QUALITY CRITERIA FOR AGRICULTURAL EDUCATION

California Polytechnic State University

Ag Ed 539: Teacher Internship Report

This internship report addresses the quality criteria of an agricultural education program and includes the supporting documents to meet the requirements of the California Department of Education. This document and the supporting evidence is intended to meet the requirements to obtain funding for the Incentive Grant.

Jalisca Jean Thomason
Selma High School
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The following section will provide narrative and evidence that the Selma High School Agriculture Department meets the quality criteria requirements for curriculum and instruction numbers 1A-1J

**QUALITY CRITERIA**

1. **Curriculum and Instruction**

In collaboration with Valley Regional Occupational Program (VROP), Selma High School Agriculture Department, operating within the guidelines of the Selma Unified School District offers 10 courses in three distinct and organized pathways. Students may choose courses from Ag Mechanics, Ornamental Horticulture, or Animal Science. All of our advanced courses build on knowledge and skills developed in previous classes, and the courses must be taken in the appropriate sequence and at the correct academic level.

Introduction to Animal and Plant Science is the first course that is open only to freshmen students and is a required component of both the ornamental horticulture and animal science pathways of study. We have a two year foundational sequence that is a dovetail into Agriculture Biology and not only completes the Agriculture State Standards; it also meets the requirements for a UC/CSU Approved Biology course. Floral Design is also a UC/CSU approved area F fine art elective (table 1)
The SHS Ag Department works closely with the high school learning directors and administration to ensure that students are able to balance agriculture courses with other general education courses. Selma High School is on a traditional six period day, and with the exception of Introduction to Animal Science/Ag Biology, agriculture courses are generally taken in place of other electives. Selma High School has a student population of approximately 1200 students, and is proud to say that the three dedicated teachers that make up the agriculture department serve one third of the school population, with our enrollment numbers close to 400 students in the 2011-2012 school year. The size of our program gives the department and the current students an advantage when enrolling in ag classes in the next year.

The cohesive nature of the course sequences makes it extremely easy for the teachers in the department to help students maintain record books, long term SAE projects, and professional portfolios that travel with the students to their new agriculture classes each year. Every student maintains an annual record book each year, and they are filed in the classrooms.
At this time, an e-book is not in use by Selma High School; we prefer to keep everything in a hard copy format and at this time do not have access to adequate computer facilities at the school campus to make e-books plausible. Students are required to complete Ag career and issue based research on computers and turn in printed copies of reports and laboratories in every class.

In 2012, VROP provided SHS Ag with twelve computers that are housed in rooms 704 and 504 and are available for student research and work processing. At this time, we do not have printing capabilities for these computers; however the department is diligently working to increase our technology availability for all classes. Floral Design students use the computers to complete a Professional Portfolio, which includes cover letters and resumes, a Wedding Bid, and other research projects. The Intro to Animal and Plant Science classes use computers to do a career research project, a breed identification project, and also a research project on agricultural scientists. Every week the Environmental Science and Vet Science students turn in a weekly research article and typed write-up. In addition, the teachers have made a priority to use technology as a tool in the classroom. We recently upgraded our curricular materials to include many CEV multi-media pathways, which has increased our ability to use PowerPoint, movie clips, and interactive media. There is a class set of iPads available on campus and we are currently in development with the campus technology coach to create assignments and projects utilizing those tools.
2. Leadership and Citizenship Development

Selma FFA received its charter on March 28, 1930 and had 16 members at that time. The original charter hangs surrounded by current awards in the Floral Design classroom and is shown to every freshman in Intro to Animal and Plant Science during the FFA Unit. Since Selma FFA received the charter, it has been mandatory for students to be involved in the FFA at the chapter level. All students enrolled in an Ag class at SHS additionally are dues-paying members of the California FFA Association; enrollment is verified each October 15th through the R-2 data report. 10% of a student’s grade, regardless of what Ag class they have, is associated with FFA/SAE participation. Students must check in at each event, and a running tally of participation is kept by the FFA Vice President.

Each year the FFA officer team revises and amends the Program of Activities with guidance from the advisors during our annual officer retreat. The POA is kept in each classroom, given to the high school administration, and the regional supervisor. A copy of the POA will follow in the evidence section of this report.

We have a very active FFA at the chapter, local, and regional level. We take 65 students every year to the Sectional Regional Opening/Closing Contest; we have a BIG team, Job Interview, and a variety of CDE judging teams as well. We take our students to Greenhand Conference, State Conference, sectional activities, and as many events as the budget allows for. Below is a roster for the teams from one Intro to Animal and Plant Science class for the sectional Opening/Closing Contest and pictures from State Conference and Floral CDE team.
3. Practical Application of Agricultural Skills

At Selma High School a student is required to have an SAE project. It is worth 10% of a student’s grade as part of the department wide grading policy. (Figure 2)

As part of the SHS campus’s improvement plan, all departments are expected to have a standard grading system for all teachers and classes. The Agriculture department has been used as the example for the entire campus as we have been operating under a uniform grading scale for over 15 years.

All SAE projects are verified through the use of the California Record Book, and all students fill out a plan for an SAE project at the start of the year in their Student Data Career Plan form, which is kept with their record books in the classroom. All freshmen students will begin with a school garden plot, in both fall and spring semester. The students work and keep records on the garden area, and also harvest the produce for themselves to consume at home and in the classroom. Additionally, incoming freshmen students from the middle school are given the opportunity to start a livestock SAE project the summer before they start high school.
All livestock SAE projects are kept on the school farm. There have been two projects that are kept off campus for the summer months with special clearance and are visited on a regular basis by the supervising teacher. There is a truck available to the teacher to make these visits and can be reserved through the head of the department with prior notice. These students still have to participate in all showmanship or team activities that are held on campus.

The Ag department also has a number of trailers available to help transport animals and materials, a box trailer, a panel trailer, a featherlite, a steel gooseneck, and bed boxes. We also have a John Deere Gator to make transportation on the farm easier and faster to change irrigation, transport produce and fruit and to complete other farm chores.
4. Qualified and Professional Personnel

Selma High School currently has an Ag department of three full time teachers, all of which are fully credentialed. Roy Swift is the head of the department, holds B.S. and M.A. degrees from Cal Poly, SLO, and completed his teacher preparation work at Cal Poly Pomona. Katie Chambers has her degree and credential form Fresno State. Jalisca Thomason has a degree from Cal Poly, SLO and is working toward her MA degree in Ag Education from the same institution. All teachers come from FFA backgrounds and have worked in the agriculture industry.

All the teachers attend regional, sectional, and road show activities, as well as the state CATA conference. As a department, we meet every Tuesday afternoon in the Ag Office during scheduled school wide meeting times. While the agriculture department is part of the larger Vocational Education Program, we have received special permission from the principle to meet independently from the rest of the Voc Ed teachers. We truly are a team and our program requires a lot of communication and planning. We are extremely grateful for the built in opportunity to come together as a department with the support of the school administration. Minutes from our meetings are kept in a binder in the Ag Office.

Expenses are in inherent part of teaching agriculture, and all teachers are adequately reimbursed from the appropriate account when needed. We try to plan in advance as much as possible and use Purchase Orders, however not all vendors, especially fresh flower suppliers, do not accept Purchase Orders. In these cases, the teacher will order the product on a personal credit card and be reimbursed through a check request from the school. A copy of a purchase order and check request are included later in the evidence portion of this document.

Selma participates in the Fresno County Fair for a week in October and all expenses for food and supplies are covered by the Selma Ag Boosters for all teachers and participating students. The substitutes for all teachers are covered by the district. The district covers all registration and hotel expenses for the annual CATA conference and encourages participation by providing substitutes for all in-service activities.
5. Facilities, Equipment, and Materials

Like any Ag program, Selma is constantly evolving in terms of facilities and equipment. We have a five year acquisition plan that we use to prioritize and set department goals. We currently have four classrooms, an office, and a shop for classroom facilities. All of these buildings and rooms are handicap accessible. For storage, we have six Sea-Train containers, two large wooden sheds, multiple file cabinets, a closet, and lockable wooden cabinets inside the classrooms. We prefer using the metal containers for storage of our livestock, garden, shop, and floral supplies because they are more easily secured than other types of storage. We have struggled in the last few years with excessive theft and vandalism and so far the only things that have not been broken into are the containers.

Each Ag teacher has a district email account and district provided computer that we use on a daily basis to communicate with each other, site administration, parents, and community members.

Selma is a small community comprised of farm workers, truck drivers, and many many families that live either in apartments or in small subdivisions and do not have access to the land or equipment needed to house an SAE project. Therefore all of the SAE projects that our students are involved in are housed on school campus. We have swine, sheep, and beef facilities for use by our livestock students. We also have two greenhouses and garden areas that students may utilize for ornamental horticulture projects. We have students that grow alfalfa hay as an SAE project and they not only use the school farm, but also the school tractor, baler, and flatbed truck. We have a field that we keep open exclusively for row crop SAE's, like red onions, during the summer break.
6. Community, Business, and Industry Involvement

Selma High School has a very active advisory committee that meets twice a year, once in each semester. The advisory committee also participates with the Regional Occupational Consortium held each spring at Reedley College. This past year, the advisory committee has been instrumental in helping the SHS Ag Department buy a new Kubota tractor through the Air Quality Resource Board Grant Program. They supported the acquisition (part of the five year plan) of the tractor at the district level, and also helped fill out paperwork, watch deadlines, and spec out the tractor when it was purchased.

As the orange grove on campus is aging, and being eyed by administration for a parking lot, the advisory committee has begun working on finding new trees to replant, and also has started exploring changing the irrigation system from flood irrigation to mister systems. Their reasoning is that if we remain up to date and investing in our farm then it will be harder to justify removing parcels from it.

In terms of industry partnership, Selma High has a long history with involving industry on campus whenever possible. We work with Bennet and Bennet for irrigation in the greenhouse and garden area. Paramount Farms has become involved in our orange and fruit production, and Belmont Nursery has been instrumental in replacing lost plants and giving greenhouse advice. Every fall Hanford Meats comes to the school and processes the fair animals with the students. They host the students at their meat processing facility and help them process the lambs from the “rate-of-gain” experiment. We are also in the beginning stages of forging a relationship with PG&E, and the newest solar technology is currently being constructed on our farm to power the entire school district, while still being able to utilize the pasture as grazing grounds.

In the recent past, graduates of our program have frequently been hired by out advisory committee members in the fields of landscape design, veterinary medicine and mechanics.
April 7, 2012
Reedley Junior College Campus
ROP Advisory Summit Meeting
5:30 – 8:30 pm

In Attendance:
Roy Swift and Jalisca Thomason- Selma High School Ag Department
Casey Jones- SHS Ag Advisory
Jim Jones- SHS Ag Advisory
Reedley JC Agriculture Department Staff
Ron Nishinaka- Tree Fresno
Joe Camarillo- Fresno Fair
Other industry members

Items Discussed:
Reedley Junior College Agriculture Department changes, status, fundraisers, farm, animal units, and enrollment numbers- Dave Lopes
Big Fresno Fair Report, what to expect next year- Joe Camarillo
Industry wants and needs in new employees, what skills are new workers lacking?- Advisory Board members and guests
Quality Criteria

7. Career Guidance

An integral component of our student files are update R-2 and Student Data Sheets. All three teachers revisit these documents at the start of each academic year and update student goals, talk about new opportunities, and use the latest multi-media to help support our career curriculum.

Our Intro to Ag and Ag Biology are UC/CSU approved for Biology, Floral Design is UC/CSU approved for fine art and also has a 2+2 articulation agreement with Reedley College Ornamental Horticulture. All of the Ag Mechanics classes have 2+2 articulation agreements with Reedley College.

Currently in development is a special careers unit for the freshmen students that is based on iPads. The Ag department is working on this unit in collaboration with Valley Regional Occupational Program and Selma Unified’s technology Literacy coach. Included in this document are copies of all outlines that are UC/CSU approved with 2+2 articulation agreements.
The following section will provide narrative and evidence that the Selma High School Agriculture Department meets the quality criteria requirements for curriculum and instruction numbers 8A-8C.

**Quality Criteria**

8. **Program Promotion**

Selma Unified School district is made up of 12 campuses, one of which is our only feeder school, Abraham Lincoln Middle School. It is very rare to have a student come from out of the district, which makes it much easier for the Agriculture Department to focus our recruitment and promotion efforts effectively. Page 15 outlines our exclusive recruitment program, called Ag Olympics. There is also a middle school elective class for agriculture and we host that class each semester to the school farm. The SHS FFA Officers complete the Discovery Degree ceremony for qualifying middle school students. This helps the middle school students be more receptive to our program because they will have familiar faces at the high school when they begin their freshmen year. Every spring we take two days and set up a table at lunch to sign up incoming freshmen for animal projects for their freshmen year. While this only nets us 2-4 students, they tend to be the students that rise rapidly in our leadership organization: frequently become the Star Greenhand and apply right away to be on the officer team.

Selma Unified is in an economically depressed area, and we have a student population that is 95% free/reduced lunch. Animal projects, leadership events, even FFA jackets can sometimes be prohibitively expensive. We have a very active Parent Booster organization that helps pay for all entry fees for all of our CDE contests, offers subsidized FFA jackets, helps pay for exhibitor’s food at the fair, and offer scholarships to students at the end of their academic career with FFA.
Selma FFA Recruitment Plan

Every March the entire agriculture program at Selma High School gets packed up and moved over the Abraham Lincoln Middle School. We have an activity that we call “Ag Olympics” and we strategically schedule the event to precede incoming freshmen registration by a week.

We start at 10:00 am with students who have been selected to help promote the Ag program; this includes not only the officer team and Greenhand officer team, but also students in all of our classes. Freshmen have a special opportunity to get involved because the Intro to Animal and Plant Science classes hold a contest, the Ag Olympics, and the current freshmen act as team leaders, score keepers, and judges. We chose to have the freshmen in this role because they are the closest to the junior high, they still have friends there, and this is a great way to open communication about what to expect next year at the high school.

While the games are running, junior high students can take a tour of ever class the ag department offers. Environmental Science will be showing rafting movies on a TV, and they will have tents and outdoor equipment set up for students to check out. The Vet Science class brings the baby lambs and also cooks sausage and emu chili which they hand out to 8th grade students. The Ag Biology class has an anatomy game; the FFA Officer team has a booth set up with pamphlets and brochures about the program, and Floral Design gives away ribbon wrapped flowers.
Quality Criteria

9. Program Accountability and Planning

During the academic year of 2010-2011 Selma High Agriculture underwent a full on-site audit by Regional Supervisor Ken Harris. The Comprehensive Program Plan was updated completely and all 12 criteria for quality were turned in for review. Jalisca Thomason fully retrofitted the binder of evidence and updated all required documents and materials needed for this review. Ken Harris also visited the classrooms of all three teachers during class time and was impressed with the hands-on labs conducted with our classes. As per our distribution of duties, Roy Swift the head of the department is responsible for updating the program plan components by November 15th of each year. It is very important to our department that all of these are turned in on time every year and this can be verified through the Regional Office.

We have a strong agriculture advisory committee that meets twice a year to review the current state of the ag program and what our alumni are up to. Our advisors are a wonderful source of new ideas and support for our activities. We were able to purchase a brand new Kubota Tractor during the 2011-2012 School year thanks in large part to the support of our committee in filling out paperwork, visiting the superintendent, and helping with the bid specifications. They also help us determine the direction to go on the farm and I was able to get fifteen mandarin orange trees donated to our farm thanks to the advisory committee recommendations about important citrus crops in California.
All of our graduate follow-up data was entered online and can be verified, as have the R-2, expenditure reports, and FFA roster. In terms of student retention, we are continuing to increase the ability of our students to complete pathways and four years in the Ag program. This year, 2012-2013 we were able to include an additional section of a junior level environmental science class because we recognized the need for additional seating for our students.

Graduate Follow-up

# CA0232  Selma
Selma HS
3125 Wright St.
Selma, CA 93662

Graduates for Spring:

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<thead>
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<th>Last Name</th>
<th>First Name</th>
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<tr>
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<td>Macias</td>
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<td>Frutis</td>
<td>Isabel</td>
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<tr>
<td>Moore</td>
<td>Jennifer</td>
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</table>
10. Class Size

Selma High School has not met the class size requirements in many years. Our classes meet the state mandates of no more than 28 students in our shop/lab classes and we try to keep our freshmen Intro to Animal and Plant Science classes at 32. It is not worth the loss of $24000 of AIG money $24,000 to our district because that does not cover the cost of an additional teacher. We continually keep our program impacted and recruit heavily because we want a fourth teacher in our department and would be able to fill those classes and still not meet class size. We average 130 students per teacher but we have a very high participation rate for FFA meetings and competitive events.
11. Full Year Employment

All three ag teachers at Selma are employed on a twelve month contract. This means that during the summer months we have 3 percent of our base salary as our monthly stipend when class is not in session. This also covers all of the extra activities and meetings and weekend work during the school year. We are contracted to have 20 vacation days that are not able to be accumulated if they are not used. We also are not able to use the vacation days during the school year. We have to be on site during holiday breaks and all summer a minimum of 6 hours a day unless it is a district approved holiday. This contract is extremely vague and is hard to understand. We have asked for clarification from the district and were not able to reach a more specific conclusion.

Each agriculture teacher has sold the district required perperatory period to enhance our agriculture program. We still have the AIG required project period which is used to manage the FFA projects, the farms, and greenhouse. We try very hard to not allow IEP meetings or other things to interfere with this period because without it, we would not be able to manage our program.
Quality Criteria

12. Program Achievement

Our chapter is very active and we participate in all sectional, regional, and state required events. The teachers also are involved in all required CATA events. Below is the chapter calendar for 2012-2013.

2012-2011

FFA Calendar of Events

September 1 - FFA Livestock Exhibitors - Grape Harvest

September 7 – Ice Cream Social @ Lunch (Ag Park)

September 10 – FFA Fundraiser – Snack Bags (Ends Sept 14th)

September 19 – FFA Sectional Activity @ Blackbeard’s (5-9pm)

September 20 – FFA Meeting – Parents BBQ @ 6pm (Ag Park)

October 8-15 – FFA Livestock Exhibitors – Fresno Fair

October 25 - FFA Meeting – Halloween @ 6pm (Cafeteria)

November 7 - FFA Greenhand Conference @ Lemoore 8-3:30pm (Freshman Only)

November 2 - Environmental Science @ Yosemite

November 14 - FFA Opening & Closing Contest @ 4pm (Reedley College)

November 9 - Ag Biology-Environmental Science @ San Jose Tech Museum

November 15 - FFA Greenhand & Chapter Banquet Meeting @ 6pm (Cafeteria)

November 17 - FFA Officers @ Regional Meeting (Lemoore High) 8-4pm

December 6 - FFA BIG Contest @ 5pm (Sanger) – Freshman Only
December 4 - Canned Food Drive (Ends Dec 15th)
December 13 - FFA Movie Night Meeting @ 6pm in Cafeteria
December 1 - Natural Resources Contest @ 8am (Clovis East High)
January 10-12 - Environmental Science @ San Simeon
January 12 - Fowler Vine Pruning Contest
January 5 - FFA Natural Resources @ 8am (Mariposa)
January 19 - FFA Vine Pruning Contest @ 8am (Dinuba)
January 19 - FFA Natural Resources @ 8:00am (Duncan)
January 24 - FFA Meeting – Wax Roses @ 6:00pm (Room 504 Mrs. Thomason)
January 26 - FFA Natural Resources & Vine Pruning/Reedley Field Day @ 8am
February 1-3 - Ag Mechanics @ Arbuckle
February 2 - Vine Pruning State Finals @ Fresno State
February 11 - Environmental Science @ Snow Trip
February 13 - Tulare Farm Show
February 18-22 - FFA Week
February 21 - FFA Meeting – Bring A Friend Meeting @ 6:00pm (Cafeteria)
February 23 - Regional Meeting – Bakersfield (Officers Only)
February 7 - Sectional Speaking Contest @ Clovis High School 4pm
March 1-3 - FFA UC Davis Contest
March 1 - ALMS Farm Day
March 16 - FFA Merced JC Field Day
March 21 - FFA Meeting – Easter Hunt @ 6pm (Ag Park)
March 23 - Modesto JC Field Day
April 13 - Reedley College Field Day
April 20 - Fresno State Field Day
April 20-23 - FFA State Conference (Fresno Selland Arena)
April 25 - FFA Meeting – Election @ 6:00pm (Cafeteria)
May 2-5  Cal Poly State Finals Field Day
May 9-11 Environmental Science Rafting Trip
May 14  FFA End of Year Banquet @ 6pm (Cafeteria)
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Supporting Documents 1
10 R-2 Forms
AGRICULTURAL EDUCATION – STUDENT DATA CAREER PLAN
DATA SHEET

A. Name (Print) ____________________________ 
   First ____________________________ 
   Last ____________________________ 

B. Gender (Circle One) 
   Male  Female

C. Birthdate: ___________  Age: ___________ 

D. Year in Agriculture Program (Circle One):  9 10 11 12 13 14 15

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

F. Program of Instruction Being Pursued: (Select One) 
   ☑ Ornamental Horticulture/Floral – Plant Science
   Animal Science-Livestock 
   Agriculture Business-Leadership 
   Agriculture Mechanics-Welding 
   Agricultural Sciences-Veterinary Environmental

G. I am taking my current agriculture classes because: (Select One) 
   ☑ I plan a career in agriculture
   ☑ I don’t plan a career in agriculture, I just have interest
   ☑ Not interested, placed in this class

H. Ethnic Origin (Select Only One) 
   ☑ White 
   ☑ Black 
   ☑ Samoan 
   ☑ Asian Indian 
   ☑ Filipino 
   ☑ Pacific Islander 
   ☑ American Indian 
   ☑ Other

I. Are you Hispanic (Circle One)  ☑ Yes  ☑ No

STUDENT PROGRAM PLANNING FORM

1. Planned course of study to meet occupational goals. List all classes previously taken, currently being taken, and planned to take in the future.

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M. Supervised Agricultural Experience Project Plan (Project Program Should Be Related to Career Goal)

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N. Planned Departmental Activities (FEA)

- Animal Science
- Horticulture
- Business Management
- Technology
- Agriculture
### AGRICULTURAL EDUCATION – STUDENT DATA CAREER PLAN DATA SHEET

**A. Name**
- Print: [Student Name]
- First: [First Name]
- Last: [Last Name]

**B. Gender (Circle One)**
- Male
- Female

**C. Birthday**
- Age: [Age]

**D. Year in Agriculture Program (Circle One)**
- 1
- 2
- 3

**E. Grade Level in School (Circle One)**
- 9
- 10
- 11

**F. Program of Instruction Being Pursued (Select One)**
- Ornamental Horticulture/Floral - Plant Science
- Animal Science - Livestock
- Agriculture Business - Leadership
- Agriculture Mechanics - Welding
- Agricultural Science - Veterinary

**G. I am taking my current class because (Select One)**
- I plan a career in agriculture
- I don’t plan a career in agriculture, I just have interest
- Not interested, placed in this class

**H. Ethnic Origin (Select One Only)**
- White
- Black
- Filipino
- American Indian
- Other

**I. Are you Hispanic (Circle One)**
- Yes
- No

### STUDENT PROGRAM PLANNING FORM

**I. Planned course of study to meet occupational goals. List all classes previously taken, currently being taken, and planned to take in the future.**

<table>
<thead>
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</table>

**M. Supervised Agricultural Experience Project Plan (Project Program Should Be Related to Career Goal)**

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**N. Planned Departmental Activities (FFA)**

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
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</tbody>
</table>
AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: [Name]
B. Gender: (Circle One) Male Female
C. Birthdate: [Date] Age: [Age]
D. Year in Agriculture Program (Circle One): 1st 2nd 3rd 4th
E. Grade Level in School (Circle One): 9th 10th 11th 12th
F. Program of Instruction Being Pursued: (Select One)
   - Ornamental Horticulture/Floral - Plant Science
   - Animal Science - Livestock
   - Agriculture Business - Leadership
   - Agriculture Mechanics - Welding
   - Agricultural Science - Vet/Environmental
G. I am taking my current ag class because: (Select One)
   - I plan a career in agriculture
   - I don't plan a career in agriculture, I just have interest
   - Not interested, placed in this class
H. Ethnic Origin (Select Only One)
   - White
   - Black
   - Filipino
   - Pacific Islander
   - American Indian
   - Other
I. Are you Hispanic (Circle One): Yes No

I. Location Data
   - Street Address: [Address]
   - City, Zip Code: [City, Zip]
   - Phone Number: [Phone]
   - Parent/Guardian: [Name]

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 () and an occupation in agriculture you would enjoy doing.

K. Please indicate your plan after graduation from high school. (You may select more than one).
   - Go to Work Full Time
   - No Further Education
   - Some College Later
   - Go to College
     - Community College
     - Four Year College
   - Full Time
   - Part Time
   - Ag Major
   - Non Ag Major
   - Go into Military

STUDENT PROGRAM PLANNING FORM

1. Planned course of study to meet occupational goals. List all classes previously taken, currently being taken, and planned to take in the future.

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
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<table>
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<th>Teacher</th>
<th>Room</th>
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<table>
<thead>
<tr>
<th>Class</th>
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<th>Room</th>
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<table>
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<tr>
<th>Class</th>
<th>Teacher</th>
<th>Room</th>
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<tbody>
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M. Supervised Agricultural Experience Project Plan (Project Program Should Be Related to Career Goal)

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N. Planned Departmental Activities (FFA)

- [Activity]
- [Activity]
- [Activity]
- [Activity]
AGRICULTURAL EDUCATION – STUDENT DATA CAREER PLAN
DATA SHEET

A. Name
   (Print) Last First M2
B. Gender: (Circle One) ♂ Male ♀ Female
C. Birthday: Age 15
D. Year in Agriculture Program (Circle One) 3 4
E. Grade Level in School (Circle One) 9 10 11 12
F. Program of Interest: Being Pursued: (Select One)
   - Animal Science - Livestock
   - Agriculture - Business-Leadership
   - Agriculture, Mechanic - Welding
   - Agricultural Sciences - Vet/Environmental
   - Other
G. I am taking my current ag class because: (Select One)
   - I plan a career in agriculture
   - I don’t plan a career in agriculture, but have interest
   - Not interested, placed in this class
H. Ethnic Origin (Select Only One)
   - White
   - Black
   - Asian Indian
   - Filipino
   - American Indian
   - Other
I. Are you Hispanic (Circle One) ☐ Yes ☐ No

STUDENT PROGRAM PLANNING FORM

II. Planned course of study to meet occupational goals. List all classes previously taken, currently being taken, and planned to take in the future.

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<tr>
<th>Freshman Year (20__)</th>
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<th>Junior Year (20__)</th>
<th>Senior Year (20__)</th>
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M. Supervised Agricultural Experience Project Plan (Project Program Should be Related to Career Goal)

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N. Planned Departmental Activities (FFA)

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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Mud meet</td>
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<tr>
<td>Ag Olympics</td>
</tr>
<tr>
<td>Mud Meet</td>
</tr>
<tr>
<td>Fall Meet</td>
</tr>
<tr>
<td>Easter Egg Hunt</td>
</tr>
<tr>
<td>Green Key Meeting</td>
</tr>
<tr>
<td>Bring a Friend</td>
</tr>
</tbody>
</table>
AGRICULTURAL EDUCATION – STUDENT DATA CAREER PLAN
DATA SHEET

A. Name

(Full)  Last  First  MI

B. Gender: (Circle One) Male  Female

C. Birthdate:  Age:

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

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

F. Program of Instruction Being Pursued: (Select One)
   - Ornamental Horticulture/Floral – Plant Science
   - Animal Science – Livestock
   - Agriculture Business – Leadership
   - Agriculture Mechanics – Welding
   - Agricultural Sciences – Vocational

G. I am taking my current ag class because: (Select One)
   - I plan a career in agriculture
   - I don’t plan a career in agriculture, I just have interest
   - Not interested, placed in this class

H. Ethnic Origin (Select Only One)
   - White
   - Black
   - Filipino
   - American Indian
   - Other

I. Are you Hispanic (Circle One) Yes  No

J. Locator Data
   - Street Address:
   - City, Zip Code:
   - Phone Number:
   - Parent/Guardian:
   - Mr., Mrs., Ms., M.

K. Please indicate your plans after graduation from high school (you may select more than one):
   - Go to Work Full Time
   - Go to College
     - Community College
     - Four Year College
   - Some College Later
   - Not Planning to go to College

L. Student Program Planning Form

1. Planned course of study to meet occupational goals. List all classes previously taken, currently being taken, and planned to take in the future.

<table>
<thead>
<tr>
<th>Freshman Year (20 - 21)</th>
<th>Sophomore Year (20 - 22)</th>
<th>Junior Year (20 - 23)</th>
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<td>Room</td>
<td>Class</td>
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M. Supervised Agricultural Experience Project Plan (Project Program Should Be Related to Career Goal)

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</thead>
</table>

N. Planned Departmental Activities (FFA)

- FFA Week
- FFA Banquet
- FFA Project

Ag Olympics
AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN
DATA SHEET

A. Name: "Jocelyn M.
Print First Last MI"

B. Gender: (Circle One) Male Female

C. Date of Birth: Day: 4 Month: 11 Year: 94

D. Year in Agriculture Program (Circle One): 1 11 12

E. Grade Level in School (Circle One): 1 2 3 4

F. Program of Instruction Being Pursued: (Select One)
   - Ornamental Horticulture/Floral - Plant Science
   - Animal Science - Livestock
   - Agriculture Business - Leadership
   - Agriculture Mechanics - Welding
   - Agricultural Sciences - Vet/Environmental
   - Other

G. I am taking my current ag class because: (Select One)
   - I plan a career in agriculture
   - I don't plan a career in agriculture, I just have interest
   - Not interested, placed in this class

H. Ethnic Origin (Select Only One)
   - White
   - Black
   - Asian Indian
   - Filipino
   - Pacific Islander
   - American Indian
   - Other

I. Are you Hispanic (Circle One): Yes No

I. Locator Data
   - Street Address: __________
   - City, Zip Code: __________
   - Phone Number: __________
   - Parent/Guardian: Mr./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, please put in parenthesis () and an occupation in agriculture you would enjoy doing.
   - ________
   - ________

K. Please Indicate Your Plans After Graduation From High School (You may select more than one):
   - Go to Work Full Time
     - No Further Education
     - Some College Later
   - Go to College
     - Community College
     - Four Year College
     - Part Time
     - Ag Major
     - Non Ag Major
   - Go into Military

STUDENT PROGRAM PLANNING FORM

1. Planned course of study to meet occupational goals. List all classes previously taken, currently being taken, and planned to take in the future.

<table>
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<th>Freshman Year (19__-20__)</th>
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<th>Junior Year (20__-22__)</th>
<th>Senior Year (20__-23__)</th>
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<tbody>
<tr>
<td>Class</td>
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<td>Room</td>
<td>Class</td>
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<td>Intro Ag</td>
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<td>Ag Bio</td>
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M. Supervised Agricultural Experience Project Plan (Project Program Should Be Related to Career Goal)

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N. Planned Departmental Activities (FFA)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Mud pit</td>
<td>Halloween Night FFA week</td>
</tr>
<tr>
<td>Ice cream social</td>
<td>Bring a friend</td>
</tr>
<tr>
<td>Parent BBQ</td>
<td>Blackbeards Movie Night</td>
</tr>
</tbody>
</table>
AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN
DATA SHEET

A. Name: Martha\n
B. Gender: (Circle One) Male Female\n
C. Birthdate: \n
D. Year in Agriculture Program (Circle One): 2 3 4\n
E. Grade Level in School (Circle One): 9 10 11 12\n
F. Program of Instruction Being Pursued: (Select One)\n
X Ornamental Horticulture/Floral - Plant Science\nX Animal Science-Livestock\nX Agriculture Business-Leadership\nX Agriculture Mechanics- Welding\nX Agricultural Sciences-Vet/Environmental\n
G. I am taking my current ag class because: (Select One)\nX I plan a career in agriculture\nX I don’t plan a career in agriculture, I just have interest\nX Not interested, placed in this class\n
H. Ethnic Origin (Select Only One)\nWhite\nBlack\nAsian Indian\nFilipino\nPacific Islander\nAmerican Indian\nOther\n
I. Are you Hispanic: (Circle One) Yes No\n
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 ( ) and an occupation in agriculture you would enjoy doing.\n
K. Please Indicate Your Plans After Graduation From High School (You may select more than one):\nX Go to Work Full Time\nX No Further Education\nX Some College Later\nX Go To College\nCommunity College\nX Four Year College\nFull Time Part Time\nAg Major Non Ag Major\nGo Into Military

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goals. List all classes previously taken, currently being taken, and planned to take in the future.

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
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</tbody>
</table>

M. Supervised Agricultural Experience Project Plan (Project Program Should Be Related to Career Goal)

N. Planned Departmental Activities (FFA)

Mid meeting Sheep FFA Week
Ice Cream Social Halloween Night sheep
Parent BBQ Black Bears Bring
Wax Roses \n
31 ©
Agricultural Education – Student Data Career Plan
Data Sheet

A. Name __________________________ (Print) __________________________ (Last)
   __________________________ (First) __________________________ (MI)

B. Gender: (Circle One) Male       Female

C. Birthdate: __________________________ 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 One)
   X Ornamental Horticulture/Floral – Plant Science
   Animal Science – Livestock
   Agriculture Business – Leadership
   Agriculture Mechanics – Welding
   Agricultural Sciences – Vet/Environmental

G. I am taking my current ag class because: (Select One)
   X I plan a career in agriculture
   I don’t plan a career in agriculture, I just have interest
   Not interested, placed in this class

H. Ethnic Origin (Select Only One)
   __ White  __ Samoan  __ Negro
   __ Black  __ Asian Indian  __ Other
   __ Filipino  __ Pacific Islander  __ American Indian

I. Are you Hispanic (Circle One) Yes          No

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 () and an occupation in agriculture you would enjoy doing.
   ________________

K. Please indicate your plans after graduation from High School (You may select more than one):
   X Go to Work Full Time
   __ Some College Later
   X Go to College
   __ Community College
   __ Four Year College
   X Full Time
   __ Part Time
   __ Ag Major
   __ Non Ag Major
   __ Go into Military

Student Program Planning Form

I. Planned course of study to meet occupational goals. List all classes previously taken, currently being taken, and planned to take in the future.

<table>
<thead>
<tr>
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M. Supervised Agricultural Experience Project Plan (Project Program Should Be Related to Career Goal)

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N. Planned Departmental Activities (FFA)

<table>
<thead>
<tr>
<th>Mid Spring</th>
<th>Halloween</th>
<th>FFA Work</th>
<th>FFA Banquet</th>
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<tbody>
<tr>
<td>Ice Cream Social</td>
<td>Greenhand Meeting</td>
<td>Bright’s Friend</td>
<td>Games (Camping)</td>
</tr>
<tr>
<td>Parent BBQ</td>
<td>Blackbirds</td>
<td>Movie Night</td>
<td>Culler Egg Hunt</td>
</tr>
<tr>
<td>Work Bears</td>
<td>Ag Olympics</td>
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</tr>
</tbody>
</table>
AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name
   (Print) Last First

B. Gender (Circle One)
   Male   Female

C. Birthday:   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 One)
   X Ornamental Horticulture/Floral Plant Science
   Animal Science-Livestock
   Agriculture Business-Leadership
   Agriculture Mechanics-Welding
   Agricultural Sciences-Vet/Environmental

G. I am taking my current ag class because: (Select One)
   X I plan a career in agriculture
   I don't plan a career in agriculture, I just have interest
   Not interested, placed in this class

H. Ethnic Origin (Select Only One)
   White
   Black
   Filipino
   American Indian

I. Are you Hispanic (Circle One)
   Yes   No

J. Locator Data
   Street Address:
   City, Zip Code:
   Phone Number:
   Parent/Guardian Name (Print Full Name for Each)
   Ms. Mrs. 

K. 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 () and an occupation in agriculture you would enjoy doing:
   ( )

STUDENT PROGRAM PLANNING FORM

I. Planned course of study to meet occupational goals. List all classes previously taken, currently being taken, and planned to take in the future.

<table>
<thead>
<tr>
<th>Freshman Year (20 -)</th>
<th>Sophomore Year (20 -)</th>
<th>Junior Year (20 -)</th>
<th>Senior Year (20 -)</th>
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M. Supervised Agricultural Experience Project Plan (Project Program Should Be Related to Career Goal)

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<th>SAE</th>
<th>SIZE</th>
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<th>SIZE</th>
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N. Planned Departmental Activities (FFA)

<table>
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<th>Event Name</th>
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<td>FFA Banquet</td>
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</table>
Supporting Documents 2
Description of Record Book Filing System
SEQUENCE OF COURSES-

AGRICULTURAL MECHANICS

Agricultural Mechanics/Welding I
- Basic introduction to mechanics and welding.
- Targeting freshman or first year students.

Agricultural Mechanics/Welding II
- Continuing the development of mechanical and welding skills.
- Targeting sophomores or second year Ag Mech/Welding students.

Agricultural Mechanics/Welding III
- Continuing the development of welding skills.
- Advanced students fabricate metal projects.
- Targeting juniors or third year students.

Agricultural Construction
- Advanced student develop agricultural projects.
- Targeting seniors, advanced (instructor permission) or fourth year students.
## II. Agricultural Mechanics Pathway

**High School Graduation Requirements Educational Plan**

<table>
<thead>
<tr>
<th>Core / Subject</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tr>
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<td>Algebra II</td>
<td>Elective</td>
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<tr>
<td>Science</td>
<td>Agriculture Science</td>
<td>Agricultural Biology</td>
<td>Environmental Science</td>
<td>Ag Construction</td>
</tr>
<tr>
<td>History / Social Science</td>
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<td>U.S. History</td>
<td>Economies/Government</td>
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<td>Ag Mech/welding I</td>
<td>Ag Mech/Welding II</td>
<td>O.H./Floral/ L. Design</td>
<td>O.H./Floral/ L. Design</td>
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**UC/CSU Educational Plan**

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SEQUENCE OF COURSES

ANIMAL SCIENCE

Agricultural Science
An introductory to Agriculture, FFA, Plants and Animals (the core.)
Targeting freshman or first year students.

Agricultural Biology
A continuation of Agricultural Science concentrating in the
areas of core and animal science. To meet UC standards for Biology
Targeting Sophomores or continuing Agricultural Science students.

Environmental Science
Agriculture’s second sequence in science for the fulfillment of the
graduation requirement in science.
Subject material is natural science dealing in the areas of natural
resources and forestry.
Targeting juniors or continuing students.

Veterinary Science
Animals sciences cap stone course that concentrates in the field of
animal husbandry.
Targeting upper level students that have followed sequence or
permission of instructor.
## II. Animal Science pathway

**High School Graduation Requirements Educational Plan**

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<td>Environmental Science</td>
<td>Elective</td>
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SEQUENCE OF COURSES

ORNAMENTAL HORTICULTURE

Agricultural Science
An introductory to Agriculture, FFA, Plants and Animals (the core.)
Targeting freshman or first year students.

Agricultural Biology
A continuation of Agricultural Science concentrating in the
areas of core and animal science. To meet UC standards for Biology.
Targeting Sophomores or continuing Agricultural Science students.

Environmental Science
Agriculture's second sequence in science for the fulfillment of the
graduation requirement in science.
Subject material is natural science dealing in the areas of natural
resources and forestry.
Targeting juniors or continuing students.

Ornamental Horticulture / Floriculture
Capstone courses for the OH sequence. A course that gives the students
experience in plant production, care and art of plants.
Targeting students that have completed the sequence of permission of
the instructor.
I. Ornamental Horticulture pathway

<table>
<thead>
<tr>
<th>Core / Subject</th>
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<td>Economics/Government</td>
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<td>Visual Performing Art</td>
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<td>Floriculture</td>
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IV. Agricultural Science pathway

High School Graduation Requirements Educational Plan

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VALLEY ROP COURSE OUTLINE

COURSE TITLE: Floral Design 1

VALRRY ROP#: AG-4050-FL1
CDE #: 2491

CBEDS TITLE Ornamental Horticulture
CBEDS #: 4050

CTE SECTOR Agriculture & Natural Resources
CTE PATHWAY: Ornamental Horticulture

JOB TITLES:
- Floral Designers 27-1023.00
- Sales & Related Workers 41-9099.00
- Couriers & Messengers 43-5021.00
- Landscape & Grounds Keeping Workers 37-3011.00
- Nursery Worker 45-2092.01
- Sales Representative, Wholesale & Manufacturing, Except Technical & Scientific Products 41-4012.00

COURSE DESCRIPTION:
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating floral topics. Students will learn how to be profitable, operate spreadsheets, and shop for the best deals in materials. Students are expected to participate in FFA activities or events through this class.

DATE APPROVED: December 2000

HOURS: 180 Hours
CREDITS: 10
PREREQUISITES: None
GRADE LEVEL: 11-12
ARTICULATION(S): None

### VALLEY ROP COURSE OUTLINE

**COURSE TITLE:** Floral Design 2

**VALLEY ROP #:** AG-4050-FL2  
**CDE #:** 2492  
**CBEDS TITLE:** Ornamental Horticulture  
**CBEDS CODE:** 4050  
**CTE SECTOR:** Agriculture & Natural Resources  
**CTE PATHWAY:** Ornamental Horticulture  

**JOB TITLE:**  
- Floral Designers: 27-1023.00  
- Sales & Related Workers: 41-9098.00  
- Couriers & Messengers: 43-5021.00  
- Landscape & Grounds Keeping Workers: 37-3011.00  
- Nursery Worker: 45-2092.01  
- Sales Representative, Wholesale & Manufacturing, Except Technical & Scientific Products: 41-4012.00

**COURSE DESCRIPTION:**  
The course is designed to expose students to the floriculture industry on a more technical and advanced level. This course will address the following topics: 1) importance of the floriculture industry, 2) floral crops and their characteristics, 3) tools and equipment, 4) care and management of floral crops, 5) principles and elements of design, 6) seasonal, holiday and occasional design, 7) plant propagation, 8) wedding and hi-style design and 9) merchandising and marketing of designs and arrangements. Students will develop leadership and employability skills emphasized through the course integrated through the course are career preparation standards, which include communication, interpersonal skills, problem solving, safety, technology and other employability skills. Students will develop leadership skills through the FFA, maintain a Supervised Occupational Experience Program and keep a California FFA record book.

**DATE APPROVED:** May 2000  
**REVISED DATE(S):** January 2006 / December 2008 / March 2009/Oct 2009/ Sept 2010

**HOURS:** 180  
**CREDITS:** 10  
**PREREQUISITES:** Floral Design I  
**GRADE LEVELS:** 11-12  
**ARTICULATION(S):** None  
**TEXTBOOK(s):**  
- *Western Garden Book* by Sunset, 1999
VALLEY ROP COURSE OUTLINE

COURSE TITLE: Floral Design 3
VALLEY ROP #: AG-4050-FL3
CDE#: 4308
CBEDS TITLE: Ornamental Horticulture
CBEDS #: 4050
CTE SECTOR: Agriculture & Natural Resources
CTE PATHWAY: Ornamental Horticulture
JOB TITLES:
Floral Designers 27-1023.01
Sales & Related Workers Other 41-9099.00
Couriers & Messengers 43-5021.00

COURSE DESCRIPTION:
This course in floristry is for students who are interested in the advancement of pursuing a career in floral design. Wedding designer, high-style designer, balloon designer, production designer and other related floral fields. Instruction includes the basic design skills used in everyday floral shops to elite designs, styles and weddings. Students will be able to use artistic principles to properly design corsages, centerpieces, wedding bouquets, funeral pieces and all phases of design work commonly used in the planning and staging of events or parties. Flower materials to be used, but not limited to, fresh flowers and foliage or dried, silks and other textures as may be required to complete a project. In addition to design elements, students will also will be able to demonstrate knowledge regarding the area of ornamental horticulture including plant reproduction, nursery management, and landscape design.

DATE APPROVED: May 2003
HOURS: 180 Classroom hours
CREDITS: 10 credits per year
PREREQUISITES: Floral Design 1 & 2
GRADE LEVEL: 12
ARTICULATION(S): None
What is it we expect students to learn? Identifying Essential Standards

Grade Level: 9-12  Subject: Animal Plant Science  Team Members: Katie Chambers & Jalicia Thomason

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<td>duties of each officer.</td>
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Students will create a bubble map on the six constitutional officers as well as list their duties. Students in a group of four will create a club of their own and discuss rules, motto, and club names, officers, etc and present to the class.
This is the percentage breakdown for all ag classes at Selma High School. The Agriculture teachers discussed a grading scale that is the same throughout the department, with identical requirements. In order to obtain all 10% of their grade for FFA, a student must complete 6 FFA leadership activities per semester. These activities can range from attending meetings, competing at a contest, or even helping out with community service. We try to offer opportunities during school, evenings, and weekends so that all students have an equal opportunity to participate and earn credit. The 10% SAE grade can be accomplished by participating in classroom activities on the farm for SAE hours, or having their own enterprise.
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<th>NAME</th>
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PROJECT VISITATION

Project visitations are performed informally almost daily for those projects on the School farm. For projects at a students’ home or designated area, visitation is done only as the needs arise. Once or twice during a projects time line the instructor will visit to judge the quality and progress of the project. If the project is acceptable there won't be any more visits until a necessary time (fair, shows, etc.) But if the project is having problems, there will be scheduled visits to make sure the project is coming into line with expectations.

Each official visit will be recorded on a visitation sheet. A copy will be left with the project owner. A copy will be kept with the Agricultural department.

If a students is not taking care of their project, as expected, we will issue a violation tag. If the student receives three of these tags they will be required to remove their project from the farm and be removed from showing the project at the local fair.
A note about SAE Visitation:

All SAE projects are designed to utilize the school farm. All livestock projects and required to be kept on campus during the school year. We have had two projects that were housed off campus during the summer months and required special clearance. The supervising teacher visited on a regular basis to check on health, welfare, and weight gain. There is a truck and scale available to the teacher to make those trips. Students are expected to attend all meetings and showmanship practices that are held on campus.
Course Description:

Animal Plant Science is a course emphasizing the California State Content Standards for Biology, Life Sciences, and Agriculture. Agriculture Biology students will have the opportunity to learn through a variety of instructional strategies including lecture, note taking, group projects, individual projects, labs, class discussions and activities.

Farm Activities:

Students must abide by the SHS Agriculture Department Rules.

Open toed shoes or sandals WILL NOT be allowed on the farm or Ag Shop. Students will be given 24 hour notice to bring or wear proper shoes. Students WILL NOT throw any items on the farm or student may be removed from class as a Safety Hazard.

Lab Work:

Laboratory experiments are an important part of the course.

You need to be here on lab days!! Lab notes and reports will be checked after each experiment. Laboratory reports will be written for selected experiments. Preparations, cooperation, and efficiency will be evaluated by the instructor. Every student is expected to obey all safety rules. Failure to do so may result in removal from the course with a “WF”.

Grades:

A student’s grade will depend on the percentage of the total points available. Grades will be posted anonymously.

A = 100% - 90% B = 89% - 78% C = 77% - 65%

D = 64% - 51% F = 50% - 0%

A student’s grade will consist of several categories:

Test/Quiz - 35%
Homework - 30%
Quick writes - 10%
FFA/Leadership Activities - 10%
SAEP/Record Books - 10%
Class Participation - 5%
STUDENT OCCUPATIONAL EXPERIENCE
Selma FFA/ Agriculture Science Department
MARKET ENTERPRISE

The Market Enterprise Project is an Educational Experience that involves the student in livestock care (health, growth, and maintenance) and in the business (self-employment, expenses, income sales & marketing) for a period of approximately 90 days.

EXPECTATIONS: Students are to be eligible prior to acceptance into the project!
Project owners will demonstrate the following to satisfaction of the Ag Department prior to filling out the Fresno Fair Entries.

1. Type a term paper on the breed/species they are raising, emphasizing how to raise a show winning market animal.
2. Complete physiology and breed test.
3. Show proficiency in terminology (communication)
4. Nutrition (growth of animal)
   Must use an approved feed for your project, and complete a weight chart of animal and be able to produce it at any time for the Ag Department.
5. Showmanship. Animal will be in acceptable show form. The student will be able to have their animal go through a course of instructor choice in the proper time using the proper show etiquette.

PROJECT REQUIREMENTS: for Fresno Fair
1. Own animal for a minimum of 60 days.
2. Turn in ownership contract and pictures to the Fresno Fair by Aug 10th.
3. Students must complete care of animal. If any professional or any paid help in the care and/or fitting (during any time of ownership) of that animal this contract is void and student may not show at the Fresno Fair.
4. Keep an FFA record book throughout the project. This must be presented and completed at the end of project to get fair check.
5. Watch the Nutrena animal and Ethics tapes provided by the Ag Department at required meetings.
6. Take care of animal daily. Wash pens, feed, and exercise (min 5hrs weekly) daily
7. Read black boards daily for messages. This is how we communicate.
8. Attend 80% of all scheduled meetings and practices.
9. Animal must come from an approved ranch. This must meet prior approval by the Ag Dept. before animal arrives at the school farm.
10. Sheep must be sheared down prior to entrance to the farm. Hogs and sheep must go through complete physical exams by Ag Department prior to entrance to Ag farm. This is for conformation and health correctness. No animals from sales yards!! only from reputable breeders.
11. Pen may be shared. Learn to be cooperative. There is no room for conflicts.
12. Follow any instructions issued by the Ag Department.
13. Not have any more than three written violations regarding health, care or participation of your project.
14. Experienced project owners must have a buyer prior to the fair. First year owners must have a buy or may turn in a list of 20 people they have asked.
15. Students must be academically eligible with a GPA of 2.0 or better in order to participate in raising and exhibiting a market animal at the Big Fresno Fair.

TO GET FAIR CHECK:
1. Completed FFA Record Book to date.
2. Thank You letters/cards must be presented to Ag Dept by date set by the Ag Dept or there is a fine. DO NOT send your own.
3. Key turned in.
4. 4 hours of farm work during an approved work day (this is work beyond the care of your pen)
5. Pens/equipment returned to original or better shape.
6. All fines and bills due and in good standing with Ag Dept and Selma High School.

Student Signature ___________________________ Date ________________
Parent Signature ___________________________ Date ________________
Selma FFA/Agriculture Department
Market Enterprise

The Market Enterprise Project is an educational experience that evolves the students in livestock care (health, growth and maintenance) and in the business (self-employment, expenses, income sales & marketing) for a period of approximately 120 days.

EXPECTATIONS: Students are eligible prior to acceptance into the project! Project owners will demonstrate the following to satisfaction of the Ag Department prior to filling out the Fresno Fair Entries.
1. All animals must come from approved breeders. No sales yard or back yard animals.
2. All animals must be fed an approved feed and students must keep a weight chart.
3. Students must own animals for a min. of 90 days, beef 120 days.
4. Students must turn in photographic contracts to fair of the correct date.
5. Students must take complete care of the animal at all times. No professional or paid help in the care or fitting of the animal at any time.
6. Animal care cleaning and feeding will be a daily activity! Exercise should be 5hrs/wk.
7. Read blackboards for daily messages, this is how we communicate!
8. Students must attend 80% of all scheduled meetings.
9. Pens may be shared so get along!
10. All sheep must be sheared down before they enter the school farm.
11. Follow all instructions issued from the Ag Department
12. All showmen must have a buyer or a list of 20 contacts before going to the fair.
13. Students must not have 3 violations regarding care, health, and participation in order to go to the fair.
14. A parent/guardian must put in 2 shifts for the fireworks booth this year.

To get your fair check $
1. Complete a FFA record book to date
2. Thank you cards/letters must be presented to the Ag Dept. by a date set by the Ag Dept. Late cards/letters will equal a fine.
3. 4 hours or 1 row of grapes will be picked as rent for animal housing.
4. Pens and equipment will be returned to original or better shape.
5. All fines must be paid
6. You will have 30 days from when your check comes in to complete the above mentioned item. If not the check will be put into the FFA account and you will be fined 1$/day late.

The student will not under any consequences get their check until all of the above are completed and the Ag Dept signs off on all tasks.

Student Signature: ___________________________ Date: ________________

Parent Signature: ___________________________ Date: ________________
Selma FFA

Selma High School
3125 Wright St
Selma, CA 93662
(559) 898-6550

Table of Contents
Selma FFA Recruitment Plan

Every March the entire agriculture program at Selma High School gets packed up and moved over the Abraham Lincoln Middle School. We have an activity that we call “Ag Olympics” and we strategically schedule the event to precede incoming freshmen registration by a week.

We start at 10:00 am with students who have been selected to help promote the Ag program; this includes not only the officer team and Greenhand officer team, but also students in all of our classes. Freshmen have a special opportunity to get involved because the Intro to Animal and Plant Science classes hold a contest, the Ag Olympics, and the current freshmen act as team leaders, score keepers, and judges. We chose to have the freshmen in this role because they are the closest to the junior high, they still have friends there, and this is a great way to open communication about what to expect next year at the high school.

While the games are running, junior high students can take a tour of every class the ag department offers. Environmental Science will be showing rafting movies on a TV, and they will have tents and outdoor equipment set up for students to check out. The Vet Science class brings the baby lambs and also cooks sausage and emu chili which they hand out to 8th grade students. The Ag Biology class has an anatomy game; the FFA Officer team has a booth set up with pamphlets and brochures about the program, and Floral Design gives away ribbon wrapped flowers.
FFA Chapter Scrapbook

Selma High does not maintain a chapter scrapbook. We have a traditional officer team that does not include a historian, and have not had time, student commitment, or expertise to do an adequate job. In preparation to begin a scrapbook, I have been judging the regional contest so I can become familiar with the requirements and see what it takes to do well in the contest.

We do maintain pictures and memories throughout the year and have an annual slideshow at our End Of Year Banquet that is very well received by our students and parents.
## Summer Schedule

### June 2011

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<td>Short Trip</td>
<td>School</td>
<td>Tulare County Beef Booters Dinner</td>
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<td>Ritchie Ranch 4pm</td>
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<td>CATA Governing Board Mtg</td>
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<td>CATA Conference</td>
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<tr>
<th>Day</th>
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<th>Notes</th>
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<tbody>
<tr>
<td>Monday</td>
<td>7:00 am-3 pm</td>
<td>Harvested 25 flats of seedlings. Recognized tomatoes. Contacted KBB, 10:45 a.m. for summer contract. Went to Belmont in Fresno to pick donated plants. Unloaded plants into greenhouse. Completed teacher check out. 4:00 p.m. Conference. Talked with L. Gonzalez re: lunch 10 a.m. E. Martinez re: lunch 20 min. 3:00 p.m. Dismissed for the afternoon.</td>
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<td>Tuesday</td>
<td>11:00 am-7:30</td>
<td>8:00 a.m. in kitchen. 5:00 p.m. Picked lunch at 3 p.m. Folded clothes to be scored in sheets. Met with Channel 26 news. Fixed pans all night. Talked with L. Garcia re: lunch. Signed care file to finish.</td>
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<td>Wednesday</td>
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<td>Independence Day</td>
<td>Fireworks</td>
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<tr>
<td>14</td>
<td>Regional FFA Officer Planning Meeting at Tulare 2pm</td>
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<td>23</td>
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<td>28</td>
<td>29</td>
<td>T/K CATA Meeting 5pm Tulare</td>
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Supporting Documents 12
Graduate Follow-Up

Student Locator Card  Date______________

Please fill out the requested information. This information will only be used to contact you in the near future so that we can obtain information vital to our program. We want to follow up with you regarding our program. It will let us know if you have become employed in an Ag related job, continued with your education and what area of study or joined the military. Your input will aid our program with knowledge of how and where the program has strengths or weaknesses.

Thank you

Name ________________________________

Address ______________________________

Phone Number _________________________

Student Locator Card  Date______________

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Thank you

Name ________________________________

Address ______________________________

Phone Number _________________________
Graduate Follow – Up

Please answer the following questions as honestly as possible of your education and experiences in the Agriculture Science Department / FFA.

1. How many years were you in Agriculture classes?

2. Please list the classes that you have completed.

3. How would you rate your involvement in the FFA? ______
   (1 non, 10 really involved)

4. Are you going to college next fall and here?
   Yes _____  Junior college _____ Name __________________________
   State College ______  __________________________
   University ______  __________________________

   What will be your major? __________________________

5. Are you going to work? ______  Is it in the Agriculture area?

6. Do you feel that the education in agriculture that received will help you? ______
   Explain __________________________

7. What did you like about your agriculture classes?

8. What didn't you like about your agriculture classes?

9. If you could add another class here at Selma High what would it be?

10. Please put an address and phone number where we might contact you in the near future for further follow up information PLEASE PRINT. Thank you.

   Name __________________________
   Address __________________________
   Phone number __________________________
Selma FFA
Agriculture Department
4 Year Completion & Sash Application

Name: [Handwritten Name]
Date: 1/27/16

Please list out each Agriculture Course taken at Selma High for each year.

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<th>Year 1</th>
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<th>Year 3</th>
<th>Year 4</th>
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<td>C</td>
<td>B</td>
<td>D</td>
<td>A</td>
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</table>

Overall GPA: [Handwritten Grade]
in Ag classes over yrs

List a few of the activities that you have participated in with the FFA program:

- [Handwritten Activities]

Graduate Follow-Up

What are your plans after High School
(Check all that apply)

- [Handwritten Options]

Applicants Signature: [Handwritten Signature]
Date: 1/27/16
### Graduate Follow-up

# CA0332  Selma  
Selma HS  
3125 Wright St.  
Selma, CA 93662

Graduates for Spring: [2012 Q1]

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Graduate Status</th>
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<tbody>
<tr>
<td>Lopez</td>
<td>Ruby</td>
<td>Employed - Parttime-Non-Ag Job</td>
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<tr>
<td>Calderon</td>
<td>Bryant</td>
<td>Employed - Fulltime-Ag Job</td>
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<tr>
<td>Lewis</td>
<td>Gary</td>
<td>Location or Position Unknown</td>
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<td>Uriarte</td>
<td>Rubi</td>
<td>Four Year College-Non-Ag Major</td>
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<td>Hernandez</td>
<td>Eduardo</td>
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<td>Portillo</td>
<td>Luis</td>
<td>Two Year College-Ag Major</td>
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<td>Macias</td>
<td>Anthony</td>
<td>Employed - Parttime-Non-Ag Job</td>
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<td>Frutis</td>
<td>Isabel</td>
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<td>Perez</td>
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<tr>
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<td>Matt</td>
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<td>Garcia</td>
<td>Sarah</td>
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<td>Omero</td>
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<td>Trevor</td>
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<td>Fabela</td>
<td>Juliana</td>
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<td>Moore</td>
<td>Jennifer</td>
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Graduate Follow-up Report
Filing Year=2012

#CA0222 Selma
Selma HS
3125 Wright St.
Selma, CA 93662

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<table>
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<th>Total Seniors (Year=2011) :</th>
<th>27</th>
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<td>Total Seniors having completed 3 or more years of Ag Instruction:</td>
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Supporting Documents 14
Agenda for Ag Advisory
SHS FFA

December 10, 2012
Spike and Rail Steakhouse

Call to Order

Introductions and Background

Old Business:
Report on new tractor- Swift
Greenhouse Improvements- Thomason
Plant Sale Report- Thomason
Orange Grove Updates- Swift
Winter CDE Reports (vine pruning, natural resources, BIG) - Swift/Chambers/Thomason
Update on Solar Panel construction- Swift
FFA Update- Chambers
License Plates-Thomason

New Business
Schedule Farm/Facility Tour (Spring)- Swift
Spring Plant Sale-Swift/Thomason
Spring teams (Ag Mechanics/Job Interview/BIG/Floral Design) - Swift/ Thomason
Facility Improvement-Swift
Grant Update- Chambers
New Members in Horticulture Industry-Thomason
New Teacher Possability-Swift
Advisory Committee Minutes

The Selma Agriculture Department Advisory Committee Meeting was held Wednesday November 3, 2010 at 6pm. The members in attendance were Dan King, Bob Peterson, Simon Sihota, Casey Jones, John Bell, Jim Jones, Dr. Steve Nicholas, Jalisa, Thomason, Katie Chambers, and Roy Swift. After introductions the following items were discussed: Agriculture Classrooms, Farm Activities, FFA, Improvements Made/Needed, Valley R.O.P., Graduation Rates, Board Member Updates, and Advisory Member Updates.

Overall department enrollment numbers and R-2 totals were discussed. The advisory committee was very pleased to hear that the overall enrollment numbers were so large. They addressed a concern as to why Selma Ag Department loses money from the Ag Incentive Grant for have full programs. The Advisory Committee was interested in the new field trips offered for Agriculture Biology and Environmental Science students and thought that the trip to the California Academy of Sciences was very valuable educational tool for the students in those classes.

Mr. Sihota discussed the possibility of adding a new variety of oranges to the farm crop. Some of the current stone fruit trees are maturing out and need to be replaced. It was thought that we could find a nursery to donate a new variety “Tango” into the farm, replacing some of the plum or apricot trees. The Agriculture Department discussed the new alfalfa field and student orchard projects and updated the Advisory Committee on the rest of the crops and vines on the farm.

The Agriculture Department addressed what judging teams were starting and future teams. The teams that are currently starting are Natural Resources, Vine Pruning, Creed Speaking, Best Informed Greenhand, and Opening and Closing. Other teams starting or continuing are Floral Design, Agriculture Mechanics, and Meats Judging. The Fresno Fair results were discussed for both Ag Mechanics and Livestock animals. The advisory committee was concerned about the decreasing number of student livestock projects. The advisory committee was very pleased with the Agriculture Department in receiving the Excellence in Agriculture Award from the City and Chamber of Commerce in Selma.

The Agriculture Department discussed the possibility of getting a new tractor. Mr. Sihota mentioned to the Department about applying for a grant through the Clean Air/Emissions Department. He thought that we may be able to trade in the tractor and update to a new one that reduces the amount of emissions into the air. The committee felt that going forward with a grant would be the best way to get a tractor at a reduced cost for the department.

Mr. Swift and Mrs. Thomason updated the committee on the R.O.P. courses. They both were working to make their courses receive credit for student attending Reedley Jr. College or Fresno City. Mr. Swift is working to achieve 2+2 credit for the Advance Agriculture Mechanics classes and Mrs. Thomason is updating the A-G credit for Floral. The committee was impressed with the amount of graduating seniors who are entering college with Agriculture related majors or careers.

At the end of the meeting the potential new board members were discussed and the retirees were announced. The committee is confident that the new members will be supporters of the agriculture program at Selma High School. To end the meeting the Agriculture Department opened up the meeting for questions or other concerns from the committee. The committee was pleased with the work from the Agriculture Department. The committee meeting was adjourned at 8:30pm. Submitted by Katie Chambers, Selma High School Agriculture Teacher
April 7, 2011
Reedley Junior College Campus
ROP Advisory Summit Meeting
5:30 – 8:30 pm

In Attendance:
Roy Swift and Jalisca Thomason- Selma High School Ag Department
Casey Jones- SHS Ag Advisory
Jim Jones- SHS Ag Advisory
Reedley JC Agriculture Department Staff
Ron Nishinaka- Tree Fresno
Joe Camarillo- Fresno Fair
Other industry members

Items Discussed:
Reedley Junior College Agriculture Department changes, status, fundraisers, farm, animal units, and enrollment numbers- Dave Lopes
Big Fresno Fair Report, what to expect next year- Joe Camarillo
Industry wants and needs in new employees, what skills are new workers lacking?- Advisory Board members and guests
Ag Advisory Constitution and By-Laws

The Advisory Committee for Selma High School does not have any decision making power or voting process. They do not fundraise and are not required to have officers. Therefore, there is not a constitution or by-laws. They function as an advisory committee, where they are informed of our program and give their advice on how to make it work better. We have a Parent Booster Organization and that club does have financial responsibility and votes on how to use the funds that they raise. There is a constitution and by-laws in place for the Boosters, and the elect officers annually.
### Supporting Documents 19
### Teaching Credentials

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- **Subject**: [Details]
- **Major/Field/Added**: [Details]
Supporting Documents 20
Calendar of Events

2012-2011
FFA Calendar of Events

September 1 - FFA Livestock Exhibitors - Grape Harvest
September 7 - Ice Cream Social @ Lunch (Ag Park)
September 10 - FFA Fundraiser - Snack Bags (Ends Sept 14th)
September 19 - FFA Sectional Activity @ Blackbeard’s (5-9pm)
September 20 - FFA Meeting - Parents BBQ @ 6pm (Ag Park)

October 8-15 - FFA Livestock Exhibitors - Fresno Fair
October 25 - FFA Meeting - Halloween @ 6pm (Cafeteria)

November 7 - FFA Greenhand Conference @ Lemoore 8-3:30pm (Freshman Only)
November 2 - Environmental Science @ Yosemite
November 14 - FFA Opening & Closing Contest @ 4pm (Reedley College)
November 9 - Ag Biology-Environmental Science @ San Jose Tech Museum
November 15 - FFA Greenhand & Chapter Banquet Meeting @ 6pm (Cafeteria)
November 17 - FFA Officers @ Regional Meeting (Lemoore High) 8-4pm

December 6 - FFA BIG Contest @ 5pm (Sanger) - freshman only
December 4 - Canned Food Drive (Ends Dec 15th)
December 13 - FFA Movie Night Meeting @ 6pm in Cafeteria
December 1 - Natural Resources Contest @ 8am (Clovis Est High)

January 10-12 - Environmental Science @ San Simeon
January 12 - Fowler Vine Pruning Contest
January 5 - FFA Natural Resources @ 8am (Mariposa)
January 19 - FFA Vine Pruning Contest @ 8am (Dinuba)
January 19 - FFA Natural Resources @ 8:00am (Duncan)
January 24 - FFA Meeting - Wax Roses @ 6:00pm (Room 504 Mrs. Thomason)
January 26 - FFA Natural Resources & Vine Pruning/Reedley Field Day @ 8am

February 1-3 - Ag Mechanics @ Arbuckle
February 2 - Vine Pruning State Finals @ Fresno State
February 11 - Environmental Science @ Snow Trip
February 13 - Tulare Farm Show
February 18-22 - FFA Week
February 21 - FFA Meeting - Bring A Friend Meeting @ 6:00pm (Cafeteria)
February 23 - Regional Meeting - Bakersfield (Officers Only)
February 7 - Sectional Speaking Contest @ Clovis High School 4pm

March 1-3 - FFA UIC Davis Contest
March 1 - ALMS Farm Day
March 16 - FFA Merced JC Field Day
March 21 - FFA Meeting - Easter Hunt @ 6pm (Ag Park)
March 23 - Modesto JC Field Day

April 13 - Reedley College Field Day
April 20 - Fresno State Field Day
Professional Development

- Complete the Advanced Floral Design Curriculum from The Floral Design Institute in Portland Ore.
- Participate in Road Show December 3, 2012
- Training at Belmont Nursery
- Complete MS Degree at Cal Poly
- Attend bouquet construction workshops in San Francisco 3/20/12
- Technology in the Classroom District Opportunities
- Biology PLC days (District Approved)
## Selma HS
### R2 Student Report
#### Year: 2012

### Gender

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SELMA UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST

Date of Application: 7/31/12

Field Trip
Title/Destination: De Young Art Museum and Golden Gate Park
School: SHS

Grade Level/Class: 10-12 Adv. Floral Design
Teacher(s): Thomason

Leaving: Date 3/20/13 Time 6:00 a.m.
Return: Date 3/20/13 Time 6:30 p.m.

Total Instructional Time 6 hrs.
Other Expenses
Projected Total $ 253

Expenditure Estimate:
Substitute 115
Transportation 118
Lodging
Meals

Total Travel Time 7 hrs.

Instructional justification narrative: The Bouquet to Art Exhibit at the San Francisco De Young Museum of Fine Art has an annual exhibit of over 140 floral installations based on historically significant art pieces. In addition to the exhibits, there are also demonstrations and workshops put on by an international panel of floral designers. Students will also tour the Botanical Gardens at Golden Gate Park.

List additional content standards being met: Art History and Appreciation, Floral design techniques, principles and elements of design, critique, floral ID, landscape design.

Student Selection Process (If limited) Academically Eligible

Type of Transportation (District Bus, Charter, Private Vehicle, etc.) District Van and VROP Van

Application for all extended field trips (exceeding 50 miles or overnight) shall be submitted to the Assistant Superintendent, Instruction/Personnel by October 10.

Appraiser 0100- 7910- 0 -1110-1000 -571000 - 080 - 00 -0100 - 0004
Source of Funding * Fund Resource Yr Goal Function Obi Site SubObj Dept Mgr
* If transportation paid for by nonschool funds (Parent Club, etc.), check must be attached.

Administrator Date Special Projects/Special Ed (if applicable) Date

Asst. Supt., Instruction/Personnel Date

Approved Denied

Reflected to Board for Approval

FOR OFFICE USE ONLY

1. Food Services Request
2. Bus Request (1 per bus)
3. Detailed Itinerary with stops
   1 with Field Trip Request
   1 per Bus Request

TEACHER CHECK-LIST:

Distribution After Approval: White – Personnel/Instructor; Yellow – Transportation;
Pink – Applicant (After Approved); Goldenrod – Applicant (Before Approved)
Supporting Documents 24
Current CATA Membership Card
SELMA UNIFIED SCHOOL DISTRICT
Conference Report (due 1 week after conference attendance)

Name(s) of Attendee(s): K. Chambers, R. Swift, J. Thomason.

School Site: SHS

Title of Conference: State CATA Summer Conference

Date of Conference: June 19 - 23

1. Board Appreciation – The Agriculture Department always thanks the board for its allowance of it to attend these important meetings. These meetings have helped the department to be the successful program that it is.

2. What sessions did you attend, and how will these sessions be beneficial for all students’ continual academic progress in your classroom and/or at your school site?

At this conference there really are not sessions that we attend but the conference itself. We go to the opening of the conference they have speaker of national ranking, professional areas of interest, the Farm Idea show. We here speakers and vote on the contests that we have students compete in. It is the Ag teacher’s professional association. It is one of the things that has held the Ag Programs together.

2. How will you share this information or these strategies from your sessions with your school site and/or district?

We share what does come out in Sacramento and the federal education areas.

4. How will this conference provide professional growth for you as a teacher or school administrator in helping all students succeed?

These teaching strategies will help us in the classroom and professionally. This conference is good we get to interact with all Ag teachers in the state. See what works and what does not. We get to see how good we have it here at Selma.

5. What were the strengths and weaknesses of this conference, and would you recommend it in the future to other employees?

Strengths – Good for us Ag teachers to meet and talk to others in our area and to get new curricular ideas for our classrooms.
Good for curriculum and professional growth.
Make good professional connections.
Gives us as a department a focus on what our goals need to be for the year.
Five year Facility and Equipment Acquisition Plan

2012-13
- Technology upgrade - computers/students
- Livestock Facilities upgrades – pen upgrade, fencing
- OH Facilities - Heater upgrades.
- Farm Lab upgrades – Bailer replacements, replant alfalfa field - district field
  Take out plums and apricots. Put in Tangerines and Navels
- Ag Shop Facilities upgrades – Plasma cam upgrade. Cover for back area
- Transportation upgrade - Purchase of SUV

2013-14
- Technology teaching upgrades – SSP grant Curriculum Remodel –
  Computers/teachers
- Livestock Facilities grades – Replace fencing in the beef barns
- OH Facilities upgrades – Coolers and Tools replacement
- Farm Lab upgrades – Pole barn for equipment; replant alfalfa and field
- Ag Welding Shop upgrades – Upgrade and replace hand power tools and welders
- Transportation upgrade – Purchase truck

2014-15
- Technology teaching upgrades – First class or SSP grant - Computers/students
- Livestock Facilities upgrades – Lower barn replacement
- OH Facilities upgrades – Heater replacement
- Farm Lab upgrades – Fruit tree replacement
- Ag Welding Shop upgrades – Put overhang for shop
- Transportation upgrade –

2015-16
- Technology teaching upgrades -
- Livestock Facilities upgrades – Lower barn replacement
- OH Facilities - Tools lathe house upgrades
- Farm Lab upgrades – Replace orange trees
- Ag Welding Shop upgrades – Technology, Plasma cam upgrade. Overhang for shop
- Transportation upgrade – Truck replacement

2016-17
- Technology teaching upgrades – computers for students
- Livestock Facilities – storage areas upgrade
- OH Facilities – Lathe house upgrades
- Farm Lab Facilities – Replace fruit trees
- Welding shop facilities – MIG Welder upgrade
- Transportation
Selma High School
Ag Department
Budget 2012-2013

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We use seven distinct sources to fund our program, some of which are at the discretion of governing boards, application requirements, and the whim of market prices. Our farm income varies from year to year depending on weather and crop conditions and market prices. We have a truly self-sufficient farm and it pays for itself and also provides enough money to continue to maintain and improve the facilities and equipment.

While we have a self-sufficient farm and money coming in from state and federal sources we continue to seek other sources in the form of grants. We, with help from our advisory committee, aggressively seek out grants to enhance our program. This past summer we were able to replace our tractor through the Clean Air Legislation with a brand new one, after much help and support from our Ag advisory council. We also have received grants from local sources such as the Fresno Country Retired Teachers Association, Selma Education Foundation, and other sources.
Staff Assignments

1. Instructional Assignments
   Mrs. Chambers
   Animal & Plant Science
   Agriculture Biology
   Mr. Swift
   Advanced Animal Science/Vet Science
   Agriculture Mechanics/Welding Classes
   Environmental Science
   Mrs. Thomason
   Animal & Plant Science
   OH/Foxticulture

2. SAEP Responsibilities
   Mrs. Chambers
   Swine Projects
   Leadership/Speaking Competitions
   Mr. Swift
   Beef Projects
   Crops & Tree Projects
   Ag Mechanics/Welding Projects
   Mrs. Thomason
   Sheep Projects
   OH/Foxticulture Projects

3. FFA Responsibilities
   Mrs. Chambers
   Advisor- in charge of officer team and events
   Mr. Swift
   Ag Boosters- available for any support and/or assistance
   Mrs. Thomason
   Assistant advisor- in charge of background of FFA and chapter events

4. Departmental Duties
   Mrs. Chambers
   R2 Report
   FFA Program of Work
   Perkins Grant
   Mr. Swift
   Department Head
   Ag Incentive Grant
   Director of the AG Farm Lab
   Mrs. Thomason
   Communications
32. Program Completer

James Clawson is a legend at Selma High School. When he graduated in 2010 he left a poster on the wall of Mrs. Chambers’ classroom of “Mr. FFA” that said “I will be back”. James raised hogs and steers, was a nursery intern, and received his State and American Degree. He was chapter President his senior year as well as other offices throughout his tenure at SHS. He took every class except floral design and completed the Ag Mech and Animal Science pathways. Currently, James is in year three at Reedley JC going through his general ed and is hoping to transfer to CSU Fresno or Cal poly next year to complete his bachelors and begin his teacher prep to become an Ag Teacher. James also has the distinction of being our farm manager. This is a part time job where James is in charge of maintaining the facilities and crops and helping us prepare our outdoor laboratory lessons. This is an invaluable experience for him and will help prepare him for becoming a full-fledged ag teacher.
Supporting Documents 33
Substitute Plans

Substitute Plan
Selma High School Agriculture Department-Jalisa Thomason
Cell phone (805) 704-6523
Home (559)-592-4610

Thank you for taking my class today. If you have never subbed an ag class before, you are in for a treat! We have great kids in our classes. We have a 5 minute clean up bell every period, please don’t let them go until the 2nd bell rings. I hope that you are able to enjoy my students and that they respect you. If at any time there are questions or problem, please call my cell phone number. If students are late, please write their names down and I will give them a Tardy form when I return. Please record any other problem students and they will also be dealt with. There is no excuse for disrespect.

*Bathrooms…they have passes, they must give you one before they sign out*

*Seating charts in the attendance binder*

8:07-9:05 Advanced Floral Design

Students will come into class a little bit late…please let me know who is late so I can write them a Saturday school. They are driving me crazy!
I have left a few pictures on the ELMO (with the remote), the students need to:
Identify the flowers
Count flower types
Use the FLORAL PRICE SHEETS (manila folder in rack) to determine
BUDGET OUT THE ARRANGEMENTS

Keep track of how fast they are going and get through as many as you can

TURN IN: Budgets

Helpful Students: The whole class is great
Sometimes Jaseen is hard to get going…keep on her and NO MAKE-UP, we do not have cosmetology but I will gladly write her a letter of recommendation for beauty school after she graduates high school.

Notes: