td>
<td>10,996.00</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td><strong>Subtotal for 4000</strong></td>
<td><strong>$10,996.00</strong></td>
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<td>$0.00</td>
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<tr>
<td>3</td>
<td>5000</td>
<td>Services and other Operating Expenses such as: Personal Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation</td>
<td>1 Conference</td>
<td>2,500.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>2 Rental Equipment</td>
<td>2,000.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>3 Bus Transportation</td>
<td>1,000.00</td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td>4 Repairs</td>
<td>500.00</td>
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<tr>
<td>7</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td><strong>Subtotal for 5000</strong></td>
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<td>$0.00</td>
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<tr>
<td>9</td>
<td>6000</td>
<td>Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment</td>
<td>1 Plant Irrigation</td>
<td>500.00</td>
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</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>2 OH Unit Upgrades</td>
<td>500.00</td>
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</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
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<td></td>
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</tr>
<tr>
<td>13</td>
<td></td>
<td><strong>Subtotal for 6000</strong></td>
<td><strong>$1,000.00</strong></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td><strong>Total for 4000- 6000</strong></td>
<td><strong>$17,996.00</strong></td>
<td></td>
<td>$0.00</td>
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</table>

**TOTAL 2010–2011 Incentive Grant Allocation:** $17,996.00

**Part B - Complete this portion if a waiver of the matching requirement was granted:**

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct No.</th>
<th>Classification</th>
<th>Description of Item for which Funds were Expended</th>
<th>Incentive Grant Funds</th>
<th>Amount of Salary and Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1000</td>
<td>Salaries</td>
<td>Teachers' Summer Service Salaries</td>
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<tr>
<td>16</td>
<td>1000</td>
<td>Salaries</td>
<td>Teachers' Salaries for Project Supervision Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3000</td>
<td>Benefits</td>
<td>Benefits for the Above Items (1000)</td>
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<tr>
<td>18</td>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>$0.00</td>
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</tbody>
</table>

**TOTAL Amount of Waiver Requested:**
Budget Process

The agricultural department accepts responsibility for adopting a sound budget that is aligned with the district’s vision, goals and priorities. The agricultural department’s budget shall guide decisions and actions throughout the year and serve as a tool for monitoring the fiscal health of the department.

The department chair shall establish an annual budget development process and calendar in accordance with the single budget adoption process. The department encourages public input in the budget development process and shall hold advisor committee meetings to discuss budget.

In reviewing the proposed budget, the department shall consider department and district goals and priorities; the past, current and future fiscal obligations of the department, stability of funding sources, enrollment trends, legal requirements and constraints, anticipated increases and/or decreases in the cost of services and supplies, use of one-time resources, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for departments revenues and expenditures.

Whenever revenues and expenditures change significantly throughout the year, the department chair or designee shall recommend budget amendments to ensure accurate projections of the department’s net ending balance. Budget amendments may be submitted for Board approval when final figures for the previous year budget are available, expenditures or must be decreased due to a decline in department’s income, increased revenues or unanticipated savings are made available to the department, and/or other significant changes occur that impact budget projections.

Budget will be presented to the board for approval along with Program Plan at the first board meeting in May.
ESPARTO HIGH SCHOOL AGRICULTURE DEPARTMENT
RESPONSIBILITY 2010-2011

Agriculture Department Head: Tim Reid
Esparto FFA Chapter Advisor: Amber Charter

JUDGING TEAMS
Parliamentary Procedure
Prepared Public Speaking
Extemporaneous Public Speaking
Interview
Creed
Opening and Closing

(First name has primary responsibility)
Reid & Charter
Charter
Charter
Charter
Charter
Charter & Reid

Teams coached will be based on student interest

Alternate Contests:
Ag Mechanics
Livestock/Light Horse (either/or)
Floriculture
Ag Sales/Market Plan (either/or)
Best Informed Greenhand
Vegetable Crop

Reid
Reid
Charter
Charter
Reid
Charter and Reid

Ag Department Responsibilities
Ag Advisory Meetings
State FFA Degree Applications
American FFA Degree Applications
Ag Truck/Van Maintenance
Chapter Banquet Advisor
Donkey Basketball
National FFA Week Activities
Scholarship Applications
Program of Work (FFA)
Almond Festival Breakfast
Spring Plant Sales
Summer Officers Retreat
FFA Equipment (Show Supplies)/Livestock Projects
Beef/Veal Calf
Swine
Sheep
Goat
Small Animals

Reid and Charter
Reid and Charter
Reid and Charter
Reid and Charter
Reid and Charter

Charter and Reid
Charter and Reid
Charter and Reid
Charter and Reid
Charter and Reid

Department Budget
Ag Incentive Grant
Work Experience
Ag Boosters
Ag Mechanics Shop Maintenance
Ag Science Classroom Maintenance
Sectional Project Competition

Reid and Charter
Reid and Charter
Reid
Charter
Charter and Reid
Proficiency Applications  Charter  
Program Plan  Reid and Charter  
R-2 Report  Reid and Charter  

**POSSIBLE FIELD DAYS**

<table>
<thead>
<tr>
<th>Location</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arbuckle</td>
<td>Charter</td>
</tr>
<tr>
<td>UC Davis</td>
<td>Charter</td>
</tr>
<tr>
<td>CSU, Chico</td>
<td>Charter</td>
</tr>
<tr>
<td>Modesto JC</td>
<td>Charter</td>
</tr>
<tr>
<td>Cosumnes River</td>
<td>Charter</td>
</tr>
<tr>
<td>CSU, Fresno/State Finals</td>
<td>Charter</td>
</tr>
<tr>
<td>Cal Poly SLO/State Finals</td>
<td>Charter</td>
</tr>
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</table>

**SECTIONAL ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATA Sectional Meetings (Ag Teachers)</td>
<td>Reid and Charter</td>
</tr>
<tr>
<td>Sectional FFA Recreational Activities</td>
<td>Charter and Reid</td>
</tr>
<tr>
<td>COOP Quiz</td>
<td>Reid and Charter</td>
</tr>
<tr>
<td>Speaking Contest</td>
<td>Reid and Charter</td>
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</tbody>
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**REGIONAL ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLC</td>
<td>Charter and Reid</td>
</tr>
<tr>
<td>FFA Regional Meetings &amp; Road Show</td>
<td>Charter and Reid</td>
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<tr>
<td>CATA Regional Meetings</td>
<td>Charter and Reid</td>
</tr>
<tr>
<td>Speaking Contest</td>
<td>Charter and Reid</td>
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**STATE ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Made for Excellence</td>
<td>Charter</td>
</tr>
<tr>
<td>Advanced Leadership Academy</td>
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<tr>
<td>Sacramento Leadership Conference</td>
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<tr>
<td>State FFA Convention</td>
<td>Charter and Reid</td>
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<td>National FFA Convention</td>
<td>Reid</td>
</tr>
<tr>
<td>Greenhand Conference</td>
<td>Reid</td>
</tr>
<tr>
<td>CATA State Conference</td>
<td>Reid and Charter</td>
</tr>
</tbody>
</table>
Sub Plans

Mr. Reid, Ag Mechanics
Tuesday, May 21, 2010

Thank you for subbing today. The students are very well behaved, but should you run into any major issues, or any issue, please let me know and I will deal with it when we get back. Most Importantly, no student should be in the shop working area at anytime. If a student is in that area please let me know. Please rate their behavior on a 1-10 scale and make comments on each class in the area provided.

1st Period, Farm Power
These students can be a little talkative, so be ready. Fell free to move students around and spread them throughout the class. First they can fill out their time cards, then they will be watching the Disc 2, of Planet Earth. The remotes are on the desk. Please have them fill out a Ten Movies Facts Sheet. After that they will read chapter Please collect anything you hand out at the end of the period, and place it in the 1st period folder Please rate their behavior on a 1-10 scale and make comments on each class in the area provided.

Class rating 1-10 (Circle one);
1  2  3  4  5  6  7  8  9  10

Comments on period 1st:

2nd Period, Ag Mechanics I
Students are Freshmen and a little a little talkative, but are very respectful. These students can be a little talkative, so be ready. Fell free to move students around and spread them throughout the class. First they can fill out their time cards, then they will be watching the Disc 2, of Planet Earth. The remotes are on the desk. Please have them fill out a Ten Movies Facts Sheet. Please have them fill out a Ten Movies Facts Sheet. Please collect anything you hand out at the end of the period, and place it in the 2nd period folder Please rate their behavior on a 1-10 scale and make comments on each class in the area provided.

Class rating 1-10 (Circle one);
1  2  3  4  5  6  7  8  9  10

Comments on period 2nd:
**Brunch**

**3rd Period.**

Prep

**4th Period Ag Mech II.**

Good class, should be no problems. First they can fill out their time cards, then they will be watching the Disc 2 of *Planet Earth*. The remotes are on the desk. Please have them fill out a **Ten Movies Facts Sheet**. Please have them fill out a **Ten Movies Facts Sheet**. Please collect anything you hand out at the end of the period, and place it in the 4th period folder Please rate their behavior on a 1-10 scale and make comments on each class in the area provided.

Class rating 1-10 (Circle one);

1 2 3 4 5 6 7 8 9 10

**Comments on period 4th:**

**5th Period. Ag Mechanics 2**

Good class, should be no problems class First they can fill out their time cards, then they will be watching the Disc 2, of *Planet Earth*. The remotes are on the desk. Please have them fill out a **Ten Movies Facts Sheet**. Please have them fill out a **Ten Movies Facts Sheet**. After that they will read chapter Please collect anything you hand out at the end of the period, and place it in the 5th period folder Please rate their behavior on a 1-10 scale and make comments on each class in the area provided.

1 2 3 4 5 6 7 8 9 10

**Comments on period 5th:**

**6th Period.**

There are two students in this class, they can check in and then work on homework.

Please leave the folders with the assignments on the desk and return roll and the key to the office. Also if you have a chance please make some comments on the classes in the area provided. It helps me out to know how they act with a sub.

Thanks Again,

Tim Reid
**COMPETENCY CHECKLIST**

**WELDING**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Nick McKay</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Electrodes</th>
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</tr>
</tbody>
</table>

Competency must be achieved by checking 80% of shaded areas.

For each task, check all that apply:

- GAS
- BRAZE-WELDING
- ARC WELDING
- S.M.A.W.
- MIG WELDING
- G.M.A.W.
- TIG WELDING
- G.T.A.W.
- PIPE WELDING
- CARBON ARC
- FLAME CUTTING
- SAFETY in all PROCESSES
- OTHER

Instructor Name

[Signature]
### COMPETENCY CHECKLIST
#### WELDING

#### Competency must be achieved by checking 80% of shaded areas

<table>
<thead>
<tr>
<th>Positions</th>
<th>Joints</th>
<th>Electrodes</th>
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<tbody>
<tr>
<td>Introduction to</td>
<td>Flat</td>
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<tr>
<td>GAS</td>
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<tr>
<td>BRAZE- WELDING</td>
<td></td>
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<tr>
<td>ARC WELDING</td>
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<tr>
<td>S.M.A.W.</td>
<td></td>
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<tr>
<td>MIG WELDING</td>
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<tr>
<td>G.M.A.W.</td>
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<tr>
<td>T.I.G WELDING</td>
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</tr>
<tr>
<td>G.T.A.W.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PIPE WELDING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CARBON ARC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLAME CUTTING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAFETY in all PROCESSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Student Name**

---

**Instructor Name**
PLACEMENT
Proficiency

Place Label Here

OUTDOOR RECREATION
Name of Proficiency Award Area

1. Name: Hannah Muller
   Name on chapter FFA roster: (If Different):

2. Date of Birth: 2 - 19 - 92
   (Month) (Day) (Year)

3. Age: 18

4. Gender: Male Female X Female

5. E-mail: hannahmuller2010@yahoo.com

6. Address: (street address required) P.O. Box 222
   City: Guinda State: CA Zip: 95637

7. Home Telephone number (including area code): (530) 796-3464

8. Name of Parents/Guardians
   a. Father: Paul Muller Farmer
   b. Mother: Dru Rivers Farmer

9. List Parents/Guardians Occupation Below:

10. Complete FFA Chapter Name: Esparto FFA Chapter

11. Name of High School: Esparto High School

12. School Address: (street/RR/box no.) 17121 Yolo Ave. 26675 Plainfield St.
   School City: Esparto State: CA School Zip: 95627

13. School Telephone Number (including area code): (530) 787-3405

14. Chapter Advisor(s): Tim Reid

15. Year FFA Membership Began: 2006

16. Years of Agricultural Education Completed: 4

17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: 4

18. Year in school at time of applying for the award: 4

19. If you have graduated from the high school, year graduated: YES

20. State/National Dues paid?

We have examined this application and find that the records are true, accurate, and complete. We hereby permit for publicity purposes, the use of any information included in this application with the exception of the following:

__________________________  ____________________________
Candidate Signature        Parent or Guardian Signature

In addition, we certify the applicant has achieved a satisfactory record of scholastic achievement.

__________________________  ____________________________
Chapter Advisor Signature  Superintendent or Principal Signature
(indicate which)

The information contained in this application has been substantiated by an actual visit to the site of the applicant's supervised agricultural experience program.

__________________________  ____________________________
Employer Signature (if applicable) State Supervisor, Ag Ed, Signature

NOTICE: This application will not be returned by the National FFA Organization. Please make a copy for your records.

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

Our House Enterprises

National FFA Organization

( ) 6/17/2010
Please Fill out the SAE Survey below:

Congratulations on having a Supervised Agricultural Experience (SAE). In order to help us gather information we request you fill out the survey listed below. This information helps us obtain sponsorship and decide options of awards.

- Main focus of my Supervised Agricultural Experience (SAE) is:
  - Environmental Service/Natural Resources Systems

Please describe your SAE in 20 words or less:

[Text box with partially filled: ...]

My future career plans are directly related to my SAE area.

- No

SAE Earnings last year:

- $1,500.00

Leadership activities (not exclusive to FFA) that I am involved in: (Check all that apply)

- Yes FFA Officer
- Select One 4-H Officer
- Select One Student Government
- Select One Other School Club Officer
- Select One Sports Team Captain
- Select One Church Group Leader
- Select One Other

If Other (describe)

I prefer to be recognized by:

- Cash/Award Check

I am currently employed

- No

I have applied for a SAE Career Pathway Grant

- No

My family owns a home computer

- Yes

I own a cellular phone

- Yes

I own cattle

- Yes

I own horses

- No

I own other animals

- Yes

If you own other animals, please list which animal(s)

- Sheep, chickens, goats, swine.
My hobbies and other areas of interest are:

- No Golf
- No Horseback Riding
- Yes Outdoor Activities (fishing, hunting, camping, etc.)
- Yes Photography
- Yes Reading
- Yes Scrapbooking
- Yes Swimming
- Yes Team Sports
- Yes Writing
- Yes Other: Dancing

Since you have applied for a Proficiency award we would like to have the following information

Have you sent the sponsor of my SAE program a thank you note?
- Yes

My participation in this award program is of value to my career preparation
- Yes

The instruction I received during my agriculture classes prepared me to participate in this event
- Yes

I am aware of the national FFA scholarship program (available to high school seniors and college students)
- Yes

I have or I am planning to apply for a national FFA scholarship
- No

What are your plans after high school
- Attend college/university full-time

If you plan to attend college, will you pursue a degree in agriculture?
- No

I am aware of the National FFA Alumni
- Yes

Gender: Female
Age: 18
Grade Level: 12

My current Grade Point Average (GPA) 4 on a 4.0 grade scale

I have been an FFA member for: 4 years

Ethnicity: White

Category that best describes where I live:
- Rural-Farm

Thank you for filling out the SAE Survey. By filling out this survey you have helped us determine awards and sponsorships.
I. Performance Review

A. Getting Started in this activity:

1. Briefly describe your SAE as it is related to this proficiency area. Describe how you started in this proficiency area. What interested and motivated you to begin?

My SAE project in Outdoor Recreation relates to the work that I have done for an agriculture based summer camp called Camp Full Belly Farm. Camp Full Belly Farm is a week long overnight camp that is run by my older sister and takes place on my family's 250-acre organic farm in the Capay Valley for four weeks out of the summer. Two of the four camp sessions are open to campers ages 7-12, the camp also has teen weeks for students ages 13-16. I started working at this camp when I was 10 years old, and when I entered high school I thought that it would be a great experience to continue. At camp, we work to not only educate campers about the importance of agriculture and current agricultural issues, but we get students out of their homes and teach them a hands-on curriculum that allows them to interact with the land and all that the land offers. Being raised on a farm has instilled in me a passion for the outdoors and I enjoy a number of outdoor activities and sports. Camp Full Belly Farm has given me the opportunity to blend my passion of educating others about agriculture, as well as working outside.

2. When you were planning your supervised agricultural experience in this proficiency area, what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

I had two major goals when I began working at Camp Full Belly Farm eight years ago.
1. The first goal was to become head of the Arts and Crafts Department.
2. My second goal goal was to become a group leader. When I began eight years ago I was a junior counselor and only helped out with minor things during camp.

B. Progress:

1. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

The main advantage to my SAE project is the fact that I lived what I taught on a daily basis. My parents have been instrumental in helping me to obtain a well rounded understanding of the complete farming process. They have instilled in me the importance of a strong work ethic and producing food that the consumers can trust. The long hours working on the farm has also strengthened my understanding of how a family can work together and make a difference for others. My parents have always believed they were responsible for educating their consumers about not only the quality of their organic products but the need to support local agriculture. The Capay Valley is home to over 40 small organic farms, each specializing in their own field. I have had the opportunity to learn the operation not only from Full Belly Farm but many other farms around where I live as well. The only disadvantages to this SAE project are the long hours, seven days a week, required to run the farm and sessions of camp.
I. Performance Review (continued)

B. Progress (continued)

2. Briefly describe your placement in this proficiency area. (Include a description of the business/farm, working conditions, size, number of employees, type of facilities, equipment available, etc.)

Camp Full Belly Farm is a summer camp that has been operated on the premises of Full Belly Farm for the last 8 summers. This camp is owned and operated by Hallie Muller, who is in charge of all camp registration and programs. All records for camp are kept on a Full Belly Farm office computer, to which all main counselors have access. This last summer we hosted over 100 campers in Camp Full Belly Farm, and these campers were supervised by a quality staff of 8 counselors. Campers and counselors reside in tents in the 20 acre walnut orchard, and all cooking takes place in an outdoor kitchen complete with a sink, stainless steel tables, a working refrigerator and three burner stoves. As an employee I have access to all camp facilities as well as equipment, such as flat bed trailer and tractor for hay rides. ATV's and farm vehicles are also available for use by counselors.

3. How has your position description and/or responsibilities changed during the time of your placement?

When I was first hired as a camp counselor my roles were limited, as were my skills. I helped as much as any ten year old could but now eight years later my skills and involvement in Camp Full Belly Farm have really blossomed. I am a lead counselor, in charge of ten students in group activities and farm jobs and chores. I am now fully in charge of the Arts and Crafts for every week of camp and I am in charge of inventory for all camp supplies. I am adult, child and infant CPR certified and trained in on the farm first-aid. I also play an important role in the hiring of staff and screening of applications for campers. I complete a large portion of the new counselor training. I enjoy the new responsibilities associated with my current position at Camp Full Belly Farm.

C. Analysis/Evaluation of Program

1. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) in this award area as related to the goals and objectives described on page 2, question 2.

1. My first goal to become the agriculture Arts and Crafts took many years to perfect and to create. About four years ago I approached my sister about the possibility of me becoming the Arts and Crafts coordinator. She was very supportive and helped me get started as well as give me a time line and budget that I needed to stick to. Over the years I have tested and perfected different arts and crafts, and the level of campers interest. I now have found the top activities that the students are interested in doing each year.
2. My second goal to become a great group leader who was involved in every aspect of the learning and farming experience for the students. This was much harder to achieve. When I started working at Camp Full Belly Farm I was younger than most of the campers. Over the years I have had to invoke a sense of leadership and step up to the role of counselor, so that students would see me as a leader and authority figure instead of a fellow camper. I have taken on many responsibilities and am now one of the three main counselors.

2. Describe the personal goals, educational goals, and career goals you would like to achieve in the next ten years.

Educational Goals:
I plan on attending university of Oregon or Oregon State, both of which I have already applied and been accepted to. I plan on studying sociology with a minor in peace studies.

Career Goal:
I would love to return to my small community to become a family or student counselor. to help create the excitement and possibility for the future that the members of my small community have helped me envision.

Personal Goals:
My lifelong goal is to leave and have a positive impact on humanity on our planet. I hope to live a life of humility and passion, and to one day raise a family with the same morals and values that I was raised with on Full Belly Farm.
<table>
<thead>
<tr>
<th>Year</th>
<th>Major Job Title</th>
<th>Type of Work and/or Activities completed</th>
<th>Unpaid (A)</th>
<th>Paid (B)</th>
<th>Total (C)*</th>
<th>Gross Earnings (D)</th>
<th>Total Expenditures (E)</th>
<th>Net Earnings (F)**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/2006 to 11/1/2006</td>
<td>Camp Full Belly Farm</td>
<td>harvested produce, cooked.</td>
<td></td>
<td></td>
<td>519.0</td>
<td>$1,000</td>
<td></td>
<td>$1,000</td>
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<tr>
<td>Dec. 31 2006</td>
<td>helped develop teen week curriculum</td>
<td>supervised campers, became arts and crafts specialist</td>
<td></td>
<td></td>
<td>519.0</td>
<td>$1,000</td>
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<td>$1,000</td>
</tr>
<tr>
<td>Totals for Year 1</td>
<td>Camp Full Belly Farm</td>
<td></td>
<td>519.0</td>
<td>519.0</td>
<td>$1,000</td>
<td>$1,000</td>
<td></td>
<td>$1,000</td>
</tr>
<tr>
<td>Jan 1, to Dec. 31 2007</td>
<td>cooked, harvested, group leader</td>
<td>supervised campers, coordinated arts and crafts</td>
<td></td>
<td></td>
<td>519.0</td>
<td>$1,300</td>
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<td>$1,300</td>
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<tr>
<td>Totals for Year 2</td>
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<td>519.0</td>
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<td>$1,300</td>
<td>$1,300</td>
<td></td>
<td>$1,300</td>
</tr>
<tr>
<td>Jan 1, to Dec. 31 2008</td>
<td>Cooked, Harvested Produce</td>
<td>group leader, coordinated arts and crafts, supervised campers, raft guide</td>
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<td></td>
<td>519.0</td>
<td>$1,670</td>
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<tr>
<td>Totals for Year 3</td>
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<td>536.0</td>
<td>536.0</td>
<td>$1,670</td>
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<td>$1,670</td>
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<td>Jan 1, to Dec. 31 2009</td>
<td>cooked, harvested produce, group leader, coordinated arts and crafts</td>
<td>supervised outdoor activities, raft guide</td>
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<td></td>
<td>718.0</td>
<td>$2,170</td>
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<td>$2,170</td>
</tr>
<tr>
<td>Totals for Year 4</td>
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<td>718.0</td>
<td>718.0</td>
<td>$2,170</td>
<td>$2,170</td>
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<tr>
<td>Jan 1, to Dec. 31 2010</td>
<td>cooked, harvested produce, group leader, coordinated arts and crafts</td>
<td>supervised outdoor activities, raft guide</td>
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<td></td>
<td>718.0</td>
<td>$2,170</td>
<td></td>
<td>$2,170</td>
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<tr>
<td>Totals for Year 5</td>
<td>Camp Full Belly Farm</td>
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<td>718.0</td>
<td>718.0</td>
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<td>$2,170</td>
</tr>
<tr>
<td>Jan 1, to Dec. 31 2011</td>
<td>cooked, harvested produce, group leader, coordinated arts and crafts</td>
<td>supervised outdoor activities, raft guide</td>
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<td></td>
<td>718.0</td>
<td>$2,170</td>
<td></td>
<td>$2,170</td>
</tr>
<tr>
<td>Totals for Year 6</td>
<td>Camp Full Belly Farm</td>
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<td>718.0</td>
<td>718.0</td>
<td>$2,170</td>
<td>$2,170</td>
<td></td>
<td>$2,170</td>
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</tbody>
</table>

GRAND TOTALS: 2,292 2,292 $6,140

Columns (A) plus (B) = (C)
Columns (D) minus (E) = (F)

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!
Our House Enterprises

National FFA Organization
6/17/2010
### III. Balance Sheet

#### ASSETS & INVESTMENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Beginning Value on Date Entered Ag (A)</th>
<th>Ending Value at End of Last Completed Record Year (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current/Operating Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Cash on-hand, checking and savings</td>
<td>$3,000</td>
<td>$5,500</td>
</tr>
<tr>
<td>b. Cash value - bonds, stocks, life insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Notes &amp; accounts receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Total Current/Operating Inventory (all other current assets)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Total Current/Operating Assets (1a+1b+1c+1d)</td>
<td>$3,000</td>
<td>$5,500</td>
</tr>
<tr>
<td>3. Non-Current/Capital Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Total Assets (2+3)</td>
<td>$3,000</td>
<td>$5,500</td>
</tr>
</tbody>
</table>

#### LIABILITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>Beginning Value on Date Entered Ag (A)</th>
<th>Ending Value at End of Last Completed Record Year (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Current/Operating Liabilities (notes payable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Non-Current/Capital Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Total Liabilities (5+6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 8. NET WORTH (4 minus 7)                                                  | $3,000                                 | $5,500                                               |

#### SUMMARY OF SOURCE AND USE OF FUNDS

<table>
<thead>
<tr>
<th>Description</th>
<th>Beginning Value on Date Entered Ag (A)</th>
<th>Ending Value at End of Last Completed Record Year (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Earnings from this proficiency area</td>
<td>XXXXXXXXXXXXXXXX</td>
<td>$6,140</td>
</tr>
<tr>
<td>10. Other SAE earning NOT from this area</td>
<td>XXXXXXXXXXXXXXXX</td>
<td></td>
</tr>
<tr>
<td>11. Earnings from non-SAE activities</td>
<td>XXXXXXXXXXXXXXXX</td>
<td>$2,500</td>
</tr>
<tr>
<td>12. Income other than earnings</td>
<td>XXXXXXXXXXXXXXXX</td>
<td></td>
</tr>
<tr>
<td>13. Total Earnings (9+10+11+12)</td>
<td>XXXXXXXXXXXXXXXX</td>
<td>$8,640</td>
</tr>
<tr>
<td>14. Use of Funds</td>
<td>XXXXXXXXXXXXXXXX</td>
<td></td>
</tr>
<tr>
<td>a. Total educational expenses</td>
<td>XXXXXXXXXXXXXXXX</td>
<td>$1,000</td>
</tr>
<tr>
<td>b. Total other personal expenses (Includes local, state &amp; federal income</td>
<td>XXXXXXXXXXXXXXXX</td>
<td>$700</td>
</tr>
<tr>
<td>tax and FICA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Total use of funds (14a+14b)</td>
<td>XXXXXXXXXXXXXXXX</td>
<td>$1,700</td>
</tr>
</tbody>
</table>

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National FFA Organization

Our House Enterprises

6/17/2010
IV. Skills and Activities

A. Skills

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

1. Skill Number One.

<table>
<thead>
<tr>
<th>Year</th>
<th>Skill</th>
<th>Where Attained</th>
<th>Student Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2009</td>
<td>Teaching how to plant, cultivate irrigate, and harvest the diversified crops on the farm.</td>
<td>Full Belly Farm</td>
<td>100</td>
</tr>
</tbody>
</table>

Description of Skill:

Being a group leader at camp means that you are responsible for the actions of the campers in your group. While at camp we take the campers though the process that a farmer goes through, from putting a seed in the ground, to putting food on the table of consumers. Since the campers are the ones who are doing the work, it is my job to make sure that they understand the proper procedures for planting, cultivating, watering, and harvesting so that we will harvest quality produce for consumers. It is my job to teach them the proper techniques and to instill in them an ethic of doing quality work, for our consumers.

2. Skill Number Two.

<table>
<thead>
<tr>
<th>Year</th>
<th>Skill</th>
<th>Where Attained</th>
<th>Student Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2009</td>
<td>Teaching animal husbandry and understanding skills.</td>
<td>Full Belly Farm</td>
<td>250</td>
</tr>
</tbody>
</table>

Description of Skill:

Every morning on camp, like farming begins with chores. We break off into our color groups and accomplish tasks that need to be completed like cooking breakfast, and milking the few dairy cows that we have on the farm. Often times, campers and counselors are the only individual to see the animals in the morning, so it is imperative that we are able to diagnose any problems. Every morning we check the animals for signs of illness, and make sure to report anything to my parents. Having students understand how to take care of animals, is not only helpful on the farm, but is something that can be used back where they live.

3. Skill Number Three.

<table>
<thead>
<tr>
<th>Year</th>
<th>Skill</th>
<th>Where Attained</th>
<th>Student Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2009</td>
<td>Teambuilding Facilitation.</td>
<td>Full Belly Farm</td>
<td>250</td>
</tr>
</tbody>
</table>

Description of Skill:

For the first few years of summer camp, we could often just shove 20+ campers together, and expect them all to work together and get along, and often times it back-fired. A few years ago we started devoting a large amount of time on the first day of camp to teambuilding activities for the campers, to create an atmosphere of trust and fun. Over the years returning campers have come to really enjoy this time, and often try to rush their parents off so that we can get to the fun activities. Activities that I have facilitated personally include: spider web, human ladder, tarp flip, carpet squares and numerous others!
IV. Skills and Activities (continued)

A. Skills (continued)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

4. Skill Number Four.

<table>
<thead>
<tr>
<th>Year</th>
<th>Skill</th>
<th>Where Attained</th>
<th>Student Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2009</td>
<td>Developing Curriculum.</td>
<td>Full Belly Farm</td>
<td>200</td>
</tr>
</tbody>
</table>

Description of Skill:
As a group leader, I share the responsibility of creating curriculum for campers that align farming activities with the interests of campers. Since I am one of the youngest counselors the leadership team at Camp Full Belly Farm relies on my insight to young minds. When we participate in farming activities, we do so in our color groups, which means that my partner and I have to have a curriculum that we understand how to present. I have learned how to effectively design a lesson plan from the interest approach, which hooks the students and connects to their prior knowledge, to the conclusion where we review what we have learned, recap it’s importance, and set up our next activity.

5. Skill Number Five.

<table>
<thead>
<tr>
<th>Year</th>
<th>Skill</th>
<th>Where Attained</th>
<th>Student Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing Agriculturally Related Crafts.</td>
<td>Full Belly Farm</td>
<td>220</td>
</tr>
</tbody>
</table>

Description of Skill:
As the creativity coordinator for Camp Full Belly Farm, it is my responsibility to develop agriculturally related crafts that campers can do, and take home with them when they leave. It is the hope that these crafts enhance or coincide with the agriculture activities that have taken place on the farm while they are at camp. Some of the crafts that we do are: painting flower pots that they plant a seed in, creating photo frames using flowers grown on the farm, decorating t-shirts using potato stamps from the potatoes that the students harvested, and making masks that students decorate using the theme of agriculture, and making candles from wax.

6. Skill Number Six.

<table>
<thead>
<tr>
<th>Year</th>
<th>Skill</th>
<th>Where Attained</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2006-2009</td>
<td>Developing agriculturally related creative writing prompts.</td>
<td>Full Belly Farm</td>
<td>225</td>
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</table>

Description of Skill:
Another responsibility (and joy) of being the creativity coordinator at Camp Full Belly Farm is that I get to combine passion of creative writing with my passion for agriculture. We were finding that there were just not enough different activities to keep students busy the whole day, so we began purchasing journals for all of the campers and providing them with time to write or draw an answer to a creative writing prompt. I believe that these journals have given students the needed reflection time to comprehend the activities better. Journals have come to be another cherished memory for many campers.
IV. Skills and Activities (continued)

B. Activities

List your top three placement activities and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

1. Activity Number One.

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Where Attained</th>
<th>Student Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2009</td>
<td>Teaching campers how their food is raised and picked up for sale.</td>
<td>Full Belly Farm</td>
<td>200</td>
</tr>
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</table>

Description of Activity:
Camp Full Belly Farm is an educationally and agriculturally based summer camp, where students are expected to learn something by the time they go home. Since this is the goal of the camp, my role as a counselor is really that of a teacher. I have to make sure students understand how food is grown, harvested, packed, shipped, sold and eaten by consumers. Within our color groups we are responsible for teaching animal husbandry, planting and cooking vegetables and farm safety. This is the largest portion of my job.

2. Activity Number Two.

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
<th>Where Attained</th>
<th>Student Hours</th>
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</thead>
<tbody>
<tr>
<td>2006-2009</td>
<td>Teaching campers how to plan and cook meals so that they understand how to make healthy food choices.</td>
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</table>

Description of Activity:
Often times, campers who attend Camp Full Belly Farm are connected to our farm through our extensive Community Supported Agriculture (CSA) program. This means, that when parents drop off their campers, they want to make sure that they are going to be eating healthy and making good food choices. As a counselor, I am charged with the responsibility of making sure that campers in my group plan and cook one healthy meal per day for the others at camp. We have to plan what we can pick, what we need to get from the refrigerator, and what we need to make for those who have dietary restrictions. I really enjoy this part of my job.

3. Activity Number Three.

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<tr>
<th>Year</th>
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<th>Where Attained</th>
<th>Student Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2009</td>
<td>Teaching developed curriculum to students.</td>
<td>Full Belly Farm</td>
<td>500</td>
</tr>
</tbody>
</table>

Description of Activity:
Having a sister who is an agriculture education major has really paid off. She has taught me many different presenting and classroom management techniques. I have learned that everything speaks to students, I have learned how to work with difficult students, and I have learned how to present information to people in an understandable way. One of the most valuable lessons she has taught me and I am constantly aware of now is camper attention span. Campers are usually younger and have a shorter attention span than high school students. Now that I am aware of this I try to diversify my activities to keep all students actively participating.
V. Supporting Documentation

A. Resume'  
Attach a one or two page resume' that includes the following sections:
   a. Name/address/phone number/FFA chapter  
   b. Career objective  
   c. Education  
   d. FFA leadership activities/awards  
   e. School leadership activities/awards  
   f. Community leadership activities/awards  
   g. Professional associations  
   h. Other accomplishments  
   i. References

B. Employer or Instructor's Statement  
The applicant's most recent employer or agriculture instructor should evaluate and submit a maximum of one page report of the progress the student has made in developing the skills and competencies necessary for success in:

C. Supporting Pictures  
Submit a maximum of six photographs, no larger than 3 1/2" x 5" or 4"x 6", with a brief caption for each. DO NOT CHANGE THE SIZE OF THE FONT. Captions must fit in the box. (The National FFA Organization reserves the right to retain use the photographs for publicity purposes.)

D. Personal Page  
Attach one page of additional information, of your choice, supporting your application for this area. (i.e.: Newspaper clippings, additional statements from employer, student work, etc.)
# Checklist for Agricultural Placement Proficiency Applications

**Award Area:** OUTDOOR RECREATION  
**Name:**

<table>
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<tr>
<th>Local Advisor</th>
<th>State Advisor</th>
<th><strong>Circle &quot;Y&quot; if the Statement is &quot;YES&quot; and &quot;N&quot; if the Statement is &quot;NO&quot;.</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>MET</strong></td>
<td></td>
<td>1. Applicant has been an active FFA member for each year covered by this application. <strong>Cover page, Line 20.</strong> (Please consult the local &amp; state copy of membership roster for each year.)</td>
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<tr>
<td>Y</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>Y</td>
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</tbody>
</table>
| Y | Y | N | 4. Applicant has graduated and has completed at least three full years of agriculture, or all of the agriculture offered at the school last attended, **Cover page, Line 16.**  
**Note:** Applicants that are still in high school at the time of applying are eligible to participate at all grade levels. |
| Y | Y | N | 5. Applicant has in operation and has maintained at least one full calendar year of SAE records to substantiate an outstanding supervised agricultural experience program through which exhibits comprehensive planning, managerial and financial expertise. **Pages 2, 3, 4, 5, 6, 7, 8 and 9.** |
| Y | Y | N | 6. The total hours that a student list on Page 4, Section II, are greater than or equal to the hours listed in either the "Skills" portion of Section IV. Pages 6 and 7 or the "Activities" portion of Section IV. **Page 8.** |
| Y | Y | N | 7. Applicant has included no more than a two page resume. |
| Y | Y | N | 8. Applicant has included no more than a one page written evaluation by the most recent employer or agriculture instructor describing the progress that the applicant has made in developing the skills and competencies necessary for success within the award area in which they are applying. **A recommendation can be no more than 1 page.** |
| Y | Y | N | 9. Applicant has included a maximum of six photographs with captions. Captions must fit in box. Preset font must not be changed. |
| Y | Y | N | 10. Applicant has included a maximum of one page (maximum size 8 1/2" x 11") of additional information. **(This may NOT include the following: Video Tapes; Computer Disk; Cd ROM's; DVD's; etc.)** |
| Y | Y | N | 11. The Application is properly signed by the applicant, parent or guardian, chapter advisor, school superintendent or principal, and submitted to the State FFA Advisor. |

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**DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!**

− 10 −

Our House Enterprises  
National FFA Organization  
6/17/2010
If you have digital photographs you will need to **make 5 copies of the Unprotected Photo page**, located at the end of the PHOTO pages. If you have paper photos, use the PHOTO 1-6 pages.

**PC Instructions:**

1) Click on the **Unprotected Photo page**, located at the end of the PHOTO pages.

2) Click on the **Edit** menu on the gray tool bar at the top of your screen.

3) Click on the **Move or Copy Sheet** and then **Create a Copy** box and then to tell it where to place the copy, in the **Before Sheet box**, arrow down until you reach where you want to place the sheet. Move it to right after the Unprotected Photo Sheet.

4) If you want to **rename** the copies of each sheet, go to **Format, Sheet, Rename** and rename the tab at the bottom of the page.

**IMac Instructions:**

1) Click on **Insert Menu** on the tool bar at the top of your screen

2) Click on **Worksheet** (do this 5 times, this will give you places for 6 photo pages)

3) Click on the **Unprotected Photo page** and then Click on **Select All**

4) Click on **Select All**

5) Click on **Copy** and then click on **Select All Paste**

This should give you 6 Unprotected Photo pages for your digital pictures.
VI. SUPPORTING DOCUMENTATION

C. Supporting Pictures

Hannah Muller

OUTDOOR RECREATION

PHOTO 1

PLACE PHOTO HERE!
VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Hannah Muller

OUTDOOR RECREATION

PHOTO 2

PLACE PHOTO HERE!
VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Hannah Muller

OUTDOOR RECREATION

PHOTO 3

PLACE PHOTO HERE!

Our House Enterprises

PHOTO 3

( ) 6/17/2010
VI. SUPPORTING DOCUMENTATION  (continued)

C. Supporting Pictures

Hannah Muller

OUTDOOR RECREATION

PHOTO 4

PLACE PHOTO HERE!
TECH PREP ARTICULATION AGREEMENT

Date Approved: 4/15/10

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<th>The Art &amp; History of Floral Design</th>
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<td>College:</td>
<td>Woodland Community College</td>
<td>School/ROP:</td>
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A. COLLEGE UNITS: 1 Unit

B. GENERAL COURSE DESCRIPTION:
   Introduction to floral design including the principles and elements of design, color theory, preparation, care of flowers and foliage plants, and formation of basic floral arrangements.

C. COURSE CONTENT:
   1. Basic introduction to floristry.
   2. Care and handling of cut flowers.
   3. Materials and supplies used in the floral industry.
   5. Cut flowers obtained from the home garden.
   6. Corsage flowers and types of corsages.
   7. Basic flower arranging principles and theories.
   8. Various types of floral arrangements.
   10. Dish gardens and terrariums.

D. COMPETENCIES AND SKILL REQUIREMENT(PERFORMANCE OBJECTIVES):
   At the conclusion of this course, the student should be able to:
   1. Correctly handle and care for cut flowers, greens, and potted plants used in flower shops.
   2. Select and correctly use florist tools, equipment, and materials.
   3. Identify flowers, greens, and plants of basic floral design theory.
   4. Demonstrate an understanding of basic floral design theory.
   5. Construct basic floral products suitable for display or resale.

E. CREDIT BY EXAMINATION CRITERIA:
   Students must obtain a grade of 'B' or better and complete their final floral design project with a grade of 'C' (70%) or better.

F. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:
   1. The high school/ROP instructor will enter an articulation agreement with Woodland Community College.
   2. Students will enroll into the Tech Prep Program during the academic year at their high school/ROP.
   3. When the student has completed the approved credit by examination criteria for the course the high school/ROP instructor will provide the Tech Prep Office the course grade and final exam grade.
   4. Tech Prep processes students that met credit by examination criteria.
   5. Students are awarded transcript credit for the articulated course in which they completed.
G. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):
The Art of Floral Design by: Norah Hunter
Labs, Power Points, handouts, and portfolio

Agreement was based on Statewide Career Pathways Project template: Yes ☑ No ☐
Name of Template used: Introduction to Environmental Horticulture

This agreement will be reviewed annually

Signatures are provided per the Tech Prep Articulation Credit by Examination Agreement Form:

High School Signatures

Requested by: Amber Charter
High School Instructor (Print & Sign) Date 3/4/10

Tim Reid
High School Dept Chair/Coordinator (Print & Sign) Date

Judy Simas
High School Principal (Print & Sign) Date 3/4/10

College Signatures

Approved by: Brandi
College Instructor Date 4/14/10

Sharon
Academic and Student Services Date 4/14/10

Becky
District Articulation Officer Date 4/15/10
**NOTE:**
ALL INFORMATION MUST BE COMPLETE AND LEGIBLE OR IT WILL BE RETURNED

20010-2011
ESPARTO HIGH SCHOOL
ASB REQUISITION

PAY TO THE ORDER OF
Company/Association Name: ________________________________
Address: ________________________________________________
City/State/Zip: _________________________________________
Phone #: ____________________ Fax#: ______________________

CIRCLE ONE:
- [ ] PURCHASE ORDER
- [ ] CHECK
- [ ] REIMBURSEMENT
  - [ ] PRE-APPROVAL
  - [ ] Required

OFFICE USE ONLY:
PO NUMBER: ASB000
Received on: ______________________

Club//Class: ________
Subject: ________________
Date: ____________________
Account #: __________________

Requisition is Needed by: ______________________

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*If Fund Raiser approved by EUSD Board on ______________________

Sub Total: $ __________
Tax: __________________
Shipping: $ __________
Total: $ __________

ADVISOR SIGNATURE: __________________________________________
ASB ADVISOR: Approved in ASB Minutes on: ______________________

CLUB/CLASS STUDENT TREASURER SIGNATURE: ______________________
PRINCIPAL: ________________________________
### ESPARTO UNIFIED SCHOOL DISTRICT

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INCOMPLETE REQUISITIONS WILL BE RETURNED
Binder 2

12 Quality Criteria
First year at Esparto High School

When I came to Esparto High School the Ag program was in a crisis. Esparto High School agriculture program has been around for years and has been very successful. But through one teachers retirement, after over 25 years in the ag department, an the Ag Mech teacher who had been here for 11 years moved on to UC Davis, the department was at a stand still. Once they both left the school, Esparto had trouble replacing the outstanding personal they had lost. With new administration they let both Ag teachers go and flew both the Ag Science and Ag mechanics positions the same year. My good Friend Austin Large and myself both got hired and given the task to shape up the department. This past two years we took this task head on and have made great strides in getting the program back where it needs to be and was in the past.

As I walked into the shop on the first day I knew I had a lot of work to do. It looked like time stood still for the past two years. The teacher right before me did not have much drive and his curriculum did not utilize the shop facilities. The teacher before him was outstanding, had done lots of good work, so the shop had a good core. But it was apparent the kids had been able to do what they wanted in class for the past two years. This took a toll on the equipment, and it was going to take lots of work to get it all up and running again. But I would not have as much time as I thought I needed.

As soon as we were on board the superintendent called us in and told us we need a program plan now!!! There was no formulation of department policies or clear goals and the school board was asking questions. Additionally, the past teachers had not spent all of the last years incentive grant money. We were able to get an extension to spend it, but it had to be spent that summer, and could not be rolled over to next year. Then she wanted to see our entire curriculum ASAP so it could get put before the curriculum committee and in the program plan. We also had to have an officer retreat, get
our classrooms in order and take animals to the fair. It was a packed summer.

That first summer we learned a lot about program management and I was able to start my masters project, the program plan. We found some great examples around the state from different Ag departments. Starting with this good base, we did extensive research on the area and focused on our goals. Our first draft of the plan was board approved in August of 2008. We spent the rest of the year compiling more data and getting all the parts in place. We have just got it approved again in May of this year and it is a much better plan.

Our next step as a department was to sit down and try to focus on a couple specific goals for the year. We decided to focus on two of the three circles that year; we focused on Classroom and SAE. We needed to give high quality instruction in the classroom to not only help students learn but to recruit students and get students excited about Ag again. Then we also had to strengthen the SAE portion to give students opportunities out of the classroom.

First in the classroom, our curriculum emphasized scientific concepts and laboratory exercises in agricultural science courses, and assigns up-to-date equipment and technology in mechanics classes. Our goal was and is, to train students for post secondary education and entry-level employment in the Agriculture Industry. We started with a clear course pathway, a beginning level with a foundation in agriculture that is a broad in scope and that sets the stage for advanced levels. We have incorporated the "Basic Core Curriculum" from the Model Curriculum Guide. The learning outcomes of in the "Basic Core" represent our objectives for Agriculture Mechanics 1, Agriculture Science 1 and Agriculture Biology. In addition to the "Basic Core" we also offer advanced courses in Floriculture, Animal Science, and Agriculture Mechanics. Not only do these courses teach specific subject skills, they also cover leadership development, career opportunities, and supervised agriculture experience. Career plans are established during the ninth and tenth grades, and focus on specific career skills during the eleventh and twelfth grades. Students completing a sequence of courses in our program are well prepared for entry-level job positions and post-secondary education in agriculture.
Next we had to focus on SAE and the planned practical experiences in agriculture portion of our program. The SAE portion of the Esparto High School Ag department had been non-existent for the past few years. The scope of projects was very small, traditional animal SAE and a few work experience projects. But there were no record books and very little accountability for the projects. We implemented new policies, made every student have a record book and started to work with students to find non-traditional projects for them. This hard work paid off, we had two state winning proficiencies and this year had two project competition winners. Additionally, we increased our state degrees, and this year has even more potential for state degree winners.

As the year came to a close my teaching partner found a new job closer to home, so he moved on. We were able to find an outstanding teacher to replace him and we carried the momentum into this year. This year we had similar goals, we still focused on SAE but we put a little more emphases on the FFA. Adding more activities and more community service. Additionally. We encouraged students to take leadership roles in the FFA, as proof we had two sectional officers last year and have the sectional president this year.

Esparto High School is a great place to work and I am happy and excited to come to work everyday. Over the past two years the process of the master project and program plan has helped focus my efforts to better the department to offer our students more opportunities.
Quality Criteria 1

The Agriculture Education Program is offered for students who have a sincere interest in agricultural careers. Classroom instruction focuses on specific, technological, and economic principles through involvement in occupational industry. Students apply these principles through involvement in occupational experience programs (projects), and participation in leadership development activities (FFA).

Classroom instruction is the cornerstone of our agricultural educational program. Content is focused in specific, sequenced career pathways; Agri-Science and Agriculture Mechanics. Each pathway is based on curriculum that is agriculture based, but also utilizing many core subject materials such as scientific, mathematic, English and economic principles. Instruction is based on state Agriculture standards and is performance based, using directed laboratories emphasize hands-on learning. Students leave the program ready for entry-level employment and/or post-secondary education in agriculture or related fields.

All curriculum is written according to CTE Model state standards, and is approved each year by the advisory committee and the board of education. All the course syllabi and outlines include course descriptions, goals, objectives and outlines. Additionally, each syllabus has instructional materials, texts, supplemental materials, software, equipment, and facilities.

All students starting as freshman must start a file and a record book. The files are keep until the students are one year out of high school. Moreover, the students complete a student data sheet to help plan there next four years in high school. On the data sheet students a pathway, within each pathway courses are planned, logical, and articulate
sequence of learning. We work closely with administration and counseling that the master schedule allows students to enroll in introductory classes before enrolling in advanced courses. At Bear River high school all sections of Agriculture mechanics have students at different course levels, Ag Mech 1-4. This helps students have more opportunities to become program completers.

Students are encouraged to become program completers; this is done by taking 4 years of Ag Mechanics and completing the performance standards. Performance standards based on the CTE curriculum are an important aspect of our pathway curriculum. Performance standards in agriculture mechanics areas include; wood, sheet metal, electrical, plumbing, cold metal, hot metal, small engines, machine work, arc welding, gas welding and mig weld (see pictures). These standards take an average student four years to complete to a standard of 80% or high competence rate. Once they complete these standards the student is considered a program completer as long as they take at least four years of agricultural mechanics.

Curriculum is based on individual skill sets and needs. This makes our ag classes very appealing to many different students. The curriculum helps to eliminate discrimination on the basis of gender, race, disabilities, or disadvantages. This is apparent by the diversity in the classroom, we have many minorities, social economic depressed students and students with IEP’s. These students tend to perform very well in the class and are some of the most active students in the program.

To keep the curriculum and the class industry based we use many business and industry sponsored resources. Classes invite guest speakers from industry to enrich curriculum, such as; the military, UTI, WYO tech, community colleges, and local
businesses. Additionally, we have many donations from local industry including, metal, equipment and other resources.

We also work very hard on articulation with community colleges and four-year institutions. Agriculture mechanics 3 and 4 articulated with a local community college, Sierra College, and count for college credit. Program completers receive college credit for having 3 or more years of agriculture mechanics class. Each year Curriculum and course sequencing is reviewed by the community college and approved for articulation.
Quality Criteria 2

The FFA is integral to the instructional activities of the program. We recognize that one of the prime objectives of the agriculture program is preparing students for the job market. Through the FFA we are able to offer our students Leadership and Citizenship Development that helps students become a well rounded employee with outstanding leadership skills. Each agriculture student at both Bear River and Esparto are members of the FFA, are reported on the R2 forms and paid for as a member of the California FFA organization and the National FFA organization.

The development of leaders in all facets of agriculture is a goal of agricultural education along with the goals of both Esparto and Bear River. Specifically, imparting knowledge, broadening abilities, and instilling attitudes that contribute to the development of leaders are activities recognized as appropriate and essential in agricultural instruction programs. The FFA is the primary vehicle for this instruction. It provides practical, action oriented opportunities for students to engage in leadership development activities. In addition to the leadership development role, FFA encourages vocational agriculture students to develop attitudes conducive to good citizenship, good management, and living in harmony with others.

Successful employment requires competencies in addition to technical skills and knowledge. Many employers place the highest priority on the competencies and attitudes which relate to the ability to interact with people, make decisions, follow through on responsibilities, follow directions, direct the activities of others, take initiative and to communicate defectively with their colleagues and supervisors.

Participation in FFA is intended to be an organized laboratory experience in activities through which the agricultural student develops competencies in these areas.
For example, simply by functioning as a member of an FFA chapter committee, a student experiences working together with others to achieve an agreed upon joint objective. By achieving an advanced degree in the organization the student begins to understand the relationship between directed, sustained personal effort and recognized success. By serving as an officer or committee chair a student soon learns the importance of clear instructions when directing the efforts of others.

It is therefore appropriate to conduct FFA activities during class time. Each Agriculture class at both Esparto High school and Bear River High school teach at least one unit on the FFA and opportunities within our FFA chapters. Additionally, it is required that students in an agriculture class participate in at least 4 chapter events each semester. This is worth 10% of their overall grade.

FFA cuts across class list boundaries, many FFA activities are conducted outside of class time such as during lunch, after school, evenings, weekends, holidays and summer. This allows many different opportunities for students to receive their FFA points. Activities include; monthly meetings, fundraising events, community service, and department outreach.

Each year our chapters also participate in many above the chapter level activities. Activities include but not limited to; National FFA Convention, State FFA Convention, Regional meetings and contests, Sectional meetings and contests, 7 CDE Event field days, Greenhand conference, MFE/ALA Conference, State CDE Finals, SLE, and WLC. Advisors accompany students on these trips, and are reimbursed by the district for personal cost on the trips. Advisors attend different events depending on the list of assigned responsibilities.
Quality Criteria 3

Practical application of skill taught in our agriculture classes is extremely important for successful hands-on project based learning to take place. All agricultural classes at both Bear River and Esparto High School’s are based on workplace skill development.

First and foremost the shop is run very similarly to a workplace environment. Students are expected to keep track of their time and projects by turning in Tim Cards each week. Additionally, students are heavily graded on participation and production of projects, just like the work place. Moreover, the ag mechanics students have the opportunity to participate in our school based business of producing projects. General public order projects such as, BBQ’s, cut outs, and custom order items. If a student works on and completes one of these projects they share in the profit, and can use that money to build projects of their own.

Along with practical workplace training in the classroom, students are required to have a Supervised Agricultural Experience project. Approximately, 1/2 of the student’s SAE’s are workplace SAE’s. These students work at a variety of locations around the community. We have students placed at feed stores, welding shops, hardware stores, equine facilities, landscape companies, farms and ranches. We additionally, have students that work for their parents at their home performing actions such as yard maintenance, home improvement, and livestock management. As part of our contract at both Esparto High School and Bear River we have an SAE period. We use this period to go and meet with employers to create
placement opportunities and supervise students with jobs. We visit each student at least once a semester. 

The other ½ of our students have ownership projects at their home or at our school facilities. Our ownership projects include, beef, sheep, swine, ag mechanics, goats, equine, landscape management, and poultry. Advisors check these projects also at least once semester. Many ownership projects are displayed at the county fair in early August, so during the summer we have an extended contract of 20% to cover our spent checking these projects. Additionally, during the summer school trucks are available for our use.

We also work hard with our local businesses to find opportunities for students. Many local businesses are a part of our ag boosters organization or are very supportive of the program. This has helped to place many students in jobs and give many opportunities for future growth.
Quality Criteria 4

The Esparto High School and Bear River High School administration strongly believes teachers shall be qualified to teach the subjects assigned. Due to the fact that Agriculture is a highly technical subject matter area, it requires extensive occupational experience as well as professional and academic preparation to be an effective teacher. The students enrolled in vocational agriculture programs are preparing for careers in agriculture. Therefore an Ag teacher must not only have formal teacher education training that must have personal occupational experience in agriculture will be a more effective teacher of these students. Only a limited number of universities conduct comprehensive programs in agriculture that provide the practical and theoretical instruction needed by teachers in training. Both my teaching partner and myself attended California State universities that offer this specialized training.

At Esparto High School we had two highly qualified teachers. Both teachers hold a BS in agriculture related fields. Tim Reid has a BS in Agriculture Business with a minor in Agricultural science. Amber Charter has a AA in Agriculture, a BS in Agriculture science. Amber and Tim Both have a Single subject credential in Agricultural and a specialist credential in Agriculture. Amber has both credential clear and Tim has a clear specialist and will complete his clear single subject credential next year.

Along with the formal training both Tim and Amber received in college, we work hard to continue their education. We both go to all four professional
development activities offered through the CATA organization, including both fall and spring regional meetings, road show and CATA summer conference. At summer conference we both participated in the skills classes to sharpen our teaching ability. Additionally, Tim is working on his masters and will finish this spring.

At Bear River High School my teaching partner Steve Paasch is also highly qualified. He attended both Cal Poly and Chico State, he completed his educational training and credential at California State University, Chico. Steve has been teaching for over 25 years and has spent many hours in professional development to maintain and advance his training. Moreover, Steve has been in production agriculture all his life, raising sheep and cattle. Even with his years of experience, he is very open to training and works hard to keep on the cutting edge of ag teaching.

Along with maintaining agriculture training we have made strides to create cross-curricular agriculture education curriculum. To do this effectively you must obtain continued teacher education training. One of the most rewarding educational experiences in my career has been the DELTA conference. This was a conference attend by agricultural teachers, however we just focused on basic teaching skills. These skills included; directions, engaging activities, and curriculum development. We spent a week crafting one lesson plan, spending this amount of time on one lesson brought many issues to light. That week we focused on our teaching skills, so that when we can back to school it was all about the students. This training truly helped me to become a more highly qualified Ag teacher. The skills I learned also helped to think about how other non-ag teachers present curriculum. This
understanding has given me the opportunity to collaborate with other teachers to make the high school experience more rewarding for students.
Esparto High School and Bear River High school are very proud of their agriculture programs and provides more than adequate facilities, equipment, and supplies for effective operate a successful program. We truly believe effective agriculture instruction is dependent upon the student’s hands-on experience in up-to-date, realistic situations. In order to provide realistic instruction, the facilities, equipment, and supplies must replicate that which is found in the occupations for which training is provided.

Esparto High School has more than the minimum of 35 square feet of classroom space per student. Additional, we have 300 square feet of shop space per Agricultural Mechanics student. The Ag office is approximately 300 square feet for both of the instructors. Bear River High school’s facilities are very similar in size, with 40 square feet of classroom space per student. While maintaining 375 square feet of shop space per student and two offices for instructors.

Agriculture Education at Bear River High School is comprised of a group of related instructional elements designed to prepare students for occupations requiring agricultural knowledge and skills and to provide a base for advanced education in agriculture. We are lucky to have a very adequate shop and classroom area. The shop is approximately 1500 square feet with both wood and metal equipment. We additionally have a larger overhang outside to accommodate larger projects and allow students to work outside undercover. Equipment in the shop is up-to-date and very functional. We have the capabilities for Arc welding, gas welding, Tig welding, 5 mobile mig welders, pipe bending, sheet metal rolling, wood working and shearing. Moreover, we have a large
collection of hand power tools and hand tools. We have enough tools for many students to be working on the same project at once. We also have the latest in technology in computer cutting and design with a Plasma Cam cutting set-up. We utilize the Plasma Cam equipment extensively in our project production. This year also have the opportunity with our Perkins grant money to help give students more training in both wood and metal working. This year we plan on purchasing a generator welder and Mig “Suitcase” set up. This will help students to simulate real world field welding operations. Helping students prepare for modern structural welding and agricultural field welding. We will also purchase a Radial Arm saw and a drum sander to give students more experience with wood working equipment. With the addition of the new tools students will have well rounded ag mechanics opportunities.

Bear River is also lucky to have barn, greenhouse and animal facilities on campus. Currently the greenhouse is under utilized, therefore this spring the ag mechanics courses will update the irrigation and electrical systems. With the updates we will be able to start plants in the greenhouse so we can sell them this spring. The barn area also needs improvements, with the purchase of the generator welder we will be able to construct pens and make facilities for animal SAE projects.
Quality Criteria 6

Esparto High School and Bear River High School's agriculture departments work hard and spend time working with a committee representative of the agriculture interests of the community. Agricultural Education must be kept relevant to the changing nature of modern agriculture. The instructional program must be based on currently acceptable practices used in agriculture and its related industries in order for vocational agriculture students to succeed in the agriculture job market. This can happen more readily when teachers regularly consult with up-to-date, successful agriculturists.

The use of advisory committees is well established in the Esparto High School system. The Advisory committee plays a vital role in the agriculture program's future. The Esparto High School committee bases its decisions on the needs of the people and industry for which they serve. With a variety of industry professionals, our committee helps us teachers of agriculture stay abreast of changing employment trends and opportunities. They have also given Esparto High School a close tie to the community.

The advisory committee at Esparto High School has provided valuable assistance that is necessary for the success of these interrelated programs. The committee is made up of very realistic and down to earth people, and provides balanced judgment to local problems and helps give continuity and support to our programs.

When I got to Bear River I noticed that the advisory committee was not as solid. After great experience and with a very successful committee at Esparto I was a little disappointed. In the past the Bear River boosters club and the advisory committee were
one group. They would just have two meetings on the same night. This raised some challenges in program management and planning. My teaching partner and I quickly decided to change this model. We created a list of community members, teachers, board members and administrators to join our new committee. We also drafted a set of by-laws and set up a meeting time for December. The by-laws will be presented to the members of the committee and then both the list of members and by-laws will be presented to the school board.

We have also started to archive the advisor minutes in our department files. We could only find a few copies of minutes from the past years, two of which are from this year. We have also reviewed the list of recommended topics for the committee to cover. Starting this December we will work through the list and document the committee’s recommendations. We have also asked our principal to be a part of the committee to better understand the needs of our program along with being able to verify the minutes and meeting topics.
At Bear River High School the Ag department is the only career tech education department. Therefore, our department plays a large role in providing career guidance for student’s not interested academic college and wanting to pursue a career in vocational careers. This forges a close relationship between our department, administration and the counseling staff to enroll students in career tech classes. We work closely with counseling staff to work students schedules so they take classes that fit their aptitudes, interests, abilities and career path goals.

First, we work closely with counselors while students sign up for ag classes. After students choose classes, the class list is sent to the teacher especially in Mechanics. Typically we have twice as many sign-ups as spots for mechanics classes, this allows the teacher to choose students based on past performance in the class, career goals and general interests. We also meet with some students to interview them on their goals and to make sure a mechanics class will fit their needs. Counselors, are very familiar with the curriculum and have copies of information and promotional materials to give students all the information.

Once a student has chosen a course pathway in agriculture and are enrolled in an Ag class, they are required to fill out a student data sheet. These sheets are keep in their permanent file and updated each year. These sheets are reviewed each year to ensure students are still enrolled in courses that accommodate their individual goals.

Along with proper course planning, much of the curriculum, in the shop courses especially, is focused on career planning, employability skills, post secondary options and
information relevant to their career goals. This is done by teaching units in career skills and having outside speakers come and speak about specific career areas.

While staying vocational career based, we also offer opportunities in post-secondary education. Our Ag Mech 3 and 4 are articulated with local community colleges and gives students credit for into to classes. We also invite and host a series of presentations by representatives of trade and technical schools, community colleges, CSU’s, UC and private institutions.
Quality Criteria 8

With a systematic plan and aggressive program promotion, we have created outstanding enrollment and support at both Esparto High School and Bear River High School. With this style of promotion we were able to grow the Esparto department by 20% in two years and fill all of the Ag classes. At Bear River we have a very similar relationship with feeder schools and with counselors, staff, administrators and board members. However, we still have some hard work to do at Bear River to get promotion to its optimal level.

First, at both high schools we had a very complete and comprehensive program of activities that all helped in department promotion. Program promotion is planned each year with the help of our officer team. This planning takes place during our officer retreat in the early summer. Once we have the activities planned they are placed on the district calendar that is posted on the school and district web site. This takes place in late June so that it is in place well before the start of the new school year. Shortly after the activities are planned, during the summer the advisors try to make home visits to all incoming freshmen to help educate them on the opportunities in agriculture education and to inform about upcoming events.

Ag Department recruitment at Esparto High School was very easy. For the last two years we focused on activities based instruction and student engagement in the classroom. This has helping in recruiting students to the program because of the classroom content. Even with the success at the counselor level we are always concerned with recruitment, promotion and above all retention.
The last two years of promotion at Esparto High School have paid off. For 2010 we have filled 2 brand new sections of Ornamental Horticulture, two sections of Agriculture mechanics I instead of I. We also had to limit the amount of students in Agriculture Mechanics II and in Floriculture. Enrollment was so large that we had enough sign-ups to add a third part time Ag teacher teaching 3 periods a day.

Promotion and recruitment at Bear River High School will be a little more difficult. We spent many hours this summer planning for recruitment. We first created some promotional materials, a new brochure, web site and presence on social media.

We have also planned promotional activities at our feeder schools. Our students will be giving a presentation in the spring to the 8th graders at the middle school. We have also worked closely to educate students on our campus about the opportunities in the agriculture department. We additionally invite 4-Hers and local youth interested in agricultural to our Ag day held on campus each year in the fall.

During the year we send out monthly print and E-mail news letters talking about upcoming events and activities. We also send articles into the local paper to help spread the word to community members. The FFA officer team also works very hard to promote the monthly meetings and activities, such as back to school BBQ, FFA week, field trips, and awards banquet.

We additionally, attend board meetings and district activities to help to promote the FFA and Ag department. At the meeting students present on what is going on in the program. We also have students present CDE events at our meetings, for example our Parli-pro team presents at the meeting to educate board members on Parli-Pro.
Quality Criteria 9

At Bear River High School, students completing our program in vocational agriculture have developed and attained the required skills, knowledge, and attitudes for successful employment in occupations associated with our program or for enrollment in advanced training in agriculture.

To prove each student's proficiency in a specific subject area we have started to add in program completer proficiencies, first and most completely in agriculture mechanics. After 4 years of a course pathway, students take a test in their area of student to prove their competency.

Specifically, in my Ag mechanics classes students perform proficiencies in; wood, electrical, sheet metal, cold metal, hot metal, small engines, plumbing, SMAW, GMAW, gas welding/cutting, and rope work. Students complete all these tasks over their 3 or 4 years in the program. Then perform all the tasks their senior year to a mastery level, see rubric.

Additionally, each year we update the program plan and present it to the board of education. All information in the plan is revisited and adjusted to keep information current. Our advisory committee also reviews the plan and the overall program in the fall of every year. This helps to keep the program on the right track and relevant to current job conditions. To ensure the plan has all aspects of a properly completed plan we use the table of contents outlined by the office of education.

Moreover, we are on a three-year rotation with the state education department for program review. We just had our on site review in fall of 2008 and
passed with flying colors. We are preparing for our next review in fall 2011 and feel confident we will be ready.

We also clearly budget and appropriate funds based on their purpose, upon completion, budget is presented to the principal and the school board. Each year we also include long-range plans in the budget process. We try to make wise purchases that cannot only help for the short run but last for 4-5 years. We also attend professional development activities that help to educate us on changes in funding sources and uses of those funds.

Record keeping is also a very important component of program accountability. Accounting records, showing budgets and clear use of specific funds are kept for at least five years. Also an inventory list complete with cost and origination of funds is kept up-to-date each year.

The last portion is to keep tabs on students that have graduated from the program. Each year we spend time compiling data on our program graduates. We collect data on their occupations, career goals and education. We also conduct surveys to ask students about the effectiveness of our program and curriculum.
A student-teacher ratio, which provides for safe, effective teaching, shall be maintained and is a high priority at Bear River. High quality vocational instruction in agriculture is dependent upon maintaining a student-teacher ratio that insures effective instruction and safe working conditions. Much of the curriculum taught at Bear River High School is action oriented, hands on, learning activity. We strongly believe that under these conditions a lower student-teacher ratio is required. Less than in classes which do not utilize these teaching/learning procedures.

Therefore, we work closely with our counselor to have a maximum enrollment per teacher in classroom programs to 25 per class. Then to also maintain a maximum enrollment per teacher in shop and laboratory classes to 20 per class. However, it has been difficult to keep a maximum number of individual students per full-time equivalent teacher for instruction, supervision of student supervised occupational experience programs, and students actively engaged in FFA to 60.

At Bear River have some difficulty with class size last year. We are on a 6 period day and it is very difficult for students to enroll in agriculture classes. Therefore, many of our sections became very full, trying to accommodate all students that want to be in an agriculture class is very difficult. Last year we did not receive our class size money from the incentive grant because of this problem.

This will be an ongoing problem and we are always working closely with
administration and counseling staff to try and lower class size.
The Nevada Joint Unified high school district provides more than adequate teacher time to conduct the year-round activities of the agriculture programs. Effective instruction in vocational education in agriculture extends far beyond the regular school day, school year, and school environment. The basic component of instruction occurs as group instruction in the classroom, shop, or field during regularly scheduled classes August to June.

There are two additional major components of instruction; activities conducted as part of the Program of Work of the Future Farmers of America chapter and FFA officer retreat, and individually conducted activities of students’ supervised occupational experience programs. These three components are integral to the total instructional program. They take place, for the most part, after the scheduled school hours, on Saturdays, vacation periods, and during the summer.

We are lucky here at Bear River High school to not only have full year employment but an SAE period. We get a full 20% extended contract, 10% for duties after school and weekends during the school year and 10% for the time spent during the summer. Wow! Great.

Additionally, we each have a SAE period to take care of student projects. This year and next year our SAE period is common to both Ag teachers, this allows us to both work on students projects, record books and award applications. We also receive a $3,500 coaching stipend for coaching CDE teams.

Our summer is spent mostly in preparation for the Nevada county fair held in August. We have approximately 100 students exhibiting at the Nevada County fair.
Without a school farm much of our summer time is spent on project visits all around the county. Each animal is weighed at least 3 times a summer to make sure the animal is on track for the fair.

Additionally, our FFA officers need to meet and start planning for the next year. We take the students on a 4 day retreat each summer. During the this retreat we spend time during leadership activities, team building and planning for the upcoming year.
Binder 3
Masters Project
Esparto High School
Agriculture Program
Plan
### Esparto High School, Agriculture Comprehensive Program Plan

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Agriculture Department
Esparto High School
Comprehensive Plan for 2010-2011

The California legislature has called agriculture "the most basic and singularly important" industry in the state. Vocational education in agriculture is needed in order that the trained labor force essential to maintain, expand, and improve the producing, processing and marketing of food and fiber necessary to the economy to the state and nation, will be continually available. Esparto High School's agriculture program has been recognized by the California Department of Education as an outstanding program as evidenced by Program of Excellence Award for meeting state standards for secondary agriculture programs. In 1997 the program was recognized Outstanding Program by the Yolo County Superintendent of Schools. We have consistently met these standards for the past seventeen years and received full funding from the state incentive grant each year. Clearly, the program is doing those things that the state feels are necessary for secondary programs to provide that trained labor force. This plan addresses how Esparto High School Agriculture Department will continue to address agriculture education in these times of changing technologies method and budget constraints. The plan contains components required by the California Department of Education as well as an explanation and description of agriculture department goals and activities.

A comprehensive plan serves four purposes: It provides a means for organized aims and purposes before resources are committed, it allows for interested parties to share ideas and establish a support base for a program, it acts as a record of agreed upon purposes, objectives and procedures thereby lending continuity and stability to the program even though personnel changes. And finally, it provides a guideline for evaluating program outcomes, The Esparto Unified School District Agriculture Program
A.

*Job Market* Description
Job Market Description

Sacramento Valley and Yolo County Job Market:

Esparto is located in Western Yolo County and is the gateway to the Capay Valley. Local jobs are diversified primarily in row crop production and support. Historically tomatoes have dominated the local market. However, in the past 5 years, hay production, small specialty fruits and nuts are emerging as dominate crops. Additionally, in the past 10 years Organic farming has become a large portion of the Yolo counties production, specifically in Capay valley. The popularity of local farmers markets in Esparto, Sacramento, Davis, and the Bay area have created a lucrative market for local Organic framers to sell their products. With a viable market more local producers are deciding to change production practices to Organic. The region has also seen growth in the local viticulture industry, with many new vineyards and wineries coming into production. With Capay Valley’s recreation industry growing the region has seen new agriculture jobs, in Golf Course management and Recreation located around Cache Creek. Livestock production has decreased in the recent years however, cattle and sheep operations are still present in and around Esparto. Local agriculture jobs are primarily manual labor jobs such as: tractor operator, irrigator, weed control, harvesting, or related jobs such as mechanics and office management.

2008 Yolo County agricultural statistics showed that tomatoes are still the top commodity in Yolo County, totaling $105,124,614 which is up 5% from the previous year. Rice, alfalfa hay, wine grapes, and seed crops rounded out the top 5. From annual crops to livestock to orchards, the Capay Valley provides more than 50 different types of agricultural products including fruits and vegetables, wheat, wine, beef, lamb, walnuts, and almonds. Yolo County is is rice in agriculture history and a leader in the California agriculture industry. Esparto high students will have many opportunities to apply the knowledge and skills they have obtained in the Ag department.

General Agriculture Job Market:

With recent economic hardships many industries have seen a decrease in available jobs. However, the Agriculture industry has still seen job growth. This is due to many new opportunities in Agriculture along with a shortage of train agriculture professionals. Many of the available agriculture jobs today are not in production agriculture. But rather in support industries such as; farm services, banking, sales, research, communications, distribution and other service areas. Over 4,000 jobs a year in agriculture requiring a bachelor’s degree or higher, go unfilled in the United States. It is estimated that this year in California, 50,000 agricultural mechanics positions will go unfilled. Agriculture business needs highly motivated, reliable, hard working, educated employees to help run and grow their business. Esparto high school Agriculture Department works with local, state and national agriculture firms to accurately prepare our students for their workforce.
California Agriculture Landscape

- California farmers and ranchers sold an estimated 36.2 billion in agricultural products in 2008.

- California’s 36.2 billion accounts for 12.8% of the United States Farm receipts. However, California only has 4% of the nation’s farmers.

- According to the Employment Development Department’s Agricultural Labor Survey, California averaged 377,200 agricultural jobs in 2006. They constituted 2.4 percent of all jobs in the state’s economy.

- In 2008 Yolo County moved up two places to the 21st largest Agricultural County in the State. Its sales of agricultural products exceeded five hundred million. The leading commodities for the county included Tomatoes, Alfalfa Hay, Rice, Wine Grapes and Seed Crops.

- Agricultural payrolls in Sacramento Valley totaled 23,800 jobs in 2006, comprising 6.3 percent of total agricultural jobs in California. Three-fifths (59.7 percent) of these jobs were in crop production, one-third (33.2 percent) were in support activities for crop and animal production, and the remaining 7.1 percent were in animal production. Roughly half (46.5 percent) of Sacramento Valley’s crop production jobs were in fruits and tree nuts. Deciduous tree fruits and tree nuts comprised 50.0 and 39.4 percent of the region’s fruits and tree nuts jobs, respectively. Greenhouse, nursery, and floriculture products; and other crop farming each made up 16.2 percent of regional crop production jobs. Although just 11.3 percent of Sacramento Valley’s crop production jobs were in oilseed and grain farming, the region accounted for two-thirds of total oilseed and grain farming jobs in California—reflecting the importance of rice production in the region.

Farming becomes more efficient every year. The Loss of on-farm employment however is matched by growth in farm-related jobs. Total agriculture employment actually grew in the last 15 years. Secretary of Agriculture A. G. Kawamura noted that by 2050 there will be 9+ billion people living on this planet and more food and fiber will be needed. However, for students to be successful in the agriculture job market they need to have experience with cutting edge technology, be reliable and knowledgeable. We believe, that Esparto High School Ag department can help students be prepared in all three of these areas.
B. Targeted Occupations
Targeted Occupations and Objectives

Agriculture Education at Esparto High School is comprised of a group of related instructional elements designed to prepare students for occupations requiring agricultural knowledge and skills and to provide a base for advanced education in agriculture. While the local job market is strongly considered in the designing of course content, exposure to and skill development in other agricultural areas is also included. Most students will eventually leave the area for employment and therefore need job preparation with a broader base than just for the local market. Students are encouraged to consider post-secondary education and are prepared with a basis for that event. Training above the basic level is provided in Agriculture Business, Floriculture, Animal Science and Mechanics.
# Job Target Areas:

<table>
<thead>
<tr>
<th>Entry</th>
<th>Technical</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ornamental Horticulture</td>
<td>Interior Plantscaper</td>
<td>Marketing Representative</td>
</tr>
<tr>
<td>Gardener</td>
<td>Landscape contractor</td>
<td>Landscape Architect</td>
</tr>
<tr>
<td>Landscape Maintenance</td>
<td>Irrigation technician</td>
<td>Plant Geneticist</td>
</tr>
<tr>
<td>Greenhouse Worker</td>
<td>Inspector</td>
<td>Plant Pathologist</td>
</tr>
<tr>
<td>Nursery Sales Person</td>
<td>Floral Designer</td>
<td>Entomologist</td>
</tr>
<tr>
<td>Florist Sales Clerk</td>
<td>Florist</td>
<td>Plant Physiologists</td>
</tr>
<tr>
<td>Grounds Person</td>
<td>Pest Management Technician</td>
<td>Plant Scientist</td>
</tr>
<tr>
<td>Irrigator</td>
<td>Nursery Worker</td>
<td></td>
</tr>
<tr>
<td>Ag. Business Management</td>
<td>Farm Realtor</td>
<td>Farm Appraiser</td>
</tr>
<tr>
<td>Office Clerk</td>
<td>Accounting tech.</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Advertising Specialist</td>
<td>Bank Loan Officer</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>Office Manager</td>
<td>Market Researcher</td>
</tr>
<tr>
<td>Retail Sales Clerk</td>
<td>Administrative Assistant</td>
<td>Agri-Business Manager</td>
</tr>
<tr>
<td>Data Entry Technician</td>
<td>Customer Service</td>
<td>Commodity Broker</td>
</tr>
<tr>
<td>Collections Clerk.</td>
<td>Representative</td>
<td>Farmer</td>
</tr>
<tr>
<td>Ag. Mechanics</td>
<td>Farm Equipment Sales</td>
<td>Agricultural Engineer</td>
</tr>
<tr>
<td>Farm Equipment Operator</td>
<td>Equipment Fabricator</td>
<td>Irrigation Engineer</td>
</tr>
<tr>
<td>Mechanics Assistant</td>
<td>Professional Mechanic</td>
<td>Equipment Appraiser</td>
</tr>
<tr>
<td>Parts Person</td>
<td>Irrigation Salesperson</td>
<td>Equipment Buyer</td>
</tr>
<tr>
<td>Machinery Operator</td>
<td>Buyer</td>
<td>Farm Safety Specialist</td>
</tr>
<tr>
<td>Service Technician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm Truck Driver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Science</td>
<td>Veterinary Technician</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Milker</td>
<td>Feed store manager/owner</td>
<td>USDA Inspector</td>
</tr>
<tr>
<td>Veterinary Clerk</td>
<td>Pet store manager/owner</td>
<td>County Extension Agent</td>
</tr>
<tr>
<td>Egg Candler</td>
<td>Animal control officer</td>
<td>Fish and Game Warden</td>
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<tr>
<td>Feed store worker</td>
<td>AI Technician</td>
<td></td>
</tr>
<tr>
<td>Pet store worker</td>
<td>Farm Manager</td>
<td></td>
</tr>
<tr>
<td>Feedlot Employee</td>
<td>Breeder</td>
<td></td>
</tr>
<tr>
<td>Ranch hand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Image of cows](image1.png)

![Image of fish](image2.png)
C.
Total Program
Goals and Objectives
Total Program Goals and Objectives

Goals:

1. To assist individual in making an informed choice of an agriculture occupation.

2. To prepare individuals for employment in agricultural occupations.

3. To prepare individuals for advanced training in agriculture.

4. To insure an adequate supply of trained and skilled individuals for employment in the agricultural industry.

5. To assist students in their development of personal attitudes, character traits and leadership abilities. This will contribute to their success in agricultural employment and/or entrepreneurship.

Objectives:

1. 100% of the students shall develop an individual career plan, under the guidance of the vocational agricultural instructor, and the students enroll in the vocational agricultural program. This plan will include a sequence of high school vocational experience. This plan shall be part of the student's agricultural file, and should be reviewed and revised annually.

2. 100% of the students shall engage in a occupationally related SAE, as described in the individual career plan, by the end of their first year, an SAE project must be conducted during each of the years a student is enrolled in the agricultural education program.

3. 100% of the students will be members of the local FFA chapter, and will be encouraged by the instructor, to be active members as defined by the National FFA constitution and by-laws.

4. A graduate follow up study shall be preformed annually, and shall include the status of employment or school enrollment of graduate: graduate opinion of the value and relevance of this instructional program. This study will be systematically used to review and define the functions of the instructional program in agriculture.

5. There shall be a 70% placement rate of the student completing the vocational agriculture program in an agriculture related occupation of post-secondary agriculture related program.

6. Each agriculture instructor shall possess a credential in vocational agriculture from an accredited state college or university, or shall have passed the state NTE for agriculture and shall possess 3,000 hours of agriculture related experience.

7. A student teacher ration shall be maintained at a maximum enroll of 25 students per class per teacher with classroom programs, and 20 students per class per teacher in shop and lab classes to provide safe and efficient teaching.
8. The school district shall provide adequate teacher time to conduct the year round activities of the agriculture program. A minimum of one full time equivalent teacher shall be employed during the summer months for each 60 students engaged in FFA and SAE Projects during that time. In addition to any preparation period otherwise provided to teachers at the program site, a project period shall be provided in the agriculture education program to assist students enrolled in the program for each full time educator in the agriculture program.

9. The school district shall provide for transportation and other expenses that teachers incur in the conduct of the program, this shall include FFA, and classroom activities and SAE visits.

10. All agriculture teachers will regularly attend sectional, regional and state in service activities for agriculture education teachers.

11. The school district shall provide adequate facilities, equipment, and supplies for effective operation of the agriculture education program including:

   a. A minimum of 35sq. ft. of classroom space per student.
   b. A minimum of 200sq. ft. of laboratory space per each Ornamental Horticulture student.
   c. Office space of no less than 120sq. ft. per instructor and no less than 60 for each additional instructor.
   d. Storage space at the rate of 10 sq. ft per student in shop, 5 sq. ft. per student in classroom, and 10 sq. ft. per student in the greenhouse.
   e. Student locker, restrooms and clean up facilities.
   f. Modern tools and equipment comparable to those in industry.
   g. Textbooks, reference materials and audiovisual aides requiring for conduction and effective instructional program.
D. Program Description of included Courses, SOE and Leadership
The Agriculture Program

As educators in agriculture we must build a program that will involve as many different types of students as possible, but to do this we must constantly stay on the cutting edge. We feel confident that this Comprehensive Plan reflects our desire to involve and prepare our students for the 21st century.

In 1989 the national FFA Foundation along with the USDA published a report that stated that Agriculture Education should provide opportunities in research and higher education. The report goes on to say, "Expertise in Agriculture and complementary science is of paramount importance and dissemination on career opportunities are urgently needed."

California's Agriculture industry has responded by establishing 15 quality standards that agriculture education departments must implement in order to receive special funding. In 2006, the Career and Technical Education standards were released and approved and adopted the CDE. These standards detailed 11 standards that need to be included in every agriculture class. This included opportunity for SAE and leadership activities. The Program has also responded by offering changes in curriculum that will challenge and attract students. Our curriculum emphasizes scientific concepts and laboratory exercises in agricultural science courses, and assigns up-to-date equipment and technology in mechanics classes. Our goal is to train students for post secondary education and entry level employment in the Agriculture Industry. 2+2 articulation is set up with Yuba (Woodland) College for Agriculture Mechanics and Floriculture. Our goal is to increase the courses with articulation and reach articulation with other campuses such as Cosumnes, Solano, Modesto and Feather River Community Colleges.

The Esparto Agriculture Education Program is an articulated and comprehensive instructional program. Two instructors teach students at Esparto High School. (9-12). We have a beginning level with a foundation in agriculture that is a broad in scope and that sets the stage for advanced levels. We have incorporated the "basic Core Curriculum" from the Model Curriculum Guide. The learning outcomes of in the "Basic Core" represent our objectives for Agriculture Science I and Agriculture Biology. In addition to the "Basic Core" we also offer advanced courses in Floriculture, Animal Science, and Agriculture Mechanics. Not only do these courses teach specific subject skills, leadership development, career opportunities, and supervised agriculture experience. Career plans are established during the ninth and tenth grades, and focus on specific career skills during the eleventh and twelfth grades. Students completing a sequence of courses in our program are well prepared for entry-level job positions and post-secondary education in agriculture.
The Agriculture Program has three integral components: classroom instruction, (comprised of lecture, classroom activity, laboratory and field work); individual and group participation in the Future Farmers of America (FFA); and individual participation in Supervised Agricultural Experience (SAE).

The FFA is integral to the instructional activities of the program. Recognize that one of the prime objectives of the agriculture program is preparing students for the job market.

Successful employment requires competencies in addition to technical skills and knowledge. Many employers place the highest priority on the competencies and attitudes which relate to the ability to interact with people, make decisions, follow through on responsibilities, follow directions, direct the activities of others, take initiative and to communicate effectively with their colleagues and supervisors.

Participation in FFA is intended to be an organized laboratory experience in activities through which the agricultural student develops competencies in these areas. For example, simply by functioning as a member of an FFA chapter committee, a student experiences working together with others to achieve an agreed upon joint objective. By achieving an advanced degree in the organization the student begins to understand the relationship between directed, sustained personal effort and recognized success. By serving as an officer or committee chair a student soon learns the importance of clear instructions when directing the efforts of others. It is therefore appropriate to conduct FFA activities during class time and often they are. However, as a matter of convenience and because FFA cuts across class list boundaries, many FFA activities are conducted outside of class time such as during lunch, after school, evenings, weekends, holidays and summer.

SAE consists of planned practical experiences in agriculture. Activities conducted as part of a student’s SAE are commonly called projects or enterprises and there often are several varying kinds of project making up the SAE of any individual student. Some examples of projects are: paid or unpaid work experience in an agriculturally related job; ownership agricultural enterprises such as feeding livestock for market, building an equipment trailer, growing crops, operating a landscape maintenance business, growing house plants, aquaculture, etc. The scope of projects ranges from a single animal to full ownership an operation of a commercial scale agricultural enterprise.

An important feature of the agriculture program is the field trips on which students go. The purposes of these trips are to: allow practical application to the classroom experience, enhance knowledge, give students the opportunity to compete, and give students the opportunity to develop specific skills and knowledge. No student competes in all activities, but all students participate in some activity. Specific activities are noted later in this plan.
The objectives of the agriculture program are:

1. To supply students with the knowledge and skills required for entry into and successful progress in those agriculture occupations that do not require education beyond the secondary school level.

2. To prepare students for post-secondary level education in agriculture education.

3. To enable students to acquire an understanding of economic and social impact of the agricultural industry upon society and its relationship to agriculture in general.

4. To provide the agricultural production industry and related industries with appropriate numbers of persons adequately prepared for successful employment in those occupations that now exist and that are developing in the industry.

5. To develop a basis for agricultural leadership.
E. Program and/or Course Subject Matter Content Outline
Course Description and Content

Overview

The Agriculture Education Program is offered for students who have a sincere interest in agricultural careers. Classroom instruction focuses on scientific and economic principles relative to the agricultural industry. Students apply these principles through involvement in occupational experience programs (projects) and participation in leadership development activities.

Classroom instruction is the cornerstone of our agricultural education program. While content focuses on scientific and economic principles, directed laboratories emphasize hands-on learning. Students leave our program ready for entry-level employment and/or post-secondary education in agriculture and related fields.

Students taking agricultural courses will be expected to have a Supervised Agricultural Experience (SAE or project) by the end of their first year in agriculture. Continuing students will be required to have an ongoing project. Projects include plants, animals, mechanics, work experience, and a variety of other activities that develop responsibility. SAE involvement constitutes 5% of the students' grade. Verification will be through the students' project record book (appendix I).

Leadership development is provided through membership in the FFA. Leadership involvement includes regular meetings, public speaking, judging teams, and other activities that develop cooperation. FFA participation constitutes no more than 10% of a student's semester grade (appendix).

Graduation Requirement Satisfied

Many courses in the Agricultural program satisfy High School Graduation Requirements. Listed below are those classes that satisfy graduation requirements in Science and Art. All credits listed are for successful completion of a full year's instruction in a class.

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>GRADE LEVEL</th>
<th>YR</th>
<th>SCIENCE</th>
<th>ART</th>
<th>UC Elective</th>
<th>2+2</th>
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<tbody>
<tr>
<td>Ag. Biology</td>
<td>9-10</td>
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<td>X</td>
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<td>Ag. Mechanics I</td>
<td>9</td>
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<td>Ag. Mechanics II</td>
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<tr>
<td>Ag. Mechanics III</td>
<td>11</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Ag. Mechanics IV</td>
<td>12</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floriculture</td>
<td>11-12</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Ornamental Horticulture</td>
<td>10-12</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Animal Science</td>
<td>11-12</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Sequence at Esparto High School in the Agriculture Department

**Advanced Plant Science Pathway**

- **Year 1**
  - Agricultural Biology

- **Year 2**
  - Ornamental Horticulture
  - The Art & History of Floral Design

- **Year 3**
  - The Art & History of Floral Design
    - Ornamental Horticulture

- **Year 4**
  - Advanced Floriculture

**Plant Science Pathway**

- **Year 1**
  - Integrated Agricultural Science

- **Year 2**
  - Agricultural Biology
    - The Art & History of Floral Design

- **Year 3**
  - Ornamental Horticulture

- **Year 4**
  - The Art & History of Floral Design
All students starting as freshman must take Introduction to Agriculture and Agriculture Biology as sophomores. Students starting as sophomores must take Agriculture Biology if they have taken a previous science class in their first year and they are intending to use the course as a graduation requirement. Otherwise they must take Ag. Science I.

The two program areas listed above and the course listed after them in each year is the sequence students should follow. Students should choose one of the program areas after their second year and follow the sequence listed. Courses must be followed for program completers. Secondary courses are listed for some of the years if schedules permit. The secondary course should not be interrupted as part of the sequence. Students must complete three of the courses to gain a certification in their chosen program area.

Changes in the above sequences must be approved by the Agricultural Program Manager.
Possible Future Courses at Esparto High School

Ag Environmental Science, Ag. Business, and Animal Science

Potential Pathways:

Ag. Environmental Science Pathway

- Agricultural Biology
- Ornamental Horticulture
- The Art & History of Floral Design
- Agricultural Environmental Science

Ag Business Pathway

- Agricultural Biology
- Ag. Elective
- Agricultural Biology
- Ag. Business
- Ag. Communications & Leadership

Animal Science Pathway

- Ag. Integrated Science
- Agricultural Biology
- Animal Physiology
- Ag Communications & Leadership
Esparto High School  
*Agriculture Department*  
Course Expectations 2010-2011  

**Instructor:** Mrs. Charter  

I. **Course Description:** *Ornamental Horticulture*  
   Pre-requisite: Biology with C or higher.  
   Grade Level: Junior and Senior  
   Credit: Elective credit  
   The Ornamental Horticulture course is designed to teach students basic skills used in the horticulture industry. Course content and "hands-on" learning aspects will consist of the horticulture industry, plant science, plant propagation, integrated pest management, landscape design and marketing. This course will also provide students with the opportunity to create their own plant (SAE) projects including sales and marketing of their projects through FFA plant sales.


   **Textbooks:** Piloting of textbooks during the 2010-2011 school year.  

   **Future Farmers of America (FFA)** will also be an integral part of this course.  
   Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

II. **Grading:**  
   Your grade will be based on the following:  
   85% Classroom work. This includes homework, quizzes, tests, and in-class assignments.  
   10% FFA Participation.  
   5% Supervised Agricultural Education

III. **FFA - 10% of Grade**  
   1. Your enrollment in this class automatically makes you an FFA member.  
   2. The FFA is an integral part of this class, therefore you are required to participate in a minimum of 2 activities per quarter.
IV. SAE (Supervised Agricultural Experience)-5% of grade.
1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students.

V. Required Supplies
1. Notebook.
2. Work clothes. Could include clothes to wear that you don’t mind getting dirty, coveralls or an apron. An old pair of tennis shoes is also highly recommended.

Contact Information:
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

Student Name: ______________________
I have read and understand all the policies and procedures contained herein.

__________________________  ________________
Student Signature             Date

__________________________  ________________
Parent/Guardian Signature     Date
I. Course Description: Agricultural Biology

CSU/UC (d) GRAD CREDIT: Life Science 9th -- 10th grade

Agriculture Biology is a one-year, laboratory science course designed for the college-bound student with career interest in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, and humans and the environment, nutrition in animals, health and disease in animals, and the similarities between animals and humans. The course is centered on extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

II. Grading:

Your grade will be based on the following:

85% Classroom work. This includes homework, quizzes, tests, class notebooks, and in-class assignments.

10% FFA Participation

5% SAE (Supervised Agricultural Experience)

Letter grades will be assigned using the following guidelines:

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

III. Tests

1. Tests will be given at the completion of each unit of study.
2. Quizzes will be given periodically as needed.
3. There will be a Final Exam at the end of each semester.
4. Make up tests are the responsibility of the student! If you have an excused absence on the day of a test, it is your responsibility to make an appointment to take it within 1 week of returning to school.
IV. **Homework and Class Assignments**
1. Assignments should be neat and complete.
2. For each day you are absent, you have that many days to make it up.
3. Getting makeup work is the responsibility of the student.

V. **FFA – 10% of grade**
1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in various activities throughout the semester.

VI. **SAE (Supervised Agricultural Experience)- 5% of grade**
1. All students are required to have a project that relates to agriculture.
2. Projects require prior approval of the instructor.
3. An FFA record book will be required for all students.

VII. **Office Hours**
1. Monday-Thursday before and after school.
2. Lunch time.
3. I will make every effort to help students outside of class please contact me if I can arrange another time.

Contact Information:
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

I have read and understand all the policies and procedures contained herein.

**Student Name:**

---

**Student Signature**  
**Date**

---

**Parent/Guardian Signature**  
**Date**
Esparto High School  
*Agriculture Department*  
Course Expectations 2010-2011

**Instructor:** Mrs. Charter

**I. Course Description: Floriculture**  
**GRAD CREDIT:** Elective, UC Art Credit. Course is currently going through accreditation. This course will train students in occupation skills for entry-level employment in floral shops, nurseries, and department stores, selling floral products, houseplants, balloon arrangements, and retail items. Students develop artistic skills using elements of design as they relate to flora, balloons, and plant design. They will receive training in floral arranging, balloon design, customer service, production, care, and maintenance of houseplants.

Future Farmers of America (FFA) will also be an integral part of this course. Students will be introduced to the FFA Program, California Agriculture and much more. Students are highly encouraged to attend the monthly FFA meetings.

**II. Grading:**
Your grade will be based on the following:
- **85%** Classroom work. This includes homework, quizzes, tests, and in-class assignments.
- **10%** FFA Participation.
- **5%** Supervised Agricultural Education

**III. Required Supplies**
1. One inch 3-ring binder or section of a binder.
2. Hand Pruners
3. Optional equipment would include scissors, wire cutters, and needle-nose pliers.

**Make sure to mark your name on tools.**

**IV. FFA- 10% of Grade**
1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to participate in a minimum of 2 activities per quarter.
V. SAE (Supervised Agricultural Experience)-5% of grade.
   1. All students are required to have a project that relates to agriculture.
   2. Projects require prior approval of the instructor.
   3. An FFA record book will be required for all students.

Contact Information:
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

______________________________
Student Name:

I have read and understand all the policies and procedures contained herein.

__________________________   _______________________
Student Signature             Date

__________________________   _______________________
Parent/Guardian Signature     Date
<table>
<thead>
<tr>
<th>SAE Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
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<table>
<thead>
<tr>
<th></th>
<th><strong>Write-up Description</strong></th>
<th><strong>Log</strong></th>
<th><strong>Pictures</strong></th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 points A full page that described what the student accomplished. One paragraph discussed how their SAE relates to a career in agriculture.</td>
<td>15 points Student had a log that had 10+ hours. Log also included parent signature.</td>
<td>15 points Student had 3 pictures with them working on their SAE in the picture.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 points The write-up was a full page describing what the student accomplished. Write-up is missing the career paragraph.</td>
<td>10 points Student had a log however it lacked either the correct amount of hours or signature.</td>
<td>10 points Student had less than 3 pictures or they were not in the picture.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 points *The write-up was slightly shorter than a page and missing the career portion. *Write-up was correct length but not typed.</td>
<td>0 points No log</td>
<td>0 points Student had no pictures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 points No write-up.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
I. Course Description:
This course is designed to give the first year student a strong foundation in the use of basic Ag mechanics shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hands-on learning will be stressed. This basic course includes rope work, wood and metalworking, welding and cutting processes, electrical, and plumbing. Students will build individual projects as time permits.

II. Expectations for Student Learning:
Each student who completes this course will be able to:

- Demonstrate proper safety procedures throughout the shop
- Calculate a bill of materials and perform basic drawings
- Perform various rope work, knots, splices
- Demonstrate an understanding of welding equipment in our shop
- Perform oxy-acetylene welding and cutting operations
- Perform various hot and cold metal projects using shop tools
- Perform Stick Arc welding using various rods and fit-ups
- Demonstrate an understanding of wood working tools
- Construct small projects using all previously learned techniques
- Perform basic plumbing skills
- Perform basic Electrical skills
- Demonstrate an understanding of concrete and its uses
- Record and maintain proper records
- Demonstrate an understanding of careers in Ag Mechanics
- Demonstrate character, work ethic, and leadership of a EHS Student

<table>
<thead>
<tr>
<th>Expectation</th>
<th>CTE State Standard#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate proper safety procedures</td>
<td>B1.0</td>
</tr>
<tr>
<td>Calculate a bill of materials and perform basic drawings</td>
<td>B9.4, B9.7</td>
</tr>
<tr>
<td>Perform various rope work, knots, splices</td>
<td>N/A</td>
</tr>
<tr>
<td>Demonstrate an understanding of welding equipment in our shop</td>
<td>B8.1</td>
</tr>
<tr>
<td>Perform oxy-acetylene welding and cutting operations</td>
<td>B7.0</td>
</tr>
<tr>
<td>Perform various hot and cold metal projects using shop tools</td>
<td>B7.0, B5.0</td>
</tr>
<tr>
<td>Perform Stick Arc welding using various rods and fit-ups</td>
<td>B8.0</td>
</tr>
<tr>
<td>Demonstrate an understanding of wood working tools</td>
<td>B2.0</td>
</tr>
<tr>
<td>Construct small projects using all previously learned techniques</td>
<td>B1.0-B9.0</td>
</tr>
<tr>
<td>Perform basic plumbing skills</td>
<td>B4.0</td>
</tr>
<tr>
<td>Perform basic Electrical skills</td>
<td>B3.0</td>
</tr>
<tr>
<td>Demonstrate an understanding of concrete and its uses</td>
<td>B6.0</td>
</tr>
<tr>
<td>Record and maintain proper records</td>
<td>B9.7, 13.0 FS</td>
</tr>
<tr>
<td>Demonstrate an understanding of careers in Ag Mechanics</td>
<td>3.0 FS</td>
</tr>
<tr>
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<td>8.0, 9.0 FS</td>
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</table>

III. Grading: Your Grade will be based on the following areas:

- PARTICIPATION, WORK ETHIC: 40% 90% and up A
- QUALITY OF WORK PERFORMED: 10% 80% to 89% B
- SAFETY: 10% 70% to 79% C
- CLEAN-UP RESPONSIBILITIES: 15% 60% to 69% D
- FFA: 10% 59% to below F
- SAE: 5%
- TESTS, QUIZZES, AND HOMEWORK: 10%

**FFA Participation:** FFA is an integral portion of an Esparto Ag department class. Therefore, to receive full FFA credit (10%) students must participate in at least **2 per quarter or (4)** FFA activities per semester.

**SAE Participation:** Students must maintain a current record book and complete a Supervised Agriculture Active Project (SAE).
IV. Required Materials:
1. Three ring binder (1-1 ½", Blue)
2. Lined Paper
3. Pen and Pencils
4. Calculator (Cheap)
5. Combination Pad Locks (NO KEYS)
6. Coveralls, Shop Coat or Jeans with Long Sleeve Shirt (cotton)
7. Safety Glasses
8. Leather Shoes, or Boots
9. Slip-Joint Pliers

V. Strongly Suggested Materials:
1. Oxy-Fuel Cutting / Welding Glasses (Shade #5)
2. Welding Helmet (Shade #10)
3. Leather Welding gloves
4. Tape Measure 25ft

Recommended Welding/Supply Stores in Yolo County
Air Gas
PDM Steel
Herbst Manufacturing
Home Depot
Tractor Supply
Trico Welding

VI. Class and Shop Expectations Made by the Students:

Teacher
- Teach us to use tools properly
- Don’t waste the students time.

Students
- Will not “play with” the vise
- Don’t misuse tools
- Respect others
- Wear safety glasses
- Don’t waste the teachers time

Absences:

1. If a test, assignment, etc. was missed during the absence, it is the students responsibility to find out from the instructor what was missed upon returning to class.

2. Any missed tests / assignments must be made up within two (2) days after returning to school. Failure to do so will result in a score of zero (0) for that test / assignment.
3. Class time will not be given to complete missed work.

Tardies:

1. Students are required to be in their seats, ready to work, when the tardy bell rings.

2. If a student is tardy due to a valid reason (detained by another teacher, etc.) It is the students responsibility to bring a note to excuse the tardy. These excused tardies will not be counted against the student.

Responsibilities:

1. Every student is required to bring the necessary materials (binder, pen or pencil) to class everyday.

2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student’s notebook, organized and in chronological order. This notebook will be turned in at the end of each quarter to be graded.

VII. Mr. Reid’s Shop Expectations:

1. No student may work in the shop or use shop equipment without first passing appropriate safety test(s).

2. No student may work in the shop or use shop equipment without an instructor present.

3. No student may leave the shop area at any time until excused by the instructor.

4. All students will perform their assigned clean-up duties at the end of every period.

5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.

6. Students projects and supplies are private property. Please respect the rights of others and leave anything that is not yours, alone.

7. Proper clothing and protective gear will be worn in the shop at all times.

8. Report all injuries, broken or lost equipment, and materials needed to the instructor immediately.
9. The following are NOT permitted in the shop at any time:
   a. Horse-Play
   b. Fighting
   c. Throwing any object
   d. Improper use of equipment
   e. Abuse of equipment
   f. Foul Language
   g. Smoking or chewing
   h. Loud or annoying noises

10. This class will be treated as a job. You would not be late or miss work very often before you are fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:
   a. Safety
   b. Participation / Work Ethic
   c. Quality of Work Performed
   d. Completion of Assignments
   e. Clean-up Responsibilities
   f. FFA/SAE
   g. Tests, Quizzes, and Homework

The Agriculture Department wishes all students the best of luck with their courses. I have read and understand the above grading policy, I agree to it and will try my best in my Agriculture Mechanics class!

Student________________________________________ Date__________

Parent________________________________________ Date__________
I. First Semester:
- Week 1 8/23Introduction, Course Syllabus, Class and shop orientation
- Week 2 8/30Shop Safety, Intro to FFA, FFA Creed
- Week 3 9/6Shop Safety, Tool ID.
- Week 4 9/13FFA Recordbook. O/C CDE, CA Ag. Woodworking safety.
- Week 5 9/12Intro to wood materials/tools. Woodworking safety.
- Week 6 9/27Intro to tap/die project. Intro to measurement, Cold metal safety.
- Week 7 10/4Rotate groups between Wood and Cold Metal projects.
- Week 8 10/11Rotate groups between Wood and Cold Metal projects
- Week 9 10/18Intro to Record Keeping / FFA Recordbook. O/C CDE, CA Ag.
- Week 10 10/25Measurement
- Week 11 11/1Intro to oxy-acetylene safety and equipment.
- Week 12 11/8Introduction to arc welding safety, Arc theory and Demonstrations.
- Week 13 11/15Oxy-acetylene welding and cutting and Arc welding guided practice.
- Week 14 11/29Oxy-acetylene welding and cutting and Arc welding guided practice.
- Week 15 12/6Loose ends week, tap/die, wood, welding, notes, etc.
- Week 16 12/13Review, Written Semester Final, Practical Semester Final

II. Second Semester:
- Week 1 1/3FFA Recordbook. More Measurement.
- Week 2 1/10Rope work: knots and splices to enter into the fair.
- Week 3 1/17Bill of materials lesson, Plan Drawing.
- Week 4 1/24Intro to basic plumbing skills, pipe threading.
- Week 5 1/31Basic Plumbing skills
- Week 6 2/7Intro to (GMAW) Mig welding, refresh arc safety, practice.
- Week 7 2/22Mig Weld and Arc Welding practice
- Week 8 2/28Intro to Plasma cutting process. Plasma cut and Plasma Cam
- Week 9 3/7Parliamentary Procedure, FFA Record Books
- Week 10 3/14Intro to Concrete unit. Safety. Basic skills
- Week 11 3/21Small Concrete Projects.
- Week 12 3/28Intro to electrical unit. Safety. Basic skills.
- Week 13 4/4Electrical circuit work.
- Week 14 4/11Spring Break
- Week 15 4/12Rotate groups between Wood and Arc Welding projects
- Week 16 4/25Rotate groups between Wood and Arc Welding projects
- Week 17 4/26Rotate groups between Wood and Arc Welding projects
- Week 18 5/2Rotate groups between Wood and Arc Welding projects
- Week 19 5/9Loose ends week. Projects, notes, drawings, etc.
- Week 20 5/16Loose ends week. Projects, notes, drawings, etc
- Week 21 5/23Shop Clean-up, check out of lockers
- Week 22 5/30Finals
Esparto High School  
Agriculture Mechanics 2

I. Course Description:
This course is designed to give students a Basic understanding of fabrication and construction principles and basic engineering. In addition, advanced techniques in Mig (GMAW), Tig (GTAW), Stick (SMAW) and oxy-acetylene welding, cutting will be stressed. Additionally, electrical principles and skills will be continued from their Ag Mech 1 experience. Student will fabricate a medium sized project to practice their skills and further their problem solving abilities.

II. Expectations for Student Learning:
Each student who completes this course will be able to: CTE State Standard#
♦ Demonstrate proper safety procedures throughout the shop B1.0
♦ Calculate a bill of materials and perform basic drawings B9.4, B9.7
♦ Operate and maintain fabrication tools and equipment appropriately B9.3
♦ Perform oxy-acetylene welding and cutting operations B7.0
♦ Properly adjust all welders for different welding applications B8.1
♦ Demonstrate proper Mig (GMAW) welding in all positions and fit-ups B8.2, B8.3
♦ Demonstrate proper Tig (GTAW) welding in flat the position. B8.2, B8.3
♦ Perform Electrical wiring skills B3.0
♦ Plan and construct a project using learned techniques B9.7
♦ Record and maintain proper records B9.7,
♦ Demonstrate an understanding of careers in Ag Mechanics 3.0 FS
♦ Demonstrate character, work ethic, and leadership of a EHS Student 8.0, 9.0 FS

III. Grading: Your Grade will be based on the following areas;

PARTICIPATION, WORK ETHIC 40% 90% and up A
QUALITY OF WORK PREFORMED 10% 80% to 89% B
SAFETY 10% 70% to 79% C
CLEAN-UP RESPONSIBILITIES 15% 60% to 69% D
FFA 10% 59% to below F
SAE 5%
TESTS, QUIZZES, AND HOMEWORK 10%

**FFA Participation:** FFA is an integral portion of an Esparto Ag department class. Therefore, to receive full FFA credit (10%) students must participate in at least SIX (6) FFA activities per semester, maintain a current record book and complete a Supervised Agriculture Active Project (SAE).

**SAE Participation:** Students must maintain a current record book and complete a Supervised Agriculture Active Project (SAE).
IV. Required Materials:
1. Three ring binder (1-1 ½”, Green)
2. Lined Paper
3. Pen and Pencils
4. Calculator (Cheap)
5. Combination Pad Locks (NO KEYS)
6. Coveralls, Shop Coat or Jeans with Long Sleeve Shirt (cotton)
7. Safety Glasses
8. Leather Shoes, or Boots
9. Slip-Joint Pliers

V. Strongly Suggested Materials:
1. Oxy-Fuel Cutting / Welding Glasses (Shade #5)
2. Welding Helmet (Shade #10)
3. Leather Welding gloves
4. Tape Measure 25ft

**Recommended Welding/Supply Stores in Yolo County**
- Air Gas
- PDM Steel
- Herbst Manufacturing
- Home Depot
- Tractor Supply

VI. Class and Shop Expectations:

1. Be in class everyday and **Be on time**! You have to be in class to participate.
2. Respect yourself and others
3. Always follow every safety rule!! **Safety First!**
4. Cooperate with other people in the class
5. Always give every task your best effort

**Absences:**

1. If a test, assignment, etc. was missed during the absence, it is the students' responsibility to find out from the instructor what was missed upon returning to class.

2. Any missed tests / assignments must be made up within two (2) days after returning to school. Failure to do so will result in a score of zero (0) for that test / assignment.

3. Class time will not be given to complete missed work.
Tardies:

1. Students are required to be in their seats, ready to work, when the tardy bell rings.

2. If a student is tardy due to a valid reason (detained by another teacher, etc.) it is the student's responsibility to bring a note to excuse the tardy. These excused tardies will not be counted against the student.

Responsibilities:

1. Every student is required to bring the necessary materials (binder, pen or pencil) to class every day.

2. Each student is required to keep track of all assignments and important materials presented in class. These materials should be kept in the student's notebook, organized and in chronological order. This notebook will be turned in at the end of each quarter to be graded.

VII. Mr. Reid's Shop Rules:

1. No student may work in the shop or use shop equipment without first passing appropriate safety test(s).

2. No student may work in the shop or use shop equipment without an instructor present.

3. No student may leave the shop area at any time until excused by the instructor.

4. All students will perform their assigned clean-up duties at the end of every period.

5. All equipment, tools, and materials will be returned to their proper location before the class leaves the shop.

6. Students projects and supplies are private property. Please respect the rights of others and leave anything that is not yours, alone.

7. Proper clothing and protective gear will be worn in the shop at all times.

8. Report all injuries, broken or lost equipment, and materials needed to the instructor immediately.
9. The following are NOT permitted in the shop at any time:
   a. Horse-Play
   b. Fighting
   c. Throwing any object
   d. Improper use of equipment
   e. Abuse of equipment
   f. Foul Language
   g. Smoking or chewing
   h. Loud or annoying noises

10. This class will be treated as a job. You would not be late or miss work very often before you are fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:
   a. Safety
   b. Participation / Work Ethic
   c. Quality of Work Performed
   d. Completion of Assignments
   e. Clean-up Responsibilities
   f. FFA/SAE
   g. Tests, Quizzes, and Homework

The Agriculture Department wishes all students the best of luck with their courses.
I have read and understand the above grading policy, I agree to it and will try my best in my Agriculture Mechanics class!

Student __________________________ Date ______________

Parent ______________________________ Date ______________
Esparto High School
Agriculture Mechanics 2 Road Map

I. First Semester:
♦ Week 1  8/23 Introduction, Course Syllabus, Class and shop orientation
♦ Week 2  8/30 Shop Safety, FFA, FFA O/C refresher
♦ Week 3  9/6 Shop Safety, Tool ID.
♦ Week 4  9/13 Plan drawing, Bill of materials lesson.
♦ Week 5  9/12 Oxy-acetylene safety and equipment refresher.
♦ Week 6  9/27 Arc Welding safety and equipment refresher.
♦ Week 7  10/4 Rotate groups between Oxy-acetylene and Arc Welding.
♦ Week 8  10/11 Rotate groups between Oxy-acetylene and Arc Welding.
♦ Week 9  10/18 Rotate groups between Oxy-acetylene and Arc Welding.
♦ Week 10  10/25 Measurement
♦ Week 11  11/1 Intro to Project construction
♦ Week 12  11/8 Project construction, Overview of Ag Mechanics CDE
♦ Week 13  11/15 Project construction.
♦ Week 14  11/29 Project construction.
♦ Week 15  12/6 Loose ends week, tap/die, wood, welding, notes, etc.
♦ Week 16  12/13 Review, Written Semester Final, Practical Semester Final

II. Second Semester:
♦ Week 1  1/3 FFA Recordbook. More Measurement.
♦ Week 2  1/10 Intro to (GMAW) Mig welding, refresh arc safety.
♦ Week 3  1/17 Bill of materials lesson, Plan Drawing.
♦ Week 4  1/24 Rotate groups between Arc Welding and Mig Welding.
♦ Week 5  1/31 Basic Plumbing skills
♦ Week 6  2/7 Rotate groups between Arc Welding and Mig Welding.
♦ Week 7  2/22 Rotate groups between Arc Welding and Mig Welding.
♦ Week 8  2/28 Rotate groups between Arc Welding and Mig Welding.
♦ Week 9  3/7 Parliamentary Procedure, FFA Record Books
♦ Week 10  3/14 Measurement, Ag Mechanics CDE
♦ Week 11  3/21 Small Concrete Projects.
♦ Week 12  3/28 Project construction
♦ Week 13  4/4 Electrical circuit work.
♦ Week 14  4/11 Project construction
♦ Week 15  4/12 Project construction
♦ Week 16  4/25 Project construction
♦ Week 17  4/26 Project construction
♦ Week 18  5/2 Project construction
♦ Week 19  5/9 Project construction
♦ Week 20  5/16 Loose ends week. Projects, notes, drawings, etc
♦ Week 21  5/23 Shop Clean-up, check out of lockers
♦ Week 22  5/30 Finals
I. Course Description:
Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch will be covered in detail. Students will be expected to design and construct project and compile appropriate data as per project. Examples of projects are; wood splitters, trailers, barbecues, sports and fitness equipment, farm implements, etc. Additionally, students will explore a variety of avenues available to them after graduation. The goal of the advance class is to prepare students for their individual directions after graduation. Field trips to colleges, businesses, job sites, and expositions may be planned.

II. Expectations for Student Learning:
Each student who completes this course will be able to: CTE State Standard#
♦ Demonstrate proper safety procedures throughout the shop B1.0
♦ Calculate a bill of materials and perform basic drawings B9.4, B9.7
♦ Understand the use of various wood, metal, and fasteners B2.0
♦ Operate and maintain fabrication tools and equipment appropriately B9.3
♦ Perform oxy-acetylene welding and cutting operations B7.0
♦ Properly adjust all welders for different welding applications B8.1
♦ Demonstrate advanced Mig, Tig, stick welding in all positions/fit-ups B8.2, B8.3
♦ Perform Electrical wiring skills B3.0
♦ Understand hydraulics/pneumatics as used in project construction B11.4
♦ Plan and construct a project using learned techniques B9.7
♦ Record and maintain proper records B9.7, 13.0
♦ Demonstrate an understanding of careers in Ag Mechanics 3.0
♦ Demonstrate character, work ethic, and leadership of a EHS Student 8.0, 9.0

III. Grading: Your Grade will be based on the following areas;

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7. Proper clothing and protective gear will be worn in the shop at all times.

8. Report all injuries, broken or lost equipment, and materials needed to the instructor immediately.
9. The following are NOT permitted in the shop at any time:

   a. Horse-Play
   b. Fighting
   c. Throwing any object
   d. Improper use of equipment
   e. Abuse of equipment
   f. Foul Language
   g. Smoking or chewing
   h. Loud or annoying noises

10. This class will be treated as a job. You would not be late or miss work very often before you are fired. Therefore, your grade will reflect your promptness and attendance, plus you will be graded on:

    a. Safety
    b. Participation / Work Ethic
    c. Quality of Work Performed
    d. Completion of Assignments
    e. Clean-up Responsibilities
    f. FFA/SAE
    g. Tests, Quizzes, and Homework

The Agriculture Department wishes all students the best of luck with their courses. I have read and understand the above grading policy, I agree to it and will try my best in my Agriculture Mechanics class!

Student______________________________ Date________________
Parent______________________________ Date________________
Esparto High School
Ag Mechanics 3/4 Road Map

I. First Semester:
♦ Week 1  8/23  Introduction, Course Syllabus, Class and shop orientation
♦ Week 2  8/30  Shop Safety, FFA, FFA O/C refresher
♦ Week 3  9/6   Shop Safety, Tool ID.
♦ Week 4  9/13  Plan drawing, Bill of materials lesson.
♦ Week 5  9/12  Oxy-acetylene safety and equipment refresher.
♦ Week 6  9/27  Arc Welding safety and equipment refresher
♦ Week 7  10/4  Rotate groups between Oxy-acetylene and Arc Welding.
♦ Week 8  10/11 Rotate groups between Oxy-acetylene and Arc Welding
♦ Week 9  10/18 Rotate groups between Oxy-acetylene and Arc Welding
♦ Week 10 10/25 Measurement
♦ Week 11 11/1  Intro to Project construction
♦ Week 12 11/8  Project construction, Overview of Ag Mechanics CDE
♦ Week 13 11/15 Project construction.
♦ Week 14 11/29 Project construction.
♦ Week 15 12/6  Loose ends week, tap/die, wood, welding, notes, etc.
♦ Week 16 12/13 Review, Written Semester Final, Practical Semester Final

II. Second Semester:
♦ Week 1  1/3   FFA Recordbook. More Measurement.
♦ Week 2  1/10 Intro to (GMAW) Mig welding, refresh arc safety.
♦ Week 3  1/17  Bill of materials lesson, Plan Drawing.
♦ Week 4  1/24  Rotate groups between Arc Welding and Mig Welding.
♦ Week 5  1/31  Basic Plumbing skills
♦ Week 6  2/7   Rotate groups between Arc Welding and Mig Welding.
♦ Week 7  2/22  Rotate groups between Arc Welding and Mig Welding.
♦ Week 8  2/28  Rotate groups between Arc Welding and Mig Welding.
♦ Week 9  3/7   Parliamentary Procedure, FFA Record Books
♦ Week 10 3/14 Measurement, Ag Mechanics CDE
♦ Week 11 3/21 Small Concrete Projects.
♦ Week 12 3/28 Project construction
♦ Week 13 4/4   Electrical circuit work.
♦ Week 14 4/11 Project construction
♦ Week 15 4/12 Project construction
♦ Week 16 4/25 Project construction
♦ Week 17 4/26 Project construction
♦ Week 18 5/2   Project construction
♦ Week 19 5/9   Project construction
♦ Week 20 5/16 Loose ends week. Projects, notes, drawings, etc
♦ Week 21 5/23 Shop Clean-up, check out of lockers
♦ Week 22 5/30 Finals
I. Course Description: Agricultural Biology

CSU/UC (d) GRAD CREDIT: Life Science 9th -- 10th grade

Agriculture Biology is a one-year, laboratory science course designed for the college-bound student with career interest in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energetics of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, and humans and the environment, nutrition in animals, health and disease in animals, and the similarities between animals and humans. The course is centered on extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

II. Grading:

Your grade will be based on the following:

85%  Classroom work. This includes homework, quizzes, tests, class notebooks, and in-class assignments.
10%  FFA Participation
5%  SAE (Supervised Agricultural Experience)

Letter grades will be assigned using the following guidelines:

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

III. Tests

1. Tests will be given at the completion of each unit of study.
2. Quizzes will be given periodically as needed.
3. There will be a Final Exam at the end of each semester.
4. Make up tests are the responsibility of the student! If you have an excused absence on the day of a test, it is your responsibility to make an appointment to take it within 1 week of returning to school.
IV. **Homework and Class Assignments**
   1. Assignments should be neat and complete.
   2. For each day you are absent, you have that many days to make it up.
   3. Getting makeup work is the responsibility of the student.

V. **FFA – 10% of grade**
   1. Your enrollment in this class automatically makes you an FFA member.
   2. The FFA is an integral part of this class, therefore you are required to
      participate in various activities throughout the semester.

VI. **SAE (Supervised Agricultural Experience)- 5% of grade**
   1. All students are required to have a project that relates to agriculture.
   2. Projects require prior approval of the instructor.
   3. An FFA record book will be required for all students.

VII. **Office Hours**
   1. Monday-Thursday before and after school.
   2. Lunch time.
   3. I will make every effort to help students outside of class please contact me if
      I can arrange another time.

Contact Information:
Email: acharter@espartok12.org
Phone: 787-3405 extension 225

------------------------------------------------------------------------
I have read and understand all the policies and procedures contained herein.

**Student Name:**

______________________________

______________________________ Date

______________________________

Parent/Guardian Signature Date
Esparto High School
Agriculture Department
Course Expectations 2009-2010

Instructor: Mrs. Charter

I. Course Description: Animal Science
GRAD CREDIT: Elective
Animal science is an elective course designed for students aspiring to pursue
agriculture in college, or a career in animal science. The course emphasizes
reproduction, anatomy, physiology, nutrition, respiration, genetics and behavior
of livestock companion animals, and wildlife populations. An emphasis will be
placed on practical experience, career preparation through modern practices and
scientific design through the agri-science fair. Record keeping of animals through
a class project and the FFA Record Book will be required along with leadership
involvement in the FFA.

Future Farmers of America (FFA) will also be an integral part of this course.
Students will be introduced to the FFA Program, California Agriculture and much
more. Students are highly encouraged to attend the monthly FFA meetings.

II. Grading:
Your grade will be based on the following:
85% Classroom work. This includes homework, quizzes, tests, and in-class
assignments.
10% FFA Participation.
5% Supervised Agricultural Education

III. Required Supplies
1. One inch 3-ring binder or section of a 3-ring binder
2. Paper
3. Pen or Pencil

IV. FFA- 10% of Grade
1. Your enrollment in this class automatically makes you an FFA member.
2. The FFA is an integral part of this class, therefore you are required to
participate in a minimum of 2 activities per quarter.
V. SAE (Supervised Agricultural Experience)-5% of grade.
   1. All students are required to have a project that relates to agriculture.
   2. Projects require prior approval of the instructor.
   3. An FFA record book will be required for all students.
   4. This project is 5% of your grade!!!

Example of acceptable SAE projects for Animal Science
Breeding swine, cattle, sheep or goats  Market swine, cattle, sheep or goats
Rabbits                                 Work experience at a local veterinarians
Horses                                  Work experience at a local livestock producer
Professional groomer                   Work experience at a groomer
Work experience at horse ranch          Volunteer at animal shelter or animal hospital
Poultry and Game Bird production        Volunteer/job shadow Dept. of Fish and Game
Work experience at a butcher

**Keep hours in mind, this is not a one day project.
**Sometimes volunteering first and showing a hard work ethic can potentially lead to a job.

Contact Information:
Email: acharte@espartok12.org
Phone: 787-3405 extension 225

__________________________________________
Student Name: ____________________________

I have read and understand all the policies and procedures contained herein.

__________________________________________  _______________________
Student Signature                       Date

__________________________________________  _______________________
Parent/Guardian Signature                Date
F.

Program Completion Standards
<table>
<thead>
<tr>
<th>Competency must be achieved by checking 80% of shaded areas</th>
<th>Positions</th>
<th>Joints</th>
<th>Electrodes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAS</td>
<td>Flat</td>
<td>Vertical</td>
<td>Horizontal</td>
</tr>
<tr>
<td>BRAZE-WELDING</td>
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<td></td>
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</tr>
<tr>
<td>ARC WELDING</td>
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<td></td>
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<tr>
<td>S.M.A.W.</td>
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<td></td>
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<tr>
<td>MIG WELDING</td>
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<tr>
<td>G.M.A.W.</td>
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<tr>
<td>TIG WELDING</td>
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<td></td>
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<tr>
<td>G.T.A.W.</td>
<td></td>
<td></td>
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<tr>
<td>PIPE WELDING</td>
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<td></td>
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<tr>
<td>CARBON ARC</td>
<td></td>
<td></td>
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<tr>
<td>FLAME CUTTING</td>
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<tr>
<td>SAFETY in all PROCESSES</td>
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<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Instructor Name
Agriculture Science

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

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

**Competency Level**

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

Certifying Instructor ___________________________  Course Grade _______  Date _______
Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:
4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, no experience or knowledge in this area

Rating

A. To identify the importance of production agriculture.

B. Identify the seven basic agricultural career areas.

C. Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.

D. Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.

E. Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.

F. Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.

G. Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.

H. Demonstrate an understanding of the terminology associated with each species of livestock.

I. Identify the common crops grown and understand their importance to California Agriculture.

J. Identify plant parts and explain their functions for a variety of common agriculture plants.

K. Explain the factors involved in plant growth and general production practices.

L. Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment.

M. Identify basic parts of common agriculture equipment.

N. Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.
G. Description of Facilities and Major Equipment
Description of Facilities

Agriculture Education at Esparto High School is comprised of a group of related instructional elements designed to prepare students for occupations requiring agricultural knowledge and skills and to provide a base for advanced education in agriculture. We are lucky to have a very adequate shop and classroom area the whole department is approximately 6000 square ft. The shop is approximately 3500 square feet with both wood and metal equipment. We additionally have a lager overhang outside that the district just invested $10,000 dollars to re-roof. Additionally, I have worked with local businesses to get over $30,000, including a fork lift, panel saw, band saw, drill press and hydraulic press. We additionally have the latest in technology with a Plasmas Cam and brand new Tig Welder.

Moreover, last year the district invested $20,000 into the greenhouse and OH unit. We additionally, have been re-modeling the shade house to make it more effective in plant propagation.

We have two department vehicles that are to only be used by the agriculture Department.
H.
Five Year Facility
And Equipment
Acquisition
Schedule
Esparto High School
Agricultural Department
Five-year Improvement Plan

It is always the goal of the agriculture department at the Esparto High School to be progressive and in step with the needs of the community. Providing relevant instruction in agriculture also means acquiring new equipment and replacing old worn-out equipment and facilities. Much of what is needed is expensive and somewhat dynamic therefore Five-Year Improvement Plan provides a tool to assess and reassess the needs of the department. In other words, what do we need over the next five years?

School Year 2010-2011

✓ Integrate school-based business into local economies.
✓ Addition 10% enrollment
✓ Purchase textbooks for mechanics and floriculture
✓ Integrate broad based access for SAE projects
✓ Purchase new microscopes
✓ Landscape back horticulture area
✓ Work with local agencies to develop Native Plant growing center
✓ Work with farm committee to help create master plan for farm land
✓ Increase number of state degrees to 5%

School Year 2011-2012

✓ Land Laboratory
✓ Increase integrations of the Ag education and access to local and regional access to careers and jobs
✓ Maintenance of equipment, shop, greenhouse, classroom technology.
✓ Addition of 10% enrollment
✓ Establish feasibility of additional Ag. Vehicle
✓ Student teacher
✓ Install misting systems
✓ Implement farm master plan
✓ Incorporate chicken projects into Ag. Science’s Investigation/Experimentation units

School Year 2012-2013

✓ Incorporate Ag Tech (ROP) for migrant students and Madison High School
✓ Implement Master Plan for district property
School Year 2013-2014

✓ Individual OH Garden Plots
✓ Summer ROP Floral Program
I.

Staff Assignments
ESPARTO HIGH SCHOOL AGRICULTURE DEPARTMENT
RESPONSIBILITY 2010-2011

Agriculture Department Head: Tim Reid
Esparto FFA Chapter Advisor: Amber Charter

JUDGING TEAMS
Parliamentary Procedure
Prepared Public Speaking
Extemporaneous Public Speaking
Interview
Creed
Opening and Closing

(First name has primary responsibility)
Reid & Charter
Charter
Charter
Charter
Charter
Charter & Reid

Teams coached will be based on student interest

Alternate Contests:
Ag Mechanics
Livestock/Light Horse (either/or)
Floriculture
Ag Sales/Market Plan (either/or)
Best Informed Greenhand
Vegetable Crop

Reid
Reid
Charter
Charter
Reid
Charter and Reid

Ag Department Responsibilities
Ag Advisory Meetings
State FFA Degree Applications
American FFA Degree Applications
Ag Truck/Van Maintenance
Chapter Banquet Advisor
Donkey Basketball
National FFA Week Activities
Scholarship Applications
Program of Work (FFA)
Almond Festival Breakfast
Spring Plant Sales
Summer Officers Retreat

FFA Equipment (Show Supplies)/Livestock Projects
Beef/Veal Calf
Swine
Sheep
Goat
Small Animals

Reid and Charter
Reid and Charter
Reid and Charter
Reid and Charter
Reid and Charter
Reid and Charter
Reid and Charter
Reid and Charter
Reid and Charter
Reid
Charter and Reid
Charter
Charter and Reid
POSSIBLE FIELD DAYS
Arbuckle
UC Davis
CSU, Chico
Modesto JC
Cosumnes River
CSU, Fresno/State Finals
Cal Poly SLO/State Finals

SECTINIONAL ACTIVITIES
CATA Sectional Meetings (Ag Teachers)
Sectional FFA Recreational Activities
COOP Quiz
Speaking Contest

REGIONAL ACTIVITIES
COLC
FFA Regional Meetings & Road Show
CATA Regional Meetings
Speaking Contest

STATE ACTIVITIES
Made for Excellence
Advanced Leadership Academy
Sacramento Leadership Conference
State FFA Convention
National FFA Convention
Greenhand Conference
CATA State Conference

Charter
Charter
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Charter
Charter
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Charter
Charter
Reid and Charter
Charter and Reid
Reid and Charter
Charter and Reid
Charter
Charter
Charter and Reid
Reid
Reid
Reid and Charter
J.
FFA
Program of Activities
Esparto FFA
Program of Activities
2009-2010
Officers Message

Welcome to a new year in the Esparto FFA!

Every year, our chapter continues to grow stronger. Therefore, we, the 2009-2010 Chapter Officer Team, have chosen this year’s theme to be “Growing Strong.” To further our growth as a chapter, we need YOU to prove that the Esparto Chapter is FFA Strong.

This year, we need membership involvement to skyrocket our chapter to a new height. To follow through with our “Growing Strong” theme, we need the core of our organization—meaning you as members and adult volunteers—to help us successfully execute the events we have planned for this upcoming school year. These activities include movie nights, the Halloween Hoe Down Carnival, our Drive-Through Barbecues, White Elephant Gift Exchange, Sweetheart Week, Donkey Basketball, the Almond Festival Breakfast, our Kiss A Pig Contest, Kick Back Coco Night, etcetera. These planned events will not only better our chapter, but you as well. This will help you in our strive towards personal growth, career success, and premier leadership. Not to mention, there will be an awesomely rewarding Points Award Trip.

We, your 2009-2010 Officer Team, challenge YOU to test your strength and become more involved in the FFA to continue the growth of you and our chapter. If you take this challenge, in return we guarantee that we will serve you to the best of our abilities and push our chapter members and our chapter as a whole to gain the recognition we deserve.

Thank you for electing us to serve you for this school year. We are honored to have the privilege to help the Esparto FFA Chapter continue to grow.

Sincerely,
Hannah, Margot, Avalon, Loretta, Rebecca, Nick, Inez, and Miles
2009-2010 Esparto FFA Chapter Officer Team
The FFA Emblem

*The national FFA emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of the FFA and agriculture. Each element within the emblem has unique significance.*

The cross section of the ear of corn provides the foundation of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

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

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

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

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

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

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors of NATIONAL BLUE and CORN GOLD give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

The FFA Motto

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

*Learning to do,*  
*Doing to learn,*  
*Earning to live,*  
*Living to serve*
The FFA Creed

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

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

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

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

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

The creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th and 63rd Conventions.
The FFA Salute

The Pledge of Allegiance is the official salute of the National FFA Organization. To properly conduct the salute, face the United States flag, place the right hand over the left part of the chest and, holding it there, repeat the following pledge:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, on Nation under God, indivisible with liberty and justice for all."

At the conclusion of the pledge, the hand should be dropped to the side and the members should again face the President's station. The salute should always be used in official closing ceremonies for meetings and other FFA functions.
The FFA Mission Statement

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

The FFA Code of Ethics

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

- Dressing neatly and appropriately for the occasion.
- Showing respect for the rights of others and being courteous at all times.
- Being honest and not taking unfair advantage of others.
- Respecting the property of others.
- Refraining from loud, boisterous talk, swearing and other unbecoming conduct.
- Demonstrating sportsmanship in the show ring, judging contests and meetings.
- Being modest in winning and generous in defeat.
- Attending meetings promptly and respecting the opinion of others in discussion.
- Taking pride in our organization, activities, supervised experience program, exhibits, and the occupation of agriculture.
- Sharing with others experiences and knowledge gained by attending National and State meetings.
- Striving to establish and enhance my skills though agricultural education in order to enter a successful career.
- Appreciating and promoting diversity in our organization.
# Career Development Events

The FFA offers many career development events (CDE's) designed to help students prepare for careers in agriculture. These events build speaking and personal skills for all students who participate. Below is a list of some of the more popular events. A complete list of these CDE teams can be found on [www.calaged.org](http://www.calaged.org).

<table>
<thead>
<tr>
<th>Agriculture Mechanics</th>
<th>Floriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agronomy</td>
<td>Light Horse Evaluation</td>
</tr>
<tr>
<td>Best Informed Greenhand</td>
<td>Livestock Evaluation</td>
</tr>
<tr>
<td>Dairy Judging</td>
<td>Vegetable Crops</td>
</tr>
<tr>
<td>Farm Power</td>
<td>Parliamentary Procedure</td>
</tr>
</tbody>
</table>

# Public Speaking Events

The FFA also offers a variety of Public Speaking contests for students to compete in:

- Greenhands can compete in Creed Speaking, where students recite the FFA creed and answer questions based on its contents. Freshmen also take part in the Opening/ Closing ceremonies contest.

- In Prepared Public Speaking, students prepare a six to eight minute speech on the agricultural topic of their choice.

- Extemporaneous Speaking encourages students to think on their feet. You have 30 minutes to write a four to six minute speech on a topic that you choose on site.

- Job Interview is a contest where you apply for an agriculture related career. You will fill out an application, write a resume, and interview for the job. This contest will help you find your dream job now!
Esparto FFA Award Opportunities

Not only do Esparto FFA members have the opportunity to be recognized for their accomplishments at the sectional, regional, and state levels — they are also recognized right here at home. Below is a list of awards given at the annual Esparto FFA Spring Awards Banquet and the students who were given those awards during the 2008-2009 year.

*Star Greenhand (First year Agriculture Student) — Briceida Jacobo*

*Star Chapter Farmer — Miles Eldon*

*Star Farmer — Hannah Muller*

*CDE Participation Awards — Various Student Recipients*

*Scholastic Achievement Awards — Various Student Recipients*

*Outstanding Freshman Award — Anali Rodriguez*

*Outstanding Sophomore Award — Avalon Lucero*

*Outstanding Junior Award — Patty Flores*

*Outstanding Senior Award — Blake Muller*

*Proficiency Awards — Blake Muller, National Finalist — Outdoor Recreation*
  Hannah Muller, National Finalist — Agricultural Education

*Golden Hammer (Metal) — Matt Juchniewicz*

*Golden Hammer (Wood) — Jacob Zentner*

*Celso Robles Award — Matt Juchniewicz*

*Al Tandy Outstanding Project — Rye Muller*

*FFA Workhorse — Edgar Sanchez*

*FFA Member of the Year — Ingrid Dittmar*

Several community members, EHS Staff, and EUUSD Staff are recognized each year as well with the Distinguished Service Citation as well as the Honorary Chapter FFA Degree. The members of the Esparto FFA Chapter truly appreciate the efforts of others made on their behalf.
Community Service

As a prominent group in the community, it is important that we give back to the community in which we live. Many community service activities are designed to instill in FFA members an attitude of service to the Capay Valley Community.

Here are the service activities that the Esparto FFA Chapter has planned for the 2009-2010 school year:

S.L.E.W.S

Letters to Troops

Toys for Kids

Easter Egg Hunt

4th Annual EHS Blood Drive

BloodSource® together 60 years
2009-2010 Chapter Officer Team

Each year, eight students are elected to serve as Chapter Officers. This group works closely with the chapter advisors and members to plan a year's worth of activities and fundraisers. These eight members also serve as the leaders for the chapter, encouraging members to get involved and take advantage of the opportunities that FFA has to offer.

The 2009-2010 Esparto FFA Chapter Officer Team is:

President – Hannah Muller (Senior)

Vice President – Margot Dittmar (Junior)

Secretary – Avalon Lucero (Junior)

Treasurer – Loretta Knight (Junior)

Reporter – Justine Bozek (Sophomore)

Sentinel – Nick McCoy (Junior)

Historian – Inez Stephens (Junior)

Parliamentarian – Miles Eldon (Junior)
# 2009-2010 Budget

**Receipts:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Mechanics and Floral Sales</td>
<td>2000.00</td>
</tr>
<tr>
<td>Almond Festival Breakfast</td>
<td>5000.00</td>
</tr>
<tr>
<td>Sweetheart Week</td>
<td>1000.00</td>
</tr>
<tr>
<td>Donkey Basketball</td>
<td>2000.00</td>
</tr>
<tr>
<td>Hoes Down Harvest Festival</td>
<td>1000.00</td>
</tr>
<tr>
<td>Mother's Day Garden Tour</td>
<td>500.00</td>
</tr>
<tr>
<td>Drive-Thru BBQ's</td>
<td>3000.00</td>
</tr>
<tr>
<td>T-Shirt/Sweatshirt Sales</td>
<td>850.00</td>
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<tr>
<td>Halloween Hoe Down</td>
<td>250.00</td>
</tr>
<tr>
<td>Concessions</td>
<td>2000.00</td>
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**TOTAL:** 17,600.00

**Expenses:**

<table>
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<td>Donkey Basketball</td>
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<td>Sweetheart Week</td>
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<td>Greenhand Conference</td>
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<tr>
<td>State FFA Leadership Conference</td>
<td>700.00</td>
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<tr>
<td>Almond Festival Breakfast</td>
<td>2000.00</td>
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<tr>
<td>Awards (Certificates, Pins, Plaques, etc.)</td>
<td>1500.00</td>
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<tr>
<td>Spring Awards Banquet</td>
<td>700.00</td>
</tr>
<tr>
<td>Greenhand Initiation/Chapter Degree Banquet</td>
<td>700.00</td>
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<tr>
<td>FFA Meeting Food</td>
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<tr>
<td>Chapter Officer Leadership Conference</td>
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<td>Leadership Activities</td>
<td>1500.00</td>
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<tr>
<td>Drive-Thru BBQ's</td>
<td>2000.00</td>
</tr>
<tr>
<td>T-shirts</td>
<td>600.00</td>
</tr>
<tr>
<td>Halloween</td>
<td>250.00</td>
</tr>
<tr>
<td>Concessions</td>
<td>1500.00</td>
</tr>
<tr>
<td>MFE/ALA</td>
<td>500.00</td>
</tr>
</tbody>
</table>

**TOTAL:** 16,700.00

**Gross Profit of:** $900.00
I. Executive Committee
Officer(s) in Charge: President and Vice President
Chair: Hannah Muller
Vice-Chair: Margot Dittmar
Committee Structure: Committee will be comprised of the following individuals:
- 2009-2010 Chapter Officer Team
- 2009-2010 Greenhand Officer Team
- 2 additional sophomore representatives
- 2 additional junior representatives
- 2 additional senior representatives
- Mrs. Charter and Mr. Reid

Committee Goals and Objectives:
1. Monitor the chapters' progress towards agriculture departments, high school, and FFA goals.
2. Create new goals for the Esparto FFA Chapter at the beginning of each school year.
3. Make decisions to benefit the Esparto FFA Chapter and its members.

II. Activities Committee
Officer(s) in Charge: Sentinel
Chair: Nick McCoy
Co-Chair: TBD
Committee Structure: This committee will be comprised of the Chapter Sentinel, and other members who are interested in helping to plan activities for the 2009-2010 school year.
Committee Goals and Objectives:
1. Assist the Chapter Officer Team and Executive Committee in planning and executing activities for the 2009-2010 school year.
2. Develop a budget for each activity and submit to the Executive Committee for approval.
3. Evaluate chapter activities and submit recommendations for improvement to the Executive Committee for review.

III. Fundraising Committee
Officer(s) in Charge: Treasurer
Chair: Loretta Knight
Co-Chair: TBD
Committee Structure: This committee will be comprised of the Chapter Treasurer, and other members who are interested in helping to plan fundraisers for the 2009-2010 school year.

Committee Goals and Objectives:
1. Assist the Chapter Officer Team and Executive Committee in planning and executing fundraisers for the 2009-2010 school year.
2. Develop a budget for each fundraiser and submit to the Executive Committee for approval.
3. Evaluate chapter fundraisers and submit recommendations for improvement to the Executive Committee for review.

IV. Community Service Committee
Officer(s) in Charge: Secretary
Chair: Avalon Lucero
Co-Chair: TBD
Committee Structure: This committee will be comprised of the Chapter Secretary, and other members who are interested in helping to plan, execute, and recruit members to participate in pre-planned Community Service Activities.

Committee Goals and Objectives:
1. Advertise Community Service Activities and recruit members to participate in Community Service Activities.
2. Assist the Chapter Officer Team and Executive Committee in planning and executing pre-planned Community Service Activities for the 2009-2010 school year.
3. Evaluate Community Service Activities and work with community members to develop new Community Service Activity recommendations for the Executive Committee to review.

V. Alumni Relations Committee
Officer(s) in Charge: Parliamentarian
Chair: Miles Eldon
Co-Chair: TBD
Committee Structure: This committee will be comprised of the Chapter Parliamentarian, and other members who are interested in working with Esparto FFA Alumni to increase their participation in chapter activities.

Committee Goals and Objectives:
1. Conduct surveys of Alumni to keep track of where they are, and what they are doing.
2. Annually update and maintain a roster of all Esparto FFA Alumni.
3. Create displays that can be exhibited at chapter functions that highlight the success and achievements of Esparto FFA Alumni.
4. Track all Esparto FFA Alumni donations, and work with the Chapter Secretary to ensure that Alumni are thanked for any contribution made to the Esparto FFA Chapter during the year.

VI. Public Relations Committee
Officer(s) in Charge: Reporter and Historian
Chair: Becca Markel
Co-Chair: Inez Stephens
Committee Structure: This committee will be comprised of the Chapter Reporter and Historian, and any other member who is interested in working to promote the Esparto FFA Chapter and its activities through the chapter newsletter, local news media, and other sources.

Committee Goals and Objectives:
1. Write articles for local news media highlighting Chapter achievement and member successes.
2. Have 1-2 committee members present at each activity to report on events.
3. Develop and circulate a monthly chapter newsletter to members, parents, and staff.
4. Develop and maintain an online community for Esparto FFA through myspace.com or facebook.com, so that members can access information through the internet about upcoming chapter activities.
5. Take photos at chapter activities and use them in articles and the chapter scrapbook.
6. Update and maintain the Chapter Scrapbook for the 2008-2009 school year.
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<td>State FFA Speaking Contest Fresno</td>
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<td>State FFA Parli-Pro Contest Overnight</td>
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<td>Yolo Section CATA/FFA Meeting (@ 4pm)</td>
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The Official Constitution and Bylaws of the Esparto Chapter #53 of the FFA

Article I. Name and Purposes
Section A. The name of this organization shall be the Esparto FFA Chapter. The letters “FFA” will be used to designate the chapter, its activities and members.

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

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

Article II. Organization
Section A. The Esparto Chapter of the FFA is a chartered local entity of the Yolo Section of the California Association, made up of local members.

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

Article III. Membership
Section A. Membership is limited to students enrolled in Vocational Agriculture at Esparto High School.

Section B. Membership of graduates is limited to students that were active members in high school.
Section C. The Esparto FFA is a 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agricultural class.

Section D. No students may participate in any FFA activity unless they are members in good standing.

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

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

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

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

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

1. The Greenhand FFA Degree
   - All “Greenhands” are entitled to wear the regulation bronze emblem charm
2. The Chapter FFA Degree
   - All members holding the chapter degree are entitled to wear the regulation silver emblem charm
3. The State FFA Degree
   - All members holding the degree of State FFA are entitled to wear the regulation gold emblem charm
4. The American FFA Degree
   - All members holding the degree of the American FFA are entitled to wear the regulation gold emblem key.
Section J. Greenhand FFA Degree.

Minimum qualifications for election:
1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program (SAE).
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
7. Submit written application for the Greenhand FFA Degree.

Section K. Chapter FFA degree.

Minimum qualifications for election:
1. Must have received the Greenhand FFA Degree.
2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3. Participate in planning and conducting of at least three official chapter functions.
4. Have earned at least $150 or worked at least 45 hours and have developed plans for the growth of their SAE.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Shows progress towards individual achievement in the FFA awards programs.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section L. State FFA Degree.

Minimum qualifications for election:
1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State FFA Association.
2. $1000 earned or invested and 500 hours worked.
Section M. American FFA Degree.

Minimum Qualifications for election:
1. Qualifications for the American FFA are those set forth in the Constitution of the State FFA Association.
2. $7500 earned or invested and 1500 hours worked.

Section N. The Chapter Executive Committee shall review the qualifications for members and make recommendations to the chapter concerning degree advancement.

Article IV. Officers

Section A. The officers of the chapter shall be as follows:

1. President
2. Vice President
3. Secretary
4. Treasurer
5. Reporter
6. Sentinel
7. Parliamentarian
8. Historian
9. Advisor

The local advisors shall be the teachers of agricultural education in the school where the chapter is located.

*the officers shall perform the usual duties of the respective officers as outlined in the Official FFA Manual.

Section B. The aforementioned officers shall be elected or confirmed by a majority vote of the assembly.

Section C. The slating committee shall be composed of the 12th grade chapter officers, the advisors, and the school principal. After reviewing the officer applications, and conducting an interview, the slating committee will determine the slate of officers.

Section D. All officer candidates are required to submit an application, and prepare and deliver a speech. The assembly will vote for the top nine candidates who will be slated by the slating committee after interviews.

Section E. Officer Eligibility.
Minimum qualifications to run for chapter office:
1. Must have and maintain a 2.0 grade point average.
2. For the office of President, the applicant must hold the chapter FFA Degree.
3. All other offices require applicants to hold the Greenhand Degree.
4. Must be enrolled in an Agriculture Education class.

**Article V. Impeachment of Officers**

**Section A. Immediate Impeachment**

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

**Section B. Steps of Impeachment**

1. Any FFA Chapter not fulfilling the duties of the office they hold is subject to be impeached.
2. A written plan for improvement will be drawn up by the advisor and will be confirmed and signed by the Chapter President, Vice President, and the officer in question.
3. If the officer in question continues to neglect his or her duties, a 2/3 vote of the officer team will remove them from office.

**Article VI. Attendance of Officers**

**Section A.** Officers may not miss any more than two chapter meetings or he or she will automatically be removed from their present office. Absences will be excused if the advisor has been notified and if a substitute officer has been arranged. Not more than four absences will be allowed.

-when officers receive an excused absence they must serve an in service day or in some other way take care of their officer responsibilities.

**Section B.** All newly elected officers must sign a written contract agreeing to the aforementioned rules. The contract will also list the responsibilities and duties for each office.
Article VII. Sweetheart

Section A. The assembly will nominate five sweetheart candidates. There will be one from each class, as well as a wild card who may be from any class. Past sweetheart winners are not eligible to run again. Sweetheart candidates are not eligible to run for the following year.

Section B. The candidates gain points in contests decided upon by the Sweetheart Committee. Also, a vote-of-penny contest should be a constant.

Section C. Should there be a tie between two or more candidates, there will be a contest which was previously selected as the tiebreaker contest. This contest should be sealed in an envelope. The candidate who was in the tie and won the tiebreaker contest will be the winner.

Article VIII. Dues

Section A. There will be no local dues.

Section B. Each member will receive a one-year subscription to the FFA and the “New Horizons” Magazine.

Article IX. Awards

Section A. All awards will be at the discretion of the FFA advisors or committee selected by the executive board with the advisors approval.

Section B. The top scoring member selected on the project tour for outstanding project will receive the Al Tandy Outstanding Project award.

Article X. Purchasing

Section A: All purchasing responsible to the organization must be approved by submitting the appropriate purchase order to ASB with the signatures of an advisor and the chapter Treasurer.
Article XI. Officer Pins

Section A. Each officer is entitled to an officer pin, provided that the officers have not received such pin for holding the same prior office.

Article XII. FFA Meetings

Section A. Before completion of the school year, the president shall set a summer meeting date.

Article XIII. Official Dress Uniform

Section A. All members will not be required to purchase a jacket, but they will for all actives starting their second year.

Section B. Members taking part in the Yolo County Fair, Advanced Parliamentary Procedure and all other judging teams shall own their own jacket and tie or scarf.

Section C. Members attending the State FFA Convention or National FFA Convention shall own their own jacket and tie or scarf.

Article XIV. Amendments

Section A. To amend the constitution, a majority vote of the active members, or a two thirds vote of the assembly as stated in Roberts Rules of Order Newly Revised.

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

Article XV. Ratification of the Constitution

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

The top twenty individuals on the point award system will be eligible to attend the summer achievement trip, and be honored at the Annual Awards Banquet in May. Points are tabulated according to the following system:

1. Awards will be presented for various levels of participation and will be broken down as follows.
   Level 1 = A minimum of 50 points
   Level 2 = 100-199 points
   Level 3 = 200-299 points
   Level 4 = 300-399 points
   Level 5 = 400 or more points

2. Award recipients will be recognized and awards distributed at the annual Spring Awards Banquet.

3. The chapter advisor will verify point totals of the top twenty winners.

I. FFA Meeting Attendance
   A. Regular meeting 5
   B. Parent’s attendance 5

II. Conventions
   A. Sectional 10
   B. Regional 10
   C. State
      1. Delegate, Committee Chairman & Members 15
      2. Guest 10
      3. All Day 5
   D. National
      1. Delegate 20
      2. Guest 15

III. Grade Point Average
   A. 4.0 20
   B. 3.5-3.99 15
   C. 3.0-3.49 10
   D. 2.5-2.99 5
IV. Officers
A. Greenhand 15
B. Chapter 20
C. Sectional 25
  i. Slated 5
D. Regional 30
  i. Slated 10
E. State 50
  i. Slated 15

V. Awards and Placing
A. Fairs and Shows 10
  1. Participation (per show)
  2. Market
    A. Grand Champion 30
    B. Reserve Grand 25
    C. Breed Champion 20
    D. Reserve Breed Champion 15
    E. 1st 10
    F. 2nd 9
    G. 3rd 8
    H. 4th 7
    I. 5th 6

3. Breeding
   A. Grand Champion 30
   B. Reserve Grand 25
   C. Breed Champion 20
   D. Reserve Breed Champion 15
   E. 1st 10
   F. 2nd 9
   G. 3rd 8
   H. 4th 7
   I. 5th 6

4. Showmanship
   A. 1st 20
   B. 2nd 18
   C. 3rd 16
   D. 4th 14
   E. 5th 12
   F. 6th-10th 10
5. Round Robin Master Showmanship
   A. 1<sup>st</sup>
   B. 2<sup>nd</sup>
   C. 3<sup>rd</sup>
   D. 4<sup>th</sup>
   E. 5<sup>th</sup>

6. Vegetable and O.H.
   A. 1<sup>st</sup>
   B. 2<sup>nd</sup>
   C. 3<sup>rd</sup>

7. Ag. Mechanics
   A. 1<sup>st</sup>
   B. 2<sup>nd</sup>
   C. 3<sup>rd</sup>

8. Maximum points (per fair)

9. Workshops (5 points every 50 hours not
   Previously credited; not to exceed 100 points)

10. Outstanding exhibitor in any division

11. Supreme Exhibitor

10

B. Judging Contests
   1. Participate (each contest)
   2. State Finals
      A. Team Placing
         1. 1<sup>st</sup>
         2. 2<sup>nd</sup>
         3. 3<sup>rd</sup>
         4. 4<sup>th</sup>
         5. 5<sup>th</sup>
         6. 6<sup>th</sup> to 10<sup>th</sup>
      B. Sub-Contest Awards
         1. 1<sup>st</sup>
         2. 2<sup>nd</sup>
         3. 3<sup>rd</sup>
         4. 4<sup>th</sup>
         5. 5<sup>th</sup>
      C. Individual Placing
         1. 1<sup>st</sup>
         2. 2<sup>nd</sup>
         3. 3<sup>rd</sup>
         4. 4<sup>th</sup>
         5. 5<sup>th</sup>
6. If 10 or more teams 6-10

3. National
   A. Top 10 team 50
   B. Top 10 individual 25

4. Other Contests
   A. Team Placing
      1. 1\textsuperscript{st} 15
      2. 2\textsuperscript{nd} 12
      3. 3\textsuperscript{rd} 10
      4. 4\textsuperscript{th} 7
      5. 5\textsuperscript{th} 5
      6. If 10 or more teams 6-10 3

   B. Individual Placing
      1. 1\textsuperscript{st} 8
      2. 2\textsuperscript{nd} 7
      3. 3\textsuperscript{rd} 6
      4. 4\textsuperscript{th} 5
      5. 5\textsuperscript{th} 4
      6. If 10 or more teams 6-10 2

VI. SAE
   A. Every 100 hours 5
      Max Points: 30

VII. Degrees Currently Held
   A. Greenhand 10
   B. Chapter 20
   C. State 30

VIII. Activities
   A. Fund-Raising Activities (per activity) 20
   B. Ticket sales (per ticket) 2
   C. Farm work days 20
   D. Fun activities 10
K.
School and/or Department Policies Pertaining to:

*Student Eligibility to Participate in out-of-class Activities
*Leadership Development Integrations into Program
*SOE Integration into Program and other Policies
Policy

The Agriculture Education Program is offered for students who have a sincere interest in agricultural careers. Classroom instruction focuses on scientific and economic principles relative to the agricultural industry. Students apply these principles through involvement in occupational experience programs (projects) and participation in leadership development activities.

Classroom instruction is the cornerstone of our agricultural education program. While content focuses on scientific and economic principles, directed laboratories emphasize hands-on learning. Students leave our program ready for entry-level employment and/or post-secondary education in agriculture of related fields.

Students taking agricultural courses will be expected to have a Supervised Agricultural Experience (SAE or project) by the end of their first year in agriculture. Continuing students will be required to have an ongoing project. Projects include plants, animals, mechanics, work experience, and a variety of other activities that develop responsibility. SAE involvement constitutes 5% of the students' grade. Verification will be through the students' project record book (appendix I).

Leadership development is provided through membership in the FFA. Leadership involvement includes regular meetings, public speaking, judging teams, and other activities that develop cooperation. FFA participation constitutes no more than 10% of a student's semester grade (appendix).
SCHOOL AND DEPARTMENT POLICIES

Student Eligibility

1. Students must maintain a 2.5 GPA to participate in out-of-class activities.
2. Students must be clearly by his/her teachers prior to being out of class.

Leadership Activities

1. FFA will be taught in all Ag Classes.
2. Parli-Pro and Public Speaking will be a part of the curriculum.

Supervised Occupational Experience Program

1. Students will have an SOE by the end of his/her Freshman year.
2. The curriculum will incorporate SOEP.
3. Students will keep accurate records on all SOEP's.
L.
Proficiency Standards for Program Completers
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<th>Competency must be achieved by checking 80% of shaded areas</th>
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<td><strong>Positions</strong></td>
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<td>- Introduction to</td>
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<td>- Flat</td>
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<td>- Vertical</td>
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<tr>
<td>Cutting</td>
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<td>Cold</td>
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<td>Sheerings</td>
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**Student Name**

**Instructor Name**
## PROFICIENCY STANDARDS FOR ORNAMENTAL HORTICULTURE

### Course: Personal qualities and qualifications
- a. Demonstrate the desire to work
- b. Demonstrate the ability to get along with others
- c. Demonstrate the ability to project desirable image for the business
- d. Demonstrate willingness to learn
- e. Demonstrate the ability to work independently
- f. Demonstrate the ability to follow directions of supervisor
- g. Demonstrate acceptable personal appearance and personal hygiene
- h. Understand needs of customer

### Course: Prepare growing mediums and seedbeds
- a. Apply chemicals to control weeds and/or soil insects
- b. Dig holes for trees and shrubs
- c. Operate tillage machinery
- d. Mix and sterilize greenhouse and cold frame mediums
- e. Haul and spread peat moss and other plant materials
- f. Operate lime and/or fertilizer spreaders
- g. Lay out space requirements for various varieties
- h. Take soil samples

### Course: Propagate nursery stock
- a. Prepare cuttings
- b. Transplant seedlings and cuttings to the field
- c. Clean, treat, and plant seed
- d. Start and care for container stock
- e. Bud and graft nursery
<table>
<thead>
<tr>
<th>Course</th>
<th>Proficiency (Competency)</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Attitude</th>
<th>Means of Evaluation</th>
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<tbody>
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<td>4.</td>
<td>Culture plants in the nursery</td>
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<tr>
<td>a.</td>
<td>Water nursery stock</td>
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<td>b.</td>
<td>Prune and trim plants</td>
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<td>c.</td>
<td>Prepare cuttings</td>
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<td>d.</td>
<td>Operate sprayers and dusters</td>
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<td>e.</td>
<td>Thin and space nursery stock</td>
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<td>f.</td>
<td>Identify and remove diseased and dead plants</td>
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<td>g.</td>
<td>Identify common weeds, insects, and diseases</td>
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<td>Cultivate with hand and power equipment</td>
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<td>i.</td>
<td>Mulch nursery stock</td>
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<td>j.</td>
<td>Lay plastic for weed control</td>
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<td>k.</td>
<td>Set traps and poisons for pests</td>
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<td>Store nursery stock</td>
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<td>a.</td>
<td>Remove dead or inferior plants</td>
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<td>b.</td>
<td>Maintain humidity and temperature requirements</td>
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<td>c.</td>
<td>Care for over-wintering of container stock</td>
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<td>d.</td>
<td>Label storage bins and bags</td>
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<td>e.</td>
<td>Bunch and pack plants</td>
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<td>f.</td>
<td>Deliver plants to warehouse</td>
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<td>6.</td>
<td>Process and ship nursery stock</td>
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<td>a.</td>
<td>Package orders for shipment</td>
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<td>b.</td>
<td>Prepare shipping labels and invoices</td>
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<td>c.</td>
<td>Deliver plant materials to wholesalers and/or retailers</td>
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<td>7.</td>
<td>Maintain buildings and equipment</td>
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<td>a.</td>
<td>Keep work, storage, and delivery areas neat and clean</td>
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<td>b.</td>
<td>Clean and sharpen hand tools</td>
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<td>c.</td>
<td>Maintain and service business vehicles and/or tractors</td>
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<td>d.</td>
<td>Maintain and service power tillers, mowers, and cultivators</td>
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<td>e.</td>
<td>Maintain and service tractor-operated equipment</td>
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<td>f.</td>
<td>Maintain and install sprinkler heads, pipe nozzles and other irrigation equipment</td>
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<td></td>
<td>g. Clean, adjust and service dusters and sprayers</td>
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<td></td>
<td>h. Maintain and adjust small gas engines</td>
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<td></td>
<td>i. Repair storage buildings, bins and equipment (carpentry)</td>
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<td></td>
<td>j. Maintain and service water valves</td>
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<td></td>
<td>k. Paint nursery house and storage buildings</td>
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<td>l. Clean and oil electric motors</td>
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<td>m. Service heating pots and boilers</td>
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<td></td>
<td>n. Install and repair light switches, receptacles, and extension cords</td>
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<td>o. Mix place, and furnish</td>
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<td>8.</td>
<td>Demonstrate knowledge of nursery retail outlet products</td>
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<td></td>
<td>a. Identify nursery plants</td>
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<td></td>
<td>b. Advise customer of correct manner of planting and caring for plant materials</td>
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<td></td>
<td>c. Recognize common plant insect and disease problems and advise customers concerning insect and disease problems and advise customers concerning insecticide and fungicide use</td>
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<td></td>
<td>d. Advise customers concerning fertilizer types, rates, and methods of application for various plants</td>
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<td></td>
<td>e. Explain environmental requirements of various plants</td>
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<td></td>
<td>f. Explain appropriate uses and qualities of nursery stock</td>
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<td>g. Recommend appropriate herbicides</td>
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<td></td>
<td>h. Explain values of various mulching materials and soil amendments</td>
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<td>9.</td>
<td>Demonstrate effective sales techniques</td>
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<td>a. Greet customers in courteous manner</td>
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<td>b. Close sales efficiently</td>
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<td></td>
<td>c. Identify wants and needs of customers</td>
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<td>d. Fill out appropriate sales forms</td>
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<td></td>
<td>e. Gain attention and interest of customers</td>
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<td>f. Handle customer objections and complaints</td>
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<td>g. Direct attention to related or substitute products</td>
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<td>h. Make change</td>
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<td>i. Handle complaints after sale is made</td>
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<td>j.</td>
<td>Use cash register</td>
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<td>k.</td>
<td>Follow up sales to determine customer satisfaction</td>
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<td>l.</td>
<td>Packs and/or wraps merchandise</td>
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<td>m.</td>
<td>Take orders by telephone</td>
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<td>n.</td>
<td>Solicit sales by telephone</td>
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<td>10.</td>
<td>Price stock (figure margins and markup)</td>
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<td>11.</td>
<td>Maintain inventory of stock and related items</td>
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<td>12.</td>
<td>Prepare advertising announcements for various media</td>
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<td>a.</td>
<td>Prepare newspaper advertisements</td>
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<td>b.</td>
<td>Prepare mailers for local distribution</td>
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<td>c.</td>
<td>Prepare radio commercials</td>
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<td>d.</td>
<td>Prepare TV commercials</td>
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<td>13.</td>
<td>Prepare merchandise displays</td>
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<td>a.</td>
<td>Remove wilted stock from displays</td>
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<td>b.</td>
<td>Present merchandise in attractive displays</td>
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<td>c.</td>
<td>Display seasonal promotional items</td>
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<td>d.</td>
<td>Suggest related items to customers with related merchandise displays</td>
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<td>e.</td>
<td>Change displays frequently</td>
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<td>f.</td>
<td>Arrange outside displays to attract customers</td>
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<td>g.</td>
<td>Display merchandise as it can be used</td>
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<td>14.</td>
<td>Organize jobs and supervise workers</td>
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<tr>
<td>a.</td>
<td>Demonstrate and instruct employees in their tasks</td>
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<td>b.</td>
<td>Confer with management regarding workers, work conditions and plans</td>
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<td>c.</td>
<td>Prepare daily work plans</td>
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<td>d.</td>
<td>Confer with workers regarding problems and performance</td>
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<td>e.</td>
<td>Evaluate performance of workers</td>
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<td>f.</td>
<td>Acquire equipment and plant materials</td>
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<td>15.</td>
<td>Maintain records and make reports</td>
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<td>16.</td>
<td>Analyze and prepare the landscape area</td>
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<tr>
<td>a.</td>
<td>Read blueprints and plans</td>
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<td>b.</td>
<td>Lay out the landscape plan</td>
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<td>c.</td>
<td>Survey and grade the site</td>
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<td>d.</td>
<td>Install drainage systems</td>
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<td>e.</td>
<td>Develop a working site plan</td>
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<td>f.</td>
<td>Determine drainage needs</td>
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<td>g.</td>
<td>Install irrigation systems</td>
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<td>17.</td>
<td>Plant, trees, shrubs, groundcovers, and flowers</td>
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<td>a.</td>
<td>Identify various landscape plants</td>
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<td>b.</td>
<td>Prepare planting site</td>
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<td>c.</td>
<td>Plant ball and burlap and container-grown stock</td>
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<td>d.</td>
<td>Prune and trim newly planted trees and shrubs</td>
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<td>e.</td>
<td>Determine spacing and depth of planting</td>
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<td>f.</td>
<td>Plant bare root plants</td>
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<td>g.</td>
<td>Select and apply mulching materials</td>
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<td>h.</td>
<td>Determine methods of techniques of supporting plants</td>
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<tr>
<td>i.</td>
<td>Plant seeds and bulbs</td>
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<td>j.</td>
<td>Determine fertilizer and soil amendment types and rates of application</td>
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<td>k.</td>
<td>Determine watering schedules and rates</td>
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<td>l.</td>
<td>Determine planting dates</td>
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<td>m.</td>
<td>Plant cuttings</td>
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<td>n.</td>
<td>Protect plants from rodent damage</td>
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<td>18.</td>
<td>Establish, renovate, and care for turf and lawns</td>
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<td>a.</td>
<td>Plant grasses by sodding, sprigging, and/or seeding</td>
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<td>b.</td>
<td>Mow lawns</td>
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<td>c.</td>
<td>Apply lime and fertilizer to lawns</td>
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<td>d.</td>
<td>Prepare seedbeds</td>
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<td>e.</td>
<td>Water lawns</td>
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<td>f.</td>
<td>Mulch planted areas</td>
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<td>g.</td>
<td>Grade, rake, and level lawns</td>
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<td>h.</td>
<td>Aerate lawns</td>
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<td>i.</td>
<td>Recognize common lawn weeds, insects, and diseases</td>
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<td>j.</td>
<td>Spray lawns for weed, insect, and disease control</td>
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<td>k.</td>
<td>Roll newly sodded areas</td>
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<td>l.</td>
<td>Identify lawn grasses</td>
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<td>m.</td>
<td>Take soil samples for testing</td>
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<td>19.</td>
<td>Lay out and construct or install landscape structures and conveniences</td>
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<td>a.</td>
<td>Lay out and construct walks, drives, and patios</td>
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<td>Lay out and build retaining and free standing walls</td>
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<td>c.</td>
<td>Lay out and construct steps and ramps</td>
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<td>d.</td>
<td>Lay out and construct fences</td>
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<td>e.</td>
<td>Lay out and install fountains and pools</td>
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<td>f.</td>
<td>Construct benches and garden furniture</td>
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Agriculture Science

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

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

**Competency Level**

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

Certifying Instructor ___________________________ Course Grade ___________________________ Date ___________________________
AG SCIENCE COMPETENCIES

I. California Agriculture
   A. Economic importance of the agricultural sector in California
      1. Identify the major agricultural production areas of California and commodities produced in each.
      2. List the approximate dollar value of the five leading agricultural commodities produced in Orange County.
      3. List the approximate dollar value of the five leading agricultural commodities produced in California.
      4. Describe and discuss the economic impact of the California agricultural sector on the state and national economy.
   B. Agricultural and Society
      1. Identify problems faced by California farmers caused by population shifts and social and technological trends.
      2. Identify government agencies which influence and affect agricultural production in California.
   C. Agricultural Production on the Environment
      1. Define the economic effects of air pollution on agricultural production in California.
      2. List major environmental effects of production agriculture in California.
II. Animal Science

A. Importance of Domestic Animals

1. Describe the importance of animal domestication.

2. Identify within each domestic species four livestock enterprises that are part of production agriculture in the United States.

3. Identify the major sources of animal protein in the world.


B. Basic Understanding of Animal Behavior

1. Visually identify the external anatomical parts of a pig, cow, horse, chicken, goat, and sheep.

2. Describe the basic differences between animal and plant cells and identify examples of each.

C. Basic Understanding of the Structure, Function and Maintenance of the Major Body System

1. Describe the basic physiological function of the primary components of the digestive systems.

2. Visually identify examples of each and describe the basic differences between the three types of digestive systems found in farm animals.

3. Describe the shape and function of different animal anatomical structures and compare them to similar human structures.

4. Identify with reduction in both male and female animals.
D. Animal Nutrition

1. Describe the six classes of nutrients and identify examples of feeds containing each.

2. Identify common feed additives.

3. Define symbiosis and describe how microorganisms (protozoa/bacteria) contribute to the breakdown of complex carbohydrates in ruminants.

4. List contributions of microbial digestion (in ruminants) to the host including synthesis of amino acids and B-vitamins.

E. Animal Health

1. List predisposing conditions that cause animal health problems.

2. Identify samples of parasites, describe how they may harm the host and prescribe methods of control for each.

3. Demonstrate a method of control for an internal and external parasite.

4. Identify ways that infectious agents may gain entrance and do harm to an animal.

5. Properly determine the body temperature of an animal.

6. Identify unhealthy animals by using both visual and non-visual indicators of health.
M.
Teacher Data Sheet for each Teacher
TEACHER DATA SHEET
AGRICULTURE EDUCATION

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: Amber Charter

I. Credential Information

<table>
<thead>
<tr>
<th>Date Issued</th>
<th>Credential (Full Title)</th>
<th>Major</th>
<th>Minor</th>
<th>Date of Expiration</th>
<th>University or Other Processing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/2009</td>
<td>Clear Credential Agriculture</td>
<td></td>
<td>TBD</td>
<td></td>
<td>CCTC</td>
</tr>
<tr>
<td>1/2008</td>
<td>Single Subject Agriculture</td>
<td></td>
<td>7/2013</td>
<td>California Polytechnic State University, San Luis Obispo</td>
<td></td>
</tr>
<tr>
<td>1/2008</td>
<td>Specialist in Agriculture</td>
<td></td>
<td>7/2013</td>
<td>California Polytechnic State University, San Luis Obispo</td>
<td></td>
</tr>
<tr>
<td>12/2003</td>
<td>Bachelors of Science</td>
<td>Agricultural Science</td>
<td></td>
<td>California State University Cal Poly, San Luis Obispo</td>
<td></td>
</tr>
</tbody>
</table>

II. Certificates, Specialized Training

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type (Artificial Insemination, Pest Control Advisor, etc.)</th>
<th>Issuing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>May, 2007</td>
<td>Direct Instruction</td>
<td>DSSP</td>
</tr>
<tr>
<td>April, 2001</td>
<td>Cattle AI Certification</td>
<td>Shasta Community College</td>
</tr>
</tbody>
</table>
Amber J. Madlem  
1220 W. Roseburg Unit A  
Modesto, CA 95350  
(530) 410-4304

Objective  
To contribute to a school that can use a hard-working professional agriculture teacher with excellent multi-tasking skills who is known for being resourceful as well as having the ability to inspire students to excel in and out of the classroom.

Education/Credentials  
California Polytechnic State University, San Luis Obispo CA  
Professional Clear Specialist Instruction Credential, 2005  
Preliminary Single Subject Teaching Credential, 2005  
Bachelor of Science Degree in Agriculture Science, December 2003 * Magna Cum Laude

Experience  
Agricultural Instructor, Central Valley High School, Ceres, CA (7/2006-6/2009).  
Teach courses in Floral Design and Ag. Biology. Extracurricular responsibilities include FFA, Floral Judging team, supervision of student projects and lamb advisor.

Taught courses in Freshman Agricultural Science and Livestock Practices. Extracurricular responsibilities include FFA, Supervised Occupational Educational Programs, Co-Swine advisor, Fundraising, Horse Judging Coach and other leadership events.

Taught courses in Agriculture Mechanics and Ornamental Horticulture. Extracurricular responsibilities included FFA, Supervised Occupational Educational Programs, Beef advisor, Boosters Club, fundraising and other leadership events.

Student Teacher, San Luis Obispo High School, San Luis Obispo, CA (6/2004-2/2005). Courses of instruction include Agriculture Mechanics, Agriculture Physical Science and Agriculture Biology. Extracurricular responsibilities include FFA, Boosters Club, fair activities, speaking contests, fundraising, Supervised Occupational Educational Programs, and leadership events.

State FFA Finals Committee Communication Chair, Cal Poly, San Luis Obispo, CA (1/2004-6/2004). Responsible for collecting information needed by the contests, press releases to local media, announcing and preparing meetings.


Barn Tours, Barn Tours Inc. Granbury, TX, (6/2002-10/2003). Provided educational tours at fairs across the country, which were filled with fun and interesting facts. Educated public on production livestock and discussed all of their questions and concerns.

Organizations  
California Agriculture Teachers Association  
Alpha Tau Alpha  
Golden Key International Honor Society  
California Rare Fruit Growers Society
TEACHER DATA SHEET
AGRICULTURE EDUCATION

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: __________ Timothy A. Reid __________

I. Credential Information

<table>
<thead>
<tr>
<th>Date Issued</th>
<th>Credential (Full Title)</th>
<th>Major</th>
<th>Minor</th>
<th>Date of Expiration</th>
<th>University or Other Processing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2008</td>
<td>Single Subject Agriculture</td>
<td></td>
<td></td>
<td>7/2013</td>
<td>California Polytechnic State University, San Luis Obispo</td>
</tr>
<tr>
<td>1/2008</td>
<td>Specialist in Agriculture</td>
<td></td>
<td></td>
<td>7/2013</td>
<td>California Polytechnic State University, San Luis Obispo</td>
</tr>
<tr>
<td>6/2000</td>
<td>Bachelors of Science</td>
<td>Agriculture Business</td>
<td>Agriculture Science</td>
<td></td>
<td>California State University Chico</td>
</tr>
</tbody>
</table>

II. Certificates, Specialized Training

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type (Artificial Insemination, Pest Control Advisor, etc.)</th>
<th>Issuing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2003</td>
<td>Cattle AI Certification</td>
<td>CSU, Chico</td>
</tr>
</tbody>
</table>
Tim Reid
1540 Chandler Rd,
Quincy Ca, 95971
(530) 520-1820
Email: Timreid@aol.com

Education

California State Polytechnic University, San Luis Obispo
Masters of Science, Agricultural, May 2010
Single Subject Credential, Agricultural, March 2008

California State University, Chico
Bachelor of Science, Agricultural Business, May 2004
Concentration: Marketing
Minor: Agricultural Science

Certifications:
- Preliminary Single Subject Credential in Agriculture
- Clear Specialist Instruction, Agriculture
- 30 day Substitute Credential
- Cattle Artificial Insemination Certificate, Chico State, 2002
- Beef Cattle Quality Assurance, 1998, re-certified 2002

Teaching Experience:

Student Teacher
Hanford High School, Hanford Joint Unified School District (Fall 2007)
- Classes include, Ag Mechanics, Animal Science, Ag Science
- FFA Responsibilities: Open and Closing team coach, Assistant coach Cotton Judging
- 1,000+ hours of teaching and observing

Agriculture Experience:

Quality Assurance Management
Markon Cooperative, Salinas, CA (2004-2007)
- Managed quality specifications on numerous types of vegetable and fruit commodities
- Aided various shippers in improving production and quality to meet specifications.
- Worked with sales office and field crews in coordinating orders.

Student Management Team
Sheep Unit, CSUC Agricultural Teaching and Research Center (2003-2004)
- Managed sheep feedlot.
- Contacted potential buyers and negotiated pricing of sheep sales.
- Managed sheep nutritional needs and mixed feed rations.
- Managed flock health.

Ranch Management Intern
Centennial Livestock, Dressler Ranch, Bridgeport, CA (Summer 2003)
- Assisted in management of 10,000 stocker cattle.
- Created Excel program for mineral distribution and tracked consumption.
- Coordinated and made decisions regarding rotational grazing program.
- Irrigated pasture.
Tim Reid
Page 2 of 2

Assistant Ranch Manager
Reid Horse and Cattle Co., Quincy, Ca (1996-present)
- Created and managed business plan and financial projections
- Attained capital, land and cattle, for embryo recipient herd
- Secured embryo contracts
- Managed 75-100 horses.
- Supervised hay crews of 6-8 workers.
- Improved cattle herd genetics and management, through genetic selection.
- Determined price and cost analysis.
- Involved in all aspects of ranch/cattle work.
- Farmed 150 acres of grass/alfalfa hay.
- Conducted pack tours with up to 10 people; addressed recreation and safety issues.

Activities
Chairmen FFA State Finals Judging Contest, Cal Poly, SLO, 2007
Member, College of Education, Joint Advisory Council meeting, Cal Poly, SLO, 2007
Co-Chairmen Teach Ag Day, Cal Poly, SLO, 2007
Member, Student Fee Committee, Agriculture Education Dept., Cal Poly, SLO, 2006/2007
Co-Chairmen Opening and Closing contest, Cal Poly, SLO, 2006
CSU, Chico Livestock Judging Team – 2003
Society Ag Mangers- Vice-president, 2001-02; Treasurer, 2002-03, President, 2003-2004
CSU, Chico Young Cattlemen’s - 2000-present, Vice-president 2003-2004
California Young Cattlemen’s - Publicity chair, 2002
Plumas/Sierra County Fair- Assistant Livestock Supervisor, 2006, 2004
CSU, Chico Agricultural Ambassador - 2001-present
Alpha Gamma Rho - Scholarship chair 2002, Noble Ruler 2003
CSU, Chico FFA Field Day, Horse Judging Contest- Coordinator, 2003, 2004
Family Farm Forum, Chico State University-co-chair, 2003-2004
CSU, Chico Cattle Jackpot Show – chair, 2001, 2002

References
Bill Kellogg
Professor
Agricultural Education and Communication Department
California Polytechnic State University
San Luis Obispo, CA 93407
Email: bkellogg@calpoly.edu
Phone: (805) 756-2973

Mark Shaw
Operations Manager
Markon Cooperative
800 Park Row, Salinas Ca, 93901
Email: Marks@markon.com
Phone: (831)775-1400

Nick Deftereos
Vocational Agriculture Teacher
Hanford High School
Email: ndeftereos@hjusd.k12.ca.us
Phone: (559) 901-6951
N.
Roster of Agriculture Advisory Committee
Esparto Unified School District

Board of Trustees
Jim Schulte Pam Miller
Janine Gnoss Jane Stallings
Allison Lucero

Administration
Superintendent: Mrs. Aida Buelna
Principal: Judy Simas
Counselor: Alexis Kersting

FFA Chapter Officers
President:
Vice President:
Secretary:
Treasurer:
Reporter:
Sentinel:
Historian:
Parliamentarian:
Advisors: Tim Reid and Amber Charter

Agriculture Advisory
Mary Kimball
Fred Manas
Lynn Martindale
Chelsea Becker
Jim Rumsey
Paul Muller
Sue Heitman

Student Members:
TBD

Ex-Officio Members:
Rachel Thoene
Jane Stallings
Tim Reid
Amber Charter

The Esparto High School Agriculture Staff and students would like to thank all the people mentioned above for their support and their continued excellent efforts on behalf of the Program.
0.
Advisory Committee Minutes
Members in Attendance:
Lynn Martindale – U.C. Davis
Jim Rumsey – U.C. Davis
Paul Muller – Full Belly Farm
Mary Kimball- Center for land based learning
Amber Charter – Ag Teacher, Ex-Officio
Tim Reid – Ag Teacher, Ex-Officio

The meeting was called to order at 6:00pm in the Esparto HS Agriculture Department. Dinner was served. Those present at the meeting were asked to briefly introduce themselves.

Following introductions, Amber Charter gave an update on FFA activities. Tim Reid talked about the CTE funding for the current year and the planned allotment for the upcoming school year.

A discussion was also held on classes for next year. The advisory committee supported the idea of an OH Class. The members offered ideas such as a spring hike with Gordon Harrington and creating a mix of seeds to sell.

Discussion shifted to the Program Plan, and the agriculture teachers presented an abridged version of the plan to the committee – focusing mainly on their course syllabi, outlines and the five-year improvement plan. Members mentioned incorporating a chicken project into the science classes.

Tim also discussed plants on the District’s acreage. Members fully supported using the property.

Seeing no further discussion, the meeting was adjourned at 8:45pm.
Esparto High Agriculture Advisory Committee Meeting
August 27, 2009 Esparto High Agriculture Department Minutes

Members in Attendance:
Lynn Martindale – U.C. Davis
Jim Rumsey – U.C. Davis
Paul Muller – Full Belly Farm
Mary Kimball- Center for Land Based Learning
Chelsea Becker – Capay Valley Vision
Amber Charter – Ag Teacher, Ex-Officio
Tim Reid – Ag Teacher, Ex-Officio

The meeting was called to order at 6:30pm in the Ag, Biology Classroom by the Agriculture Teachers Amber Charter and Tim Reid. Those present at the meeting were asked to briefly introduce themselves.

Following introductions, Amber Charter went over 09-10 Calendar of Events for the Ag Department and FFA.

Tim and Amber then discussed the class offerings for the school year along with the class syllabi. Some discussion occurred on the possible change to an eight period day. Lynn Martindale spoke about the potential for a third agriculture teacher.

Tim then went over the Ag. Department goals. Amber discussed the problems with farming the acreage this past summer. Paul Muller suggested creating a committee of local farmers to just advise on the acreage.

Paul Muller asked if the Ag. Dept could send some students to work on setting up for the Land Trust Dinner in September.

Seeing no further discussion, the meeting was adjourned at 8:00pm.
Esparto High Agriculture Advisory Meeting August 5, 2008
Esparto High
Agriculture Department Minutes

Members in Attendance:
Lynn Martindale – U.C. Davis
Jim Rumsey – U.C. Davis
Paul Muller – Full Belly Farm
Chelsea Becker – Capay Valley Vision
Jim Schulte – Retired Ag Teacher, Ex-Officio
Troy Johnston – EHS Principal, Ex-Officio
Austin Large – Ag Teacher, Ex-Officio
Tim Reid – Ag Teacher, Ex-Officio

Others in Attendance:
Aida Buelna – Superintendent
Jean Landeen – CA Dept. of Education
Hugh Mooney – CA Dept. of Education
Joshua Mills – Esparto FFA Treasurer

The meeting was called to order at 6:30pm in the Esparto Regional Library by the
Agriculture Teachers Austin Large and Tim Reid. Those present at the meeting were
asked to briefly introduce themselves.

Following introductions, Hugh Mooney and Jean Landeen presented the committee with
information about the function and purpose of Agriculture Advisory Committees.

Discussion shifted to the Program Plan, and the agriculture teachers presented an
abridged version of the plan to the committee – focusing mainly on their course syllabi
and outlines.

Troy Johnston presented the Agriculture Department goals to the committee. Lynn
Martindale moved to lay the discussion on the table until the next Agriculture Advisory
Committee meeting. The motion passed with a majority vote.

Seeing no further discussion, the meeting was adjourned at 8:00pm.
P.
Current Year Budget
BUDGET

The following budget shows planned expenditures in the 1100, 4000, 5000, and 6000 categories. Much of the money comes from the California State Department of Education Agricultural Incentive Grant. These monies are allocated on the basis of meeting the 12 standards for secondary agricultural education programs and on the size of the department. This year that will be approximately $17,996.00 with an extra $27,000 being supplied by the SB70 grant from the county. These monies must be spent only in 4000, 5000, and 6000 categories. Additional sources of revenue are explored. This includes VEA, Site Council, FFA, and other Grants. Some expenditures will not take place if funding cannot be secured.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Amount</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Textbooks</td>
<td>4,000</td>
<td>G</td>
</tr>
<tr>
<td>4310</td>
<td>Ag Mechanics Supplies (Lumber, Metal, Tools, etc)</td>
<td>12,000</td>
<td>A, D</td>
</tr>
<tr>
<td>4310</td>
<td>Ag Science, OH and Floral Supplies (Flowers, Tools, Soil, Lab supplies, etc)</td>
<td>10,000</td>
<td>A, D</td>
</tr>
<tr>
<td>5200</td>
<td>Travel and Conference</td>
<td>8,996</td>
<td>A, D, G</td>
</tr>
<tr>
<td>5300</td>
<td>Dues and Membership</td>
<td>3,000</td>
<td>A, D</td>
</tr>
<tr>
<td>5600</td>
<td>Rental, Leases, and Repairs (Oxy-Acetylene Tank, Repairs,)</td>
<td>3,000</td>
<td>A, D</td>
</tr>
<tr>
<td>5706</td>
<td>Vehicle/Fuel/Upkeep</td>
<td>3,000</td>
<td>A</td>
</tr>
<tr>
<td>6400</td>
<td>Equipment (Digital Camera, Software, Video Camera)</td>
<td>1,000</td>
<td>A</td>
</tr>
</tbody>
</table>

**Total** 44,996

A= Agricultural Incentive Grant, D= District, G=SB70 Grant

Un-Anticipated grants and donations not included in budget

In addition to the above monies, the district supports the program by paying for the extended contract for the agriculture teacher, substitutes and the project supervision period. (These standards must be met to receive full funding from the Agricultural Education Incentive Grant.)
California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2010–11 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2010)

DATES OF PROJECT DURATION - JULY 1, 2010 TO JUNE 30, 2011

Esparto High School
(School Site)

Esparto Unified
(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Date of Approval of Local Agency Board:

<table>
<thead>
<tr>
<th>Funds Requested - Part I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II</td>
<td>$1,496.00</td>
</tr>
<tr>
<td>Part III</td>
<td>$0.00</td>
</tr>
<tr>
<td>Part IV</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Part V</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total</td>
<td>$17,996.00</td>
</tr>
</tbody>
</table>

Number of Different Agriculture Teachers at Site: 2

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

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

**Formal Variance Request must be included if requesting a variance.** A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.
PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Amount Eligible</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Teacher or Less</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>Two Teachers</td>
<td>$4,500</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>Three Teachers or More</td>
<td>$5,000</td>
<td></td>
</tr>
</tbody>
</table>

PART II - PROGRAM ENROLLMENT ALLOCATION

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>2009-10 R2 Number</th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Number from R2 Report ($8/Member)</td>
<td>187</td>
<td>$1,496.00</td>
</tr>
</tbody>
</table>

PART III - SAE AND RETENTION ALLOCATION

<table>
<thead>
<tr>
<th>Number of State Degrees in 2009</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Students (R2) Receiving State Degree</td>
<td>2%</td>
</tr>
<tr>
<td>SAE/Retention Standard Funds - If percentage of State Degree recipients is 5% or greater, then you are eligible for $200 per degree awarded. Maximum of $10,000.</td>
<td>FALSE</td>
</tr>
</tbody>
</table>

PART IV - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50% or more of their teaching periods.

* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.

* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 2

List the Names of the Agriculture Teachers:

<table>
<thead>
<tr>
<th>Name</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Reid</td>
<td>4</td>
</tr>
<tr>
<td>Amber Charter</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number Meeting Criteria</th>
<th></th>
<th>Amount Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 10 - Student/Teacher Ratio</td>
<td>2</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>Criterion 11A - Year-Round Employment</td>
<td>2</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>Criterion 11B - Project Supervision Period</td>
<td>2</td>
<td>$4,000.00</td>
</tr>
</tbody>
</table>

TOTAL FUNDS REQUESTED PART IV $12,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $3,000 (funds requesting) in space to the right.
### PART VI - FINANCIAL SCHEDULE

**Part A**

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct. No.</th>
<th>Classification</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4000</td>
<td>Books &amp; Supplies</td>
<td></td>
<td>10,996.00</td>
<td></td>
</tr>
<tr>
<td>2-6</td>
<td>5000</td>
<td>Services and other Operating Expenses such as: Personal Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation</td>
<td>Subtotal for 4000</td>
<td>$10,996.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Subtotal for 5000</td>
<td>$6,000.00</td>
<td>$0.00</td>
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<tr>
<td>8</td>
<td>6000</td>
<td>Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment</td>
<td>Subtotal for 6000</td>
<td>$1,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>9-13</td>
<td></td>
<td></td>
<td>Total for 4000- 6000 Lines 2, 8, 13</td>
<td>$17,996.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**TOTAL 2010–2011 Incentive Grant Allocation:**

$17,996.00

**Part B - Complete this portion if a waiver of the matching requirement was granted:**

<table>
<thead>
<tr>
<th>Line</th>
<th>Acct No.</th>
<th>Classification</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1000</td>
<td>Salaries</td>
<td>Teachers' Summer Service Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>1000</td>
<td>Salaries</td>
<td>Teachers' Salaries for Project Supervision Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3000</td>
<td>Benefits</td>
<td>Benefits for the Above Items (1000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**TOTAL Amount of Waiver Requested:**

$0.00
Q.
Signed Articulation Agreement and/or Evidence of Articulation
TECH PREP ARTICULATION AGREEMENT

Date Approved: 4/15/10

<table>
<thead>
<tr>
<th>WCC Course:</th>
<th>Dept: Envmnt Hort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course No: ENVHR 51R</td>
</tr>
<tr>
<td></td>
<td>Title: Beginning Floral Design</td>
</tr>
<tr>
<td>High School or ROP Course:</td>
<td>The Art &amp; History of Floral Design</td>
</tr>
<tr>
<td>Hours:</td>
<td>180 hrs</td>
</tr>
<tr>
<td>College:</td>
<td>Woodland Community College</td>
</tr>
<tr>
<td>School/ROP:</td>
<td>Esparto High School</td>
</tr>
</tbody>
</table>

A. COLLEGE UNITS: 1 Unit

B. GENERAL COURSE DESCRIPTION:
Introduction to floral design including the principles and elements of design, color theory, preparation, care of flowers and foliage plants, and formation of basic floral arrangements.

C. COURSE CONTENT:
1. Basic introduction to floristry.
2. Care and handling of cut flowers.
3. Materials and supplies used in the floral industry.
5. Cut flowers obtained from the home garden.
6. Corsage flowers and types of corsages.
7. Basic flower arranging principles and theories.
8. Various types of floral arrangements.
10. Dish gardens and terrariums.

D. COMPETENCIES AND SKILL REQUIREMENT (PERFORMANCE OBJECTIVES):
At the conclusion of this course, the student should be able to:
1. Correctly handle and care for cut flowers, greens, and potted plants used in flower shops.
2. Select and correctly use florist tools, equipment, and materials.
3. Identify flowers, greens, and plants of basic floral design theory.
4. Demonstrate an understanding of basic floral design theory.
5. Construct basic floral products suitable for display or resale.

E. CREDIT BY EXAMINATION CRITERIA:
Students must obtain a grade of 'B' or better and complete their final floral design project with a grade of 'C' (70%) or better.

F. PROCEDURES AND/OR CRITERIA FOR COURSE ARTICULATION:
1. The high school/ROP instructor will enter an articulation agreement with Woodland Community College.
2. Students will enroll into the Tech Prep Program during the academic year at their high school/ROP.
3. When the student has completed the approved credit by examination criteria for the course the high school/ROP instructor will provide the Tech Prep Office the course grade and final exam grade.
4. Tech Prep processes students that met credit by examination criteria.
5. Students are awarded transcript credit for the articulated course in which they completed.
G. TEXTBOOKS OR OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):

The Art of Floral Design by Norah Hunter
Labs, Power Points, handouts, and portfolio

Agreement was based on Statewide Career Pathways Project template: Yes ☒ No ☐
Name of Template used: Introduction to Environmental Horticulture

This agreement will be reviewed annually

Signatures are provided per the Tech Prep Articulation Credit by Examination Agreement Form:

High School Signatures

Requested by:

Amber Charter
High School Instructor (Print & Sign) Date

Judy Simas
High School Principal (Print & Sign) Date

Tim Reid
High School Dept Chair/Coordinator (Print & Sign) Date

College Signatures

Approved by:

Brandi Aroos
College Instructor Date

Yvette Washington
Academic and Student Services Date

Campus Dean/Department Dean Date

Director of Articulation Office Date
R.
Graduate Follow-up System
Agriculture Graduate Information

Thank you for being part of the Esparto Agriculture program. We hope that you had a rewarding experience while here at Esparto High School and as a member of the Esparto FFA. As a staff, we wish you the best in the future as you move on to bigger and better things in your life. Please stay safe, make good choices and keep making us and your family proud. 😊

This sheet serves several purposes. During the late summer/early fall, I will be contacting every 2010 graduate of the Agriculture program to see what students are pursuing (working, Junior college, Military, Tech school, University, etc.). It is a requirement by the California Department of Education and Agriculture Incentive Grant to follow up on our graduates.

Please list how I can best contact you after graduation.

Name __________________________________________
Address ________________________________________
Cell Phone # ________________________________
Home Phone # ________________________________
E-mail _______________________________________

1. I know that your plans might change, but as of now, what are your plans for fall? (check all that apply)

  _____ Work full time (Ag related)
  _____ Work full time (Non-Ag related)
  _____ Work part time (Ag related)
  _____ Work part time (Non-Ag related)
  _____ Military
  _____ Junior College full time (Ag related)
  _____ Junior College full time (Non-Ag related)
  _____ Junior College part time (Ag related)
If you are going for advanced education in Agriculture (Tech school, J.C., Univ. etc) what will you be studying?

________________________________________________________________________

If you are not planning to major in agriculture, what is your intended major?

________________________________________________________________________

If you are planning to work full time, where will you be working?

________________________________________________________________________

Regardless whether you are going to go to a UC-CSU next year, to the best of your knowledge did you take and pass the College Prep coursework to be eligible to enter a UC-CSU in the fall? (UC Approved Lab Sciences, Foreign Language, Fine Art etc.)

________ Yes _______ No

Thank you and we will be speaking to you in the fall. Congratulations! 😊

Amber Charter & Tim Reid
Espano High School
Agriculture Department
Graduate Follow-up

Name: ______________________________________________

Address: ______________________________________________

Phone: ______________________________________________

1. What are you doing at the present time?

   ______ Attending school
   __________ Full-time
   __________ Part-time
   ______ Ag Major
   ______ Non-Ag Major

   ______ In the military
   ______ Not working

   ______ Looking for work
   ______ Not looking for work

   Other ______________________________________________

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

   ______________________________________________

3. What is your job title or job description?

   ______________________________________________

4. Which statement best applies to your present occupation?

   ______________________________________________

   ______ I am using most of the skills I learned in the agriculture program.
   ______ I am using some of the skills I learned in the agriculture program.
   ______ I am not using any of the skills I learned in the agriculture program.

5. What type of school are you currently attending?

   ______ Community College
   ______ 4-year college
   ______ Adult education
   ______ Trade/technical school
   ______ Private business school
   ______ Other

6. What is your major course of study? ________________________________
7. How would you rate the training received in the agriculture program?
   ______Excellent   ______Good   ______Fair   ______Poor

8. How do you rate the career guidance and counseling you received in agriculture program?
   ______Excellent   ______Good   ______Fair   ______Poor

   FFA

1. Please check the following areas you feel are valuable components of FFA.
   ______Officer and committee chairman experience
   ______Judging contests
   ______Advanced degree and proficiency awards
   ______Participation in chapter activities, working with others
   ______Livestock raising, shows, fairs, etc.
   ______Other—please describe ____________________________

2. What were the most valuable aspects of the SAEP (supervised projects)?
   ______Learning skills related to future ag employment
   ______Development of responsibility
   ______Learning record keeping
   ______Other—please describe ____________________________

3. Please rate the facilities and equipment in the agriculture program:

   Facilities: ______Overcrowded   ______Adequate space provided
   ______Modern   ______Out-of-date
   ______Modern   ______Out-of-date
   ______Well-maintained   ______Poorly maintained
   ______Adequate amount of equipment for all students in class
   ______Other—please describe ____________________________

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

______________________________
______________________________
Agriculture Department

Program Completer Follow-up Results for **Esparto High School**

The following indicates information gathered from Program Completers of the Agriculture Program.

Percent of students that agree with statement.

**Which statement best applies to the students present occupation.**

- I am using **most** of the skills I learned in the agriculture program.
- I am using **some** of the skills I learned in the agriculture program.
- I am not using any of the skills I learned in the agriculture program.

**How the students rated the training & career guidance/counseling they received in the agriculture program.**

<table>
<thead>
<tr>
<th>Training</th>
<th>Career guidance/counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
<td>Fair</td>
</tr>
<tr>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**Which activities in the FFA program that the students thought were valuable.**

- Officer and committee chairman experience
- Judging contests
- Advanced degree and proficiency awards
- Participation in chapter activities, working with others
- Livestock raising, shows, fairs, etc.
- Other: Leadership Conference, National Convention, Overall experience

**What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.**

- Learning skills related to future ag employment
- Development of responsibility
- Learning record keeping
- Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

**Past students rated the facilities and equipment used at agriculture program.**

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcrowded</td>
<td>Modern</td>
</tr>
<tr>
<td>Modern</td>
<td>Well-maintained</td>
</tr>
<tr>
<td>Adequate square space</td>
<td>Poorly maintained</td>
</tr>
<tr>
<td>Out-of-date</td>
<td>Out-of-date</td>
</tr>
<tr>
<td>Adequate amount of equipment for all students in class.</td>
<td>Not adequate equipment</td>
</tr>
</tbody>
</table>
S.
List of Active Placement Sites
Active Placement Sites

The following sites currently employ or can employ students from the agriculture department. Students use this experience for their SAE project.

Goeman Construction
Rise Inc
Hatanaka Farms
Derwydd Farms
Manas Ranch
Burton Construction
Pedroia and Sons
Full Belly Farms
Good Humus
Whitewater Adventures
Haag Farms
Los Tios Restaurant
Cache Creek Casino
Mengali’s Florist
T.
Recruitment Activities
And Materials
Agriculture Orientation Survey

Our high school agriculture program is conducting a survey of students to determine public perceptions and attitudes about agriculture and careers. Your answers will help us to shape the future direction of the agricultural program. Please assist us by providing the information requested below. All answers you provide will remain confidential.

Name______________________________Home Phone________________________

Street____________________Town/City____________________State__________Zip____________________

Age______________Grade 7th____8th____9th____10th____11th____12th

Do you live_________in the city________in a town________in the country________on a farm?

Do you plan to continue your education past high school?__________Yes_______No

Activities and Hobbies

Check which of the following activities are of interest to you (check all that apply):

____ sports_______ music_______ travel_______
____ contests______ hunting/fishing______ camping_____
____ motorcycles____ public speaking______ mechanics____
____ hiking______ photography______ fairs_____
____ livestock exhibition____ computers______ science____
____ art_______ animals______ drama_____
____ clothes/fashions____ crafts______ boating____

Career Interests

Check which of the following career areas are of interest to you (check all that apply):

____ broadcasting______ newspaper/magazine editor______ marketing______
____ forestry______ computer programming______ engineering______
____ auto mechanics______ electronics______ crop production____
____ livestock production______ public relations______ ranching_____
____ graphic design/commercial art______ government service______ scientific research____
____ landscaping______ horticulture______ sales_____
____ health services______ chemistry______ accounting_____
____ teaching______ banking______ botany/plant science____
____ natural resource management______ military______ machine repair/serv.
____ Travel and tourism______ performing arts____

Agriculture

Check which of the following agricultural subjects are of interest to you (check all that apply):

____ mechanics_______ horticulture_______ animal science_______
____ animal production______ crop science______ crop production____
____ business management______ marketing______ floriculture____
____ computers______ electrification______ outdoor recreation____
____ soil science______ communications______ sales and service____
____ forestry_______ natural resource management______ woodworking____

Would you say the nation’s agricultural economy is_________ excellent_________ good_________ fair_________ poor?

Have you heard about the FFA before this presentation?__________Yes_______No

If so, from whom?__________Friends__________ teacher__________ counselor__________ parents__________ brothers/sisters

__________FFA Member__________ Other

Would you like more information on FFA and high school agriculture?______Yes
RECOGNIZING BENEFITS ASSOCIATED WITH BEING AN ACTIVE FFA MEMBER

FUN - Members who are active in the FFA with have the most FUN through activities offered at the Chapter, Section, Region, and State levels. Monthly FFA meetings, fund-raisers, social events like dances, and other FUN opportunities are there for the taking to those students who decide to take part in the FFA.

TRAVEL - FFA members not only get to have fun at home, but they get to take the fun with them as they travel all over the state and Nation. Members will have the opportunity to travel to the following places during the year:

- Indianapolis, Indiana
- San Luis Obispo, CA
- Fresno, CA
- CSU, Fresno
- UC Davis
- CSU, Chico
- Cal Poly, SLO
- Modesto JC
- Merced Junior College

And many other places!

MONEY - Don’t look past the opportunity to make money through your involvement in the FFA program! Students who maintain a quality SAE (Supervised Agriculture Experience) project will most definitely make some money, and embody the FFA motto!

FRIENDS - Last but not least active FFA members have the opportunity to make friends that will stay with them for a lifetime. These may be friend at the chapter level, but could be from all over the section, region, state, or Nation!

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

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

Want more information?
Please contacts us!

Esparto FFA Chapter
26675 Plainfield Street
Esparto, Ca 95627
(530) 787-3405 ext 225
www.espartok12.org
Webster’s definition of leadership is the position or guidance of a leader or the ability to lead implying there are two groups of people, leaders and followers. However, FFA defines leadership as—**INFLUENCE**.

FFA believes that all students can learn how to make a difference by the positive evolution of the whole person and continuously demonstrating qualities, attributes and skills for lifelong success.

Agricultural education students and FFA members come from all geographic and socioeconomic backgrounds. In many ways, those involved with FFA are extremely diverse but what they all have in common is the ability and desire to lead and inspire.

Agricultural education students and members of the FFA learn exactly what it takes to go the distance. Through agricultural education’s integrated model of education, which combines classroom learning, hands-on experience and FFA, students are exposed to a holistic education. Students become skilled in core competencies through the keys of essential learning - awareness, interaction, and mastery. Competencies such as action, vision, emotional and spiritual growth, decision making, communications and adaptability equip students with the life skills needed to achieve unlimited success.

Additionally, membership in the FFA benefits students by developing their self-confidence, learning accountability for their actions and taking control of their own destiny. FFA gives students a sense of belonging to something that is important and helps students get involved in worthwhile activities. PALS, for example, is a mentoring program that matches high school agriculture students with elementary youngsters who have special needs. This program and many others available to FFA members, instill qualities such as compassion, service to community and civic engagement that last a lifetime.

FFA members are future chemists, veterinarians, government officials, entrepreneurs, international business leaders, teachers and professionals in a numerous other careers. The reason for that is simple - FFA shows members how to grow their leadership skills, take charge of projects, assignments and discover their passion in life.

The personal growth, leadership, and career success skills developed through the FFA experience serve students well throughout their entire lives and fill their tank for the long journey ahead.
2008 Parliamentary Procedure - Time Flies When You’re Debating!

What do you get when you take fourteen FFA members, teach them how to debate, and set them loose in Fresno? A whole lot of fun, success, and growth! In November, freshmen Janessa Medina, Margot Dittmar, Stephanie Royer, Avalon Lucero, Rebecca Markel, and Mariah Pedroia began practicing gaining skills as parliamentarians in order to compete in the Novice Parliamentary Procedure contest. In February, they traveled to Chico to compete, and more recently, they traveled to Modesto Junior College and Fresno to compete in the State Parliamentary Procedure contest. Using the skills they had honed over the past five months, they completed exams, discussed, and found success as young leaders in the FFA. They competed against the top 24 teams in the state, and in the end, placed in the top 12! Congratulations Novice Team for your success, and thank you for your hard work and determination!

A team of Advanced Parliamentary Procedure members also found success in Fresno. Led by seniors Rye Muller, Montana Baker, and Emily Spier, as well as juniors Kate Markel, Ingrid Dittmar, and Roxanne Lucero, and sophomores Hannah Muller and Jeff Gillham, the Advanced Parli Pro team worked hard to be able to compete at the 2008 State FFA Parliamentary Procedure Finals. This group of dedicated individuals deserves to be recognized for the hours of hard work they dedicated to becoming proficient in Parliamentary Procedure. They received 8th place at the 2008 Chico Invitational Parliamentary Procedure Contest, 1st place at the Yolo Section Contest, 3rd Place at the Central Region contest, and placed in the top 12 teams at the State Finals contest. Congratulations Advanced Team and thank you for your hard work!

SAVE THE DATE for the 2008 Spring Awards Banquet!

On May 13th, students, teachers, and community members will gather in the Alice Marsh Hall to celebrate the successes of the Esparto FFA Chapter and its members for the 2007-2008 school year. Come on down and join us for a catered meal from Ludy’s, an inspiring keynote address from the 2007-2008 California State FFA Reporter, recognition of our members, and to celebrate the election of the 2008-2009 Esparto FFA Officer team. Entry into the banquet is $5.00, and all proceeds go to support the members of the Esparto FFA Chapter! If you are planning on attending the banquet, please R.S.V.P. to Mr. Large by May 8th with the number of people planning to attend. He can be reached at (530) 787-3405 ext. 225.

Esparto FFA: “Only Blue Will Do”
FFA Member Wins Big at the State FFA Leadership Conference

Rye Muller of Guinda, Ca was named the State FFA Agriculture Education Proficiency award winner and received a $200 check at the 80th California State FFA Leadership Conference. Rye was announced as the state winner on Sunday evening at the fourth general session of the convention with over 5,000 members and guests present. Rye, along with the state winners in other proficiency areas will advance to compete for national honors. State applications will be judged to be chosen as one of the 4 National finalists who will each receive a plaque and a $500 check. The national winner, selected from this group, will receive an additional $500 check and plaque. Agriculture Education is an award area for students with Supervised Agriculture Experience (SAE) Projects related to educating others about agriculture. For the last 6 summers, Rye has worked as a summer camp counselor for Camp Full Belly Farm. Camp Full Belly Farm takes campers through the process that farmers go through, from putting a seed in the ground to food on the table of a consumer. Over those six years Rye has worked closely with other counselors to enhance the camp curriculum by adding activities that advocate for agriculture and entertain students as well. Rye says “growing up on an organic farm has taught me everything I know about agriculture, and I want to share that knowledge with kids who weren’t fortunate enough to have a 250-acre backyard.” The Agriculture Education Proficiency award program is sponsored in California by the California State Grange, and on the national level by the National FFA Foundation as a special project of the National FFA Foundation.

Esparto FFA Chapter and the Capay Valley Regional Farmers Market

Over the last several weekends, you could spot Esparto FFA members Rye Muller and Samantha Bozek in the Esparto park at the Capay Valley Regional Farmers Market. The chapter made its debut at the first main market of the year on April 12th. Esparto FFA has been selling plants, raffle tickets for the Ag Booster Pig Raffle, and tickets to the Capay Valley Garden Tour. Samantha Bozek, a senior at EHS and chapter FFA officer says, “it’s great to be outside interacting with the community that does so much to support our Ag department and FFA chapter. I am really looking forward to the rest of the markets!” These students show up every weekend and set up a booth with plants grown by Esparto FFA Members, dried flower wreaths made by the EHS floriculture class, and signs for tickets that they are selling. Agriculture instructor Austin Large praises all of the students in the program for doing their hard work, and thanks the community for coming out and supporting the chapter. He says “it’s really humbling to see a community come together like this and support local farmers, vendors, and organizations such as the FFA. I am glad that we can be a part of this wonderful community tradition.” So, keep your eyes peeled for Esparto FFA members at the market, and stop by to say hello and show your support for our FFA chapter. Also, don’t forget to pick up your tickets for the Capay Valley Garden Tour which takes place on Sunday, May 11th, as well as the Ag Booster Pig Raffle which will happen on Friday, May 9th at Spartarama.
April 19, 2008 kicked off the beginning of the 80th California State FFA Leadership Conference. Esparto FFA was proudly represented by nine FFA members, who truly embodied the conference theme of “Inspiring Excellence.” The excitement in the air was palpable as the State Officer Team repelled from the ceiling of Selland Arena on Saturday evening, and performed opening ceremonies for the first time. Sunday, delegates Rye Muller and Roxanne Lucero helped to shape the future of the California Association by attending committee meetings and participating in the delegate process. Also on Sunday, members Matt Juchniewicz, John Hornet, Ksenija Pesic, Kate Markel, Ingrid Dittmar, and Anastasiya Bukhteyeva went to CSU, Fresno to participate in educational workshops hosted by agriculture students from many universities here in California. Monday was an exciting day because not only did the members get to meet the twelve candidates who had been slated for the 2008-2009 State FFA Officer Team, but they were also treated to a concert by famed country band, Emerson Drive. Tuesday marked the end of convention, and it was a busy day for Esparto FFA. Not only was Mrs. Kersting recognized as a silver level counselor in the Central Region, but the members also attended the final session where they heard retiring addresses from the State Officer Team, and witnessed the election of the 2008-2009 State Officer team. All in all it was a great convention, and if you are interested in attending next year be sure to talk to Mr. Large!

Upcoming Dates:

May 6
Yolo Section CATA/FFA
Meeting @ 4:00pm - Woodland High School
2008-2009 Chapter Officer Interviews

May 9
SPARTARAMA/Ag Booster Raffle

May 13
2008 Annual Spring Awards Banquet @ 7:00pm - Alice Marsh Hall

June 14
Yolo County Fair Tag-in/Mandatory Exhibitor Meeting

July 14-16
2008-2009 Chapter Officer Retreat

2007/2008

Esparto FFA Officers
President- Rye Muller
Vice President - Ariana Rome
Secretary- Emily Spier
Treasurer- Roxanne Lucero
Reporter- Samantha Bozek
Sentinel- Shane Burton
Historian- Ingrid Dittmar
Sergeant- Joshua Mills
Senior Advisor- Lindsey Berg
Bringing Home the Degrees

On January 17th we had nine members apply for their State FFA Degree. Students and teachers spent hours trying to update and correct the students’ Record Books before school, after school and at lunch. Receiving the State Degree is a huge honor because members must have earned at least a thousand dollars and spent 500 hours with their Supervised Agriculture Experience Project. We would like to congratulate our degree recipients for their hard work and dedication; Emily Spier, Samantha Spier, Rye Muller, Lindsey Berg, Janet Jensen, Shane Burton, Alyssa Moreland, Kara Perez, and Sarah Mills.

Donkey Basketball

Our tradition of Donkey Basketball will continue on Saturday, January 27th at 7pm. Esparto FFA will take on the members of the Woodland FFA. For those of you have never attended, you are missing out. The game is a traditional 5 on 5 basketball game with a little twist: 4 of the 5 members on each team will be on donkeys. In addition to the game, the crowning of the 2007 sweetheart will take place during half-time. We would like to congratulate our Sweetheart candidates; Hannah Muller (Freshman), Larisa Mayer (Sophomore), Kara Perez (Junior), Samantha Spier (Senior) and Roxanne Lucero (All Star).

Sweetheart Week

January 22-26, 2007

By: Sarah Smith

Sweetheart week will be held January 22-26th. Last Friday, all FFA members voted in their ag classes to nominate our five candidates. They are; Hannah Muller, Larisa Mayer, Kara Perez, Samantha Spier and Roxanne Lucero. Each day the candidates will compete against each other in competitions such as escort roping where they are timed on how long it takes to rope their escort. Another competition will be the potato game where the candidates will walk an obstacle course while holding a potato between their legs. The candidates will also compete in a seed spitting contest and test their seed spitting skills. Over the entire week, each of the sweetheart candidates will also raise money for the FFA by decorating a can and taking in donations. The crowning of the 2007 FFA sweetheart will take place on January 27th during half time of the donkey basketball game against Woodland FFA.

A New Addition

By: FFA Officer Team

As all of you know, Mrs. Giguiere is out on maternity leave. For the time in which she is gone, a long-term substitute was hired. Ms. Smyth is taking over the reigns while Mrs. Giguiere is gone. Ms. Smyth is doing a wonderful job and the officer team would like recognize her for her organization, ideas and overall positive attitude. We are very glad to have her at Esparto High School. Keep up the good work!
Almond Festival
February 25, 2007
By: Samantha Bozek

Every year, our Esparto FFA Chapter puts on the Almond Festival Breakfast. This breakfast is run by all of our very own chapter members. Our volunteers work all day slaving over the griddle making pancakes and omelets. There is a lot of work that is put into the event. Starting from the set-up to the clean-up, our members work very hard serving members of our community and guests that come for the annual Almond Festival. This is a very important event because it is the largest fundraiser for our chapter. This year, our chapter is working very hard to bring this breakfast together. With the help of new ag teachers and determined students, we have accomplished a lot and hope to see another successful breakfast on February 25th.

"Raising Chickens in the Quad"

At the first staff meeting of the new-year, members of the Esparto FFA Parliamentary Procedure team met with teachers and staff to show off their skills. Their entire debate was trying to approve that students would get to raise chickens in the quad. The motion let out a great laughter in the audience and staff members seemed to really enjoy the experience. Members of the team have been practicing weekly and look forward to the first competition on February 10th at Chico State. Esparto will be well represented with a Novice team and two advanced teams.

"Know your Veggies"

Members of the Vegetable Crops judging team have been working hard practicing for the upcoming field day competitions. Once a week, members have been meeting with Ms. Smyth to review different seeds, vegetables, pests, weeds and diseases. We are hoping that we can get a few members from the industry to come to a couple of the practices to help give members pointers on how to give reasons and improve their judging skills. Similar to our other judging teams, members will be competing at their first field day on February 3, 2007 in arbuckle.

Calendar of Events

January 22-26, 2007
Esparto High School
At Lunch
FFA Sweetheart Competitions

January 27, 2007
Esparto High School
7:00PM
Come watch Esparto High School FFA take on Woodland FFA at the annual Donkey Basketball competition.

February 2, 2007
Regional FFA Officer Applications are DUE!
8:00AM to Miss. Smyth
Those interested in running for a Regional FFA Office, you must contact Miss. Smyth BEFORE the due date, if you have not already received an application.

February 3, 2007
Pierce High School
8:00AM
First annual Field Day competition at Pierce High School.

February 13, 2007
Proficiency Award Applications are DUE!
8:00AM to Miss. Smyth
Please see Ms. Smyth BEFORE the due date, if I have not spoken to you already.

Regional Officer and Award Applications

Attention all FFA members! If you are interested in becoming a Regional FFA Officer, then you need to see Ms. Smyth immediately. Applications are due on February 2nd. Becoming a Regional Officer is a great opportunity for any member, so do not hesitate. In addition, anyone who is interested in applying for State STAR Farmer or for a Proficiency award please pick-up your applications. Finalized Applications are due on February 13th. These are all great opportunities and awards to put on a resume so do not hesitate.

Scholarship Applications

Are you a senior and a member of the FFA? Please come by Ms. Smyth's and pick-up a scholarship application.
Agriculture Mechanics Corner

By: Robert Azzolino

Eddie Salas was chosen as the agriculture mechanics, student of the month. He has shown outstanding initiative in shop this year building his treasure chest, which took fourth place at the Yolo County Fair. He also took part in the large scale shop organization project. Eddie is currently working on a metal art project which requires a lot of heavy welding, “a walk in the park” as Eddie says. We asked what he thought about becoming the Agriculture Mechanics Student of the Month, he replied, “It has taken hard work and dedication to get me where I am today.”
What is Ag Education?

The agricultural education program provides a well-rounded, practical approach to learning through three components:

- The 3 circles of Ag Education
- Classroom education in agricultural topics such as plant and animal sciences, horticulture, forestry, agrimarketing, etc.
- Hands-on supervised agricultural career experience such as starting a business or working for an established company; and FFA, which provides leadership opportunities and tests students' agricultural skills.

Estate High School FFA
26679 Plainfield St
Estate CA 95627

Phone: 530-787-3405
Fax: 530-787-4850
E-mail: mgilguere@espark12.org
Many Agriculture programs not only prepare you for practical work in today's society, but they also help you enter colleges focusing in agriculture. At the college level you can critique the skills you learned in high school and with that base expand to specialized subjects such as animal science, and Horticulture.

Esparto High Agriculture Department

17121 Yolo Avenue 26675 Plainfield St. (mailing address) Esparto, Ca 95627
Phone: 530-787-3405
Fax: 530-787-4850 (fax)
Flex Exchange Students

For the past six years Esparto High school in association with the Esparto FFA have been happy to welcome over twelve students to our community. Many of these students have been from the Republic of Georgia where our students have traveled and help to establish the Future Farmers of Georgia. This has been part of the international FFA program where chapters have been established across the world in such places as Japan.

Agriculture Mechanics

Ag. Sciences

Ag. Science

Ag. Biology

Ag. Business

Floriculture

Ag. Mechanics I

Ag. Mechanics II

Ag. Mechanics III/IV

Ag. Power/Construction
U.
Staff In-Service Record
INCENTIVE GRANT INSERVICE ACTIVITIES
DOCUMENTATION

CRITERIA

4.B Based on the previous year's record, every agriculture teacher, teaching at least 1/2 time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TEACHER'S NAMES</th>
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<tr>
<td>Fall Region Meeting</td>
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<td>Region Inservice Day</td>
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<td>Spring Region Meeting</td>
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<td>University Ag Ed Skills Week</td>
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<td>1. Professional Development*</td>
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* Explain the Professional Development:

1. Reid & CA Delta Conference
V.

Staff Minutes
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

DATE: ________________

In Attendance: __________________________________________

_________________________________________________________________

Activities for the Week:

Monday: ___________________________________________________

_________________________________________________________________

Tuesday: ___________________________________________________

_________________________________________________________________

Wednesday: _________________________________________________

_________________________________________________________________

Thursday: __________________________________________________

_________________________________________________________________

Friday: _____________________________________________________

_________________________________________________________________

Saturday: __________________________________________________

_________________________________________________________________

Sunday: _____________________________________________________

_________________________________________________________________

Important Dates During the Month:

_________________________________________________________________

Vehicle Needs for the Coming Week:

_________________________________________________________________

Project Visitations Made (prior week):

_________________________________________________________________

Informational Items for Departmental Consideration:
W.

Department Inventory
# AGRICULTURAL EDUCATION
## EQUIPMENT INVENTORY

**School Site:** Espejo High School  
**Year:** 2010/2011

<table>
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# AGRICULTURAL EDUCATION
## EQUIPMENT INVENTORY

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**Year:** 2010

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List of Courses that Qualify for Alternative Credit
Graduation Requirement Satisfied

Many courses in the Agricultural program satisfy High School Graduation Requirements. Listed below are those classes that satisfy graduation requirements in Science and Art. All credits listed are for successful completion of a full year's instruction in a class.

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