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Agriculture Education Incentive Grant Checklist Quality Criteria
1 Curriculum & Instruction

1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agriculture experience; and a program of leadership, organization and personal development.

The Weston Ranch Agriculture Department curriculum consists of three parts: Class Instruction, Future Farmers of America (FFA) and Supervised Agriculture Experience (SAE). The following classes are offered in the department: Agriculture Earth and Environmental Science, Agriculture Biology, Animal Science, Computers in Agriculture, The Art & History of Floral Design, The Art & History of Floral Design II, Basic Agriculture Mechanics, Welding I, Welding II, Agriculture Construction and Fabrication, Wood I, Wood II, and Power Agriculture. Each of the preceding courses automatically enrolls students as members of the state and national FFA organization.

Agriculture Earth and Environmental Science is a one-year course that fulfills physical science graduation requirement and meets the UC “a-g” Admission Requirement. This course includes: earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as they pertain to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. Homework consists of reading, writing, lab reports, etc. In addition, students will participate in leadership training, activities, and public speaking within FFA. An approved SAE Project or Plan is a requirement for this course for both semesters. Record Books are maintained based on this project or plan.

Agriculture Biology fulfills life science for graduation and meets the UC “a-g” Admission Requirement. This course is a one-year laboratory science course designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts, and interrelationship among biological topics. This course follows the California State Standards for Biology. Students will learn recordkeeping and farm accounting.

The Art & History of Floriculture is a one-year course that fulfills fine art credit for graduation and meets the UC “a-g” Admission Requirement. This course is designed to develop an interest and awareness in Floriculture and related industries. Class activities will include; corsage and floral design construction, plant identification, principles of design, history, wedding and funeral arrangements, seasonal and holiday arrangements, introduction to greenhouse skills, as well as recordkeeping and farm accounting. This course will contain numerous lab sections on constructing corsages and arrangements used both around the home and commercially.

The Art & History of Floriculture II is a one-year course that has a pre-requisite of the preceding course. This course is designed for advanced students interested in floral design and related industries. Class activities will include additional emphasis on floral design, plant identification, purchasing and handling of fresh flowers and foliage, green house production, harvesting along
with distribution and shipping of flowers and foliage. This course contains numerous lab sections on advanced floral arranging, wedding construction, post-harvesting of flowers, florist shop management skills, as well as advanced recordkeeping and farm accounting. The class will additionally participate in a field trip to several floriculture industry businesses.

Computers in Agriculture is a one-year course that fulfills elective credit for graduation. This course is designed to introduce and provide students with the basic knowledge of computer systems, software and programs utilized in the field of agriculture. In addition the course offers leadership building activities that specifically relate to FFA. It includes principles, theories, and applications in areas of production practices, marketing, farm records, agriculture related organizations, and cooperatives. This course will encompass word processing, spreadsheets, databases, programming, macros, commercial farming programs, accounting programs, Internet access, video productions, computerized record books, and graphic design. Leadership development will include an emphasis on accomplishing assigned tasks by using advanced communication skills, interaction with the community, and working with different groups. In addition, students will participate in leadership training activities and public speaking within the FFA. An approved SAE Project or Plan is a requirement for this course. Record Books are maintained based on this project or plan for both semesters.

Animal Science is a one-year course that meets the UC “a-g” Admission Requirement. Prerequisite: Algebra and Agriculture Biology or Biology with a C or better. This course will provide the student with principles in Animal Science focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Students will learn recordkeeping and farm accounting. The following courses are instructed by my teaching partner; Basic Agriculture Mechanics, Welding I, Welding II, Wood I, Wood II, Power Agriculture, as well as Agriculture Construction and Fabrication are classes where students learn basic skills in operation and safety of hand tools, power tools, hot and cold metal work, arc and gas welding, wood identification, layout methods, stains and finishes, mechanical and electrical power, as well as uses of small engines, sheet metal, fabrication, machine operations, MIG and TIG welding, flame cutting, plasma cutting, shop maintenance, and blue print reading. Agriculture Wood I, Wood II, Agriculture Welding I, and Welding II each fulfill 5 credits towards third year of math graduation requirements if taken in junior or senior years. Power Agriculture Mechanics fulfill physical science graduation requirements.

1B. The Career technical Education Model Curriculum Standards for Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses “Foundation” and “Pathway” standards with within the program pathway(s) and course sequences.
When I began teaching at Weston Ranch High School in 2008, there were three clear pathways already in place. They were Agriculture Science, Agriculture Welding and Agriculture Wood. We still follow this model today. I am working to add an additional Plant Science pathway. This will include Ornamental Horticulture (OH), Floral I, Floral II, as well as Greenhouse and Nursery Practices classes which will offer additional options for our students. This will be possible due to the new OH unit that I have been working on for the past three years at our school site. The New OH unit includes a greenhouse, a shade house, and raised growing beds. We would like to add additional pathways but are currently limited by the number of teachers within our department as well as limited funding. In the future, we would like to add an additional teacher to our program to further expand the number of pathways we currently offer.
1C. Career path in agriculture have been identified and can be found on a chart or diagram in the Program Plan (Foundation Standard 3.0)

Career pathways in Agriculture are clearly outlined in the Weston Ranch Agriculture Department and have been laid out in the attached chart. This chart is the foundation of the Weston Ranch Agriculture program and is used by students, parents, and guidance counselors.

1D. The school master schedule allows students to follow the recommendation sequence of agriculture courses to complete the selected career path(s)

The Weston Ranch master schedule allows students to take sequence courses in agriculture that follow the selected career paths that are offered at our school. This allows students to take foundation classes then move on to more advanced class offerings within their chosen pathway.

1E. Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)

In every class offered at Weston Ranch Agriculture Department, there is a unit that is taught based on career awareness in agriculture. The unit is called Career Opportunities in Agriculture and is catered to each class. Floral Design focuses on the floral industry, Animal Science looks at animal science careers, AG Earth and AG Biology and AG Computers concentrates on careers in related fields. All the AG mechanics classes focus on their related fields. Students are given the opportunity to research three careers related to their class and work on a career packet that includes questions about the field they are researching. They then pick one of the three and create a career flip chart. The chart is to include photos related to the job, title, job description, educational background, salary, as well as advantages and disadvantages related to the job. In this unit they also need to create a resume and cover letter as if they are applying for their chosen career.

1F. The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)

The Agriculture Department utilizes computer hardware and software including, but not limited to; computers, projectors, computer programs like Microsoft Office, Plasma Cam, computerized FFA record books, DVD, TV, and the internet. The Agriculture Department has its own computer lab that currently consists of 15 desktops as well as access to a laptop cart.
1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following (FS 4.2, 4.6)

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

The Weston Ranch Agriculture Department uses the computer to aid in instructional activities that include web quests, job resume creation, cover letters, on-line field trips, labs, news clips, and videos. The computer is also used in Agriculture research for their SAE research paper along with career research. Additionally, computers are used in training students on how to use programs to control the plasma cam, the FFA record book, and related applications.

1H. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)

FFA record books are an important part of every agriculture class. Students are given instructions on how and why we use them. They practice how to use the different parts of their record book by utilizing mock problems and are given quizzes and tests on different parts of the record book. Students are each given a record book and are maintained based on their SAE. Advanced students can choose to use the computerized record book system instead of the paper record book. We utilize the departments “FFA Fridays” to help students maintain and complete their record books.
11. Record books of all students are maintained in the Department files until one year following graduation.

Record books are maintained by the Weston Ranch Agriculture department in several ways. Current year record books are stored by class period in an organizational system in each AG teacher’s room. Past FFA record books are archived in a large filing cabinet that is organized by student last name. Each student has a file and there past record books are kept together. When students graduate their files go in to the graduate file cabinet drawer and are held for one additional year.

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

**High School Graduation Requirements**

See table on next page
### High School Graduation

**Total credits to graduation: 225**

<table>
<thead>
<tr>
<th>4 years of English (40 credits)</th>
<th>Entrance Requirement to UC/CSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Senior Project during senior English</td>
<td>4 years of College Prep English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 years of Science (20 credits)</th>
<th>2 years of Laboratory Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 year of Life Science</td>
<td>• Biology or Ag Biology</td>
</tr>
<tr>
<td>• 1 year of Physical Science</td>
<td>• Chemistry</td>
</tr>
<tr>
<td>• Physics, Astronomy or Forensics</td>
<td>• Physics, Astronomy or Forensics (UC-CSU campuses that are highly competitive recommend 3 years)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 years of Math (30 credits)</th>
<th>3 years of Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Algebra 1 (required)</td>
<td>• Algebra 1 – Geometry – Algebra 2</td>
</tr>
<tr>
<td>(UC CSU campuses that are highly competitive recommend 4 years)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 years in Social Science (30 credits)</th>
<th>2 years of History/Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 year World History</td>
<td>• World History or World History AP</td>
</tr>
<tr>
<td>• 1 year U.S. History</td>
<td>• U.S. History or U.S. History AP</td>
</tr>
<tr>
<td>• 1 semester American Govt.</td>
<td>• Government or Government AP</td>
</tr>
<tr>
<td>• 1 semester Economics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 year of Fine Arts or Foreign Language (10 credits)</th>
<th>1 year of Visual and Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 year College Prep Electives</td>
<td>• 1 full and complete year of the same course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 years of Physical Education (40 credits)</th>
<th>2 years of Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 year of College Prep Electives</td>
<td>(UC CSU campuses that are highly competitive recommend 3-4 years)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freshmen Orientation/Safety/Drivers Ed.</th>
<th>SAT or ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 semester (5 credits)</td>
<td>UC requires SAT II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 semester (5 credits)</td>
<td></td>
</tr>
</tbody>
</table>

| Electives to total the 225 credits (75-95 credits) | |
|---------------------------------------------------| |

<table>
<thead>
<tr>
<th>CAHSEE (CA High School Exit Exam)</th>
<th>1 year of College Prep Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language Arts and Math</td>
<td></td>
</tr>
</tbody>
</table>

Amanda Martinez  AGED 539  Page 7
University of California a-g credit Course List for 2012-13

**d - Laboratory Science - 2 years required, 3 years recommended**
Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Biology</td>
<td>Agricult Biology</td>
<td>Biological Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**f - Visual & Performing Arts - 1 year required**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floral Design: The Art and History ✦</td>
<td>Art/Floral Design 1, Floriculture 1</td>
<td>Visual Arts (Intro)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**g - Elective - 1 year required**
One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (✦) in Mathematics, Language Other than English, and VPA; plus the following:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Earth &amp; Env. Science</td>
<td>Ag EarthScience</td>
<td>Science-Physical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDE Animal Science</td>
<td>CDE Animal Science</td>
<td>Science-Biological</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CURRENT AG CLASS PATHWAY

Weston Ranch
2012 - 2013
Manteca Unified School District
High School Course Catalog

Preparing for Tomorrow

Trushworthiness • Respect • Responsibility • Fairness • Caring • Citizenship

GEORGE
**Program Major:** AGRICULTURE

**OCUPATIONS**

<table>
<thead>
<tr>
<th>Professional</th>
<th>Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinarian</td>
<td>Floral Designer</td>
</tr>
<tr>
<td>Soil Science</td>
<td>Rancher/Farmer</td>
</tr>
<tr>
<td>Ag Engineer</td>
<td>Nursery Tech</td>
</tr>
<tr>
<td>Fish &amp; Game Warden</td>
<td>Veterinary Asst.</td>
</tr>
<tr>
<td>Biologist/Microbiologist</td>
<td>Farm Group Mechanic</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Blacksmith</td>
</tr>
<tr>
<td>Plant Pathologist</td>
<td></td>
</tr>
<tr>
<td>Forest Ranger</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English I/Honors I</td>
<td>1. English I</td>
</tr>
<tr>
<td>3. Algebra I/Geometry</td>
<td>3. Algebra I</td>
</tr>
<tr>
<td>5. Foreign Language/Fine Arts/Ag Elective</td>
<td>5. Ag Science I/Ag Earth</td>
</tr>
<tr>
<td>6. Ag Science I/Ag Earth</td>
<td>6. Ag Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English III/AP Language</td>
<td>1. English IV/Tech: Communication</td>
</tr>
<tr>
<td>2. Chemistry/Biology</td>
<td>2. Govt/Economics</td>
</tr>
<tr>
<td>3. Geometry/Algebra II/Pre-Calculus</td>
<td>3. *P.E./Ag Elective</td>
</tr>
<tr>
<td>4. *P.E./Ag Elective</td>
<td>4. Algebra II/Math Elective</td>
</tr>
<tr>
<td>5. U.S. History/AP</td>
<td>5. Ag Elective</td>
</tr>
<tr>
<td>6. Foreign Language</td>
<td>6. Ag Elective</td>
</tr>
</tbody>
</table>

Some regular classes may be taken during summer school and replaced with an elective.

* P.E. waiver subject to principal's approval of academic program.

**Electives for this career path include:**
- Computer Keyboarding, Theatre, Band, Choir, Art, Ag Mechanics, Computer Science, Wood, Drafting, Speech, ROP Farm Management Skills, Photography, Physics, Psychology, Accounting, Physiology, Ornamental Horticulture, Computers in Ag

**Electives for this career path include:**
Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resource systems. All agriculture classes have hands-on labs as part of the curriculum. Students enrolled in agriculture classes are also members of the FFA and may attend various events at Community Colleges, California State Universities and University of California campuses. Students can compete in Career Development Events, livestock shows and/or leadership training conferences.

### Ag Science I - 6500

**[G] UC/CSU "A-G" Requirement**

**Year Course • 10 Credits • Grades 9-12**

This course includes introduction to FFA, recordkeeping and farm accounting, opportunities in agriculture, basic animal husbandry, fitting and showing of livestock, parliamentary procedure, and plant science. Each student shall have a project plan as a 1st year Ag student. The school farm is available for students who do not have a space at home for animal and crop projects. All students will be members of State and National FFA organizations.

### Ag Science II - 6630

**[G] UC/CSU "A-G" Requirement**

**Year Course • 10 credits • Grades 10-12**

Fulfills life science graduation requirement. Must take I & II for life science credit. Prerequisite: Successful completion of Ag Science I. First semester includes: feeds and feeding; nutrition; proper care of horses, sheep, swine, beef and dairy cattle; livestock diseases; basic veterinary skills are practiced in the prevention and treatment of affected animals; recordkeeping and farm accounting. Second semester includes instruction in plant growth; soil origin, formation and analysis; irrigation; weed control; and methods of producing commercial crops. Landscaping and nursery and some field work may also be included. All students will be members of State and National FFA organizations.

### Agricultural Biology - 6770

**[D] UC/CSU "A-G" Requirement**

**Year Course • 10 Credits • Grades 10-12**

Fulfills life science graduation requirement. This course is a one-year laboratory science course designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among biological topics. This course follows the California State Standards for Biology. Students will learn recordkeeping and farm accounting. All students will be members of State and National FFA organizations.
Ag Earth and Environmental Science - 6550
[G] UC/CSU "A-G" Requirement

Year Course • Elective • 10 Credits • Grades 9-12
Fulfills physical science graduation requirement. This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. Classwork consisting of reading, writing, lab reports and group research projects will be assigned. This course is part of a series of courses to prepare students for college level entry into the various disciplines of agricultural science. All students will be members of State and National FFA organizations.

Ag Food Science - 6510

Year Course • 10 Credits • Grades 9-12 • Enrichment fee $30 per year/term
This class will study the science and processing behind food. These areas are all explored through hands-on training in the food lab. The class will do cold preservation, heat preservation, drying and dehydrating. Students will also be required to learn about bacteria in food and food safety. Products that will be made in class are as follows but not limited to; cheese, ice cream, butter, dried fruits, yogurt, sausage, and bread. All students will be members of State and National FFA organizations.

The Art & History of Floriculture - 6740
[F] UC/CSU "A-G" Requirement

Year Course • Grades 10 - 12 • Enrichment fee: $30 per year/term
Fulfills fine arts graduation requirement. This course is designed to develop an interest and awareness in Floriculture and related industries. Class activities will include: corsages and floral design construction, plant identification, principles of design, history, wedding and funeral arrangements, seasonal and holiday arrangements, introduction to greenhouse skills, recordkeeping and farm accounting. The course will contain numerous lab sections on constructing corsages and arrangements used both around the home and commercially. All students will be members of State and National FFA organizations.

The Art & History of Floriculture II - 6750

Year Course • 10 Credits • Grades 10-12 • Enrichment fee: $30 per year/term
Prerequisite: The Art & History of Floriculture. This course is designed for advanced students interested in floral design and related industries. Class activities will include: more emphasis on floral design, plant identification, purchasing and handling fresh flowers and foliage, greenhouse production, harvesting, distribution and shipping of flowers and foliage. The course will contain numerous lab sections on advanced floral arranging, wedding consulting, post harvest of flowers and florist shop management skills, recordkeeping and farm accounting. The class will participate in a field trip to a floriculture industry business. All students will be members of State and National FFA organizations.
Ornamental Horticulture - 6650

Year Course • 10 Credits • Grades 10-12
Enrichment fee: $20 per year/term + project materials
Prerequisite: Ag Science I or Floriculture I or approval of the instructor. This course is designed to develop an interest and awareness in Horticulture and related industries. Class activities will include: studying and designing an irrigation system, pruning and training ornamental plants, selection, planting and care of ornamentals, and landscape design. The course will contain numerous lab sections on propagating leaf cuttings, applications of fertilizers to nursery stock, soil mixing, transplanting plants, maintenance of tools and equipment, plant identification, and designing a landscape plan. Students will learn recordkeeping and farm accounting. All students will be members of State and National FFA organizations.

Computers in Agriculture - 6780

Year Course • 10 Credits • Grades 10-12
This course introduces the student to the basic knowledge of computer systems, software, and programs utilized in the field of agriculture. Course will also include principles, theories, and applications in areas of production practices, marketing, recordkeeping, farm accounting, agriculture related organizations, and cooperatives. Students will use the Microsoft Office program. All students will be members of State and National FFA organizations.

It is advisable to have coveralls and appropriate shop apparel.

Basic Ag Mechanics - 6700

Year Course • 10 Credits • Grades 9-12
Enrichment fee: $25 per year/term + project materials
In this beginning course, the basic skills of ag mechanics will be stressed. Included are operation and safety of hand tools, power tools, hot and cold metal work, sharpening and fitting tools, concrete, plumbing and electrical work, arc and gas welding, recordkeeping, and farm accounting. This class is an introduction to a wide variety of skills which will serve as a foundation for further development of mechanical abilities related to agriculture. All students will be members of State and National FFA organizations.

Ag Wood I - 6765

Year Course • 10 Credits • Grades 9-12
Enrichment fees: $25 per year/term + project materials
Fulfills 5 credits toward third year of math graduation requirement if taken in junior or senior year. Open to students at semester. Introduction to hand tools, FFA leadership, wood identification, basic joints, layout method, bill of material, board feet, costs configuration, purposes of drawing the project, basic power machines, fasteners and glue, preparation of stains and finishes, and safety. Course will also include recordkeeping and farm accounting. All students will be members of the State and National FFA organizations.
### Ag Wood II - 6775

Year Course • 10 Credits • Grades 10-12  
Enrichment fee: $25 per year/term + project materials  
Prerequisite: Completion of Ag Wood I  
Fulfills 5 credits toward third year of math graduation requirement if taken in junior or senior year. This two-semester course provides students the opportunity to work on advanced projects according to their individual abilities. Topics covered are: machine set-up, wood identification, cutting joints, fastening methods, cabinet doors and drawers. All students are required to pass a safety test with a 100% score. All students will be members of State and National FFA organizations.

### Power Ag Mechanics - 6760

Year Course • 10 Credits • Grades 10-12  
Enrichment fee: $25 per year/term + project materials  
Fulfills physical science graduation requirement. Prerequisite: Basic Ag Mechanics  
This course is composed of topics relating to power and energy, recordkeeping, farm accounting, mechanical power, fluid power, electrical power, the use of small engines for power, and basic welding. Emphasis will be directed towards "hands-on" lab activities. All students will be members of State and National FFA organizations.

### Ag Welding I - 6610

Year Course • 10 Credits • Grades 10-12  
Enrichment fee: $25 per year/term + project materials  
Fulfills 5 credits towards third year of math graduation requirement if taken in junior or senior year. Prerequisite: Basic Ag Mechanics. A basic classroom lab course employing skills in welding and shop math. Emphasis will be on safety, hand tools, gas and arc welding, sheet metal, fabrication, machine operations, recordkeeping and farm accounting. All students will be members of State and National FFA organizations.

### Ag Welding II - 6620

Year Course • 10 Credits • Grades 11-12  
Enrichment fee: $25 per year/term + project materials.  
Fulfills 5 credits towards third year math graduation requirement if taken in junior or senior year. Prerequisite: Ag. Welding I  
This course is a continuation of Ag Welding I. Advanced projects will be required in all areas. New areas of study include MIG and TIG welding, flame cutting, plasma cutting, machine operation, shop maintenance and blueprint reading. Basic shop drawings for personal projects are required. All students will be members of State and National FFA organizations.
Agricultural Equipment Construction - 6720

Year Course • 10 Credits • Grades 10-12
Enrollment fee: $25 per year/term + project materials.
Prerequisite: Basic Ag Mechanics or permission of instructor. This construction course is open to students with the necessary skills to pursue advanced work in the construction and/or renovation of farm-related projects. Individual planning and designing of projects as well as actual construction, recordkeeping and farm accounting will be stressed. All students will be members of State and National FFA organizations.

Ag Government - 6560
[A] UC/CSU "A-G" Requirement

Year Course • 5 Credits • Grade 12
Prerequisite: Must have been enrolled in an agriculture class for two years or must be enrolled or concurrently enrolled in four semesters of an agriculture class.
This course fulfills the government graduation requirement. This course includes: the historical development of our government, responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. All students will be members of the State and National FFA organizations.

Ag Economics - 6570
[A] UC/CSU "A-G" Requirement

Year Course • 5 Credits • Grade 12
Prerequisite: Must have been enrolled in an agriculture class for two years or must be enrolled or concurrently enrolled in four semesters of an agriculture class.
This course fulfills the economics graduation requirement. This course includes: macroeconomics, microeconomics, agriculture business organizations, agriculture credit, record analysis, and marketing. Students will learn recordkeeping. All students will be members of State and National FFA organizations.
Animal Science - 6580
[G] UC/CSU "A-G" Requirement

Year Course • 10 Credits • grades 11-12
Prerequisite: Ag Earth, Ag Biology or Ag Science I, Ag Science II
This course will provide the student with principles in Animal Science focusing on the areas of livestock production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. Frequent opportunities are also given to develop and apply hands-on learning opportunities, through direct applications on the MUSD school farm. Also, there is an emphasis on developing values, aspirations and attitudes that promote the student's understanding of livestock industry. These hands-on science experiences are designed to enhance the student's understanding of agriculture, the environment and society.
Students will maintain an FFA Recordbook. All students will be members of State and National FFA organizations.

Ag Entrepreneurship/Farm Management Skills (see ROP Department)
Weston Ranch High School  
Agriculture Biology  
Mrs. Martinez  
amartinez@musd.net (209) 938-6245

Course Description:  
Agriculture Biology  
10 credits  
Grade 10-12

Fulfills life science graduation requirement. This course is a one-year laboratory science course designed for the college-bound students with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationship among biological topics. This course follows the California State Standards for Biology. Students will learn recordkeeping and farm accounting. In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a part of the FFA. An approved Supervised Agricultural Experience Project or Plan is a requirement for this course for both semesters. Record Books are maintained based on this project or plan.

Material:  
The following materials will be needed by the second week of school at the latest.  
- 3 ring binder, needs to be 2 inches in size  
- Binder dividers  
- College ruled paper  
- Composition notebook  
- pencil  
- pen- blue/black  
- ruler  
- color pencils or crayons  
- Book cover- (could use a paper bag)

Classroom Behavior, Rules and Expectations:  
I expect you to........  
- follow all school rules  
- be in your seat and ready to work when the bell rings  
- complete and turn in all assignments  
- participate in class activities and discussions  
- ask me questions  
- behave professionally  
- stay in your seat during class unless you have permission to be up  
- keep all cell phones, MP3 players, and CD players off and in your bag or out of sight  
- keep your hands to yourself in class  
- not have food, drinks, or gum while in class  
- not wear hats or hoods in class  
- not write on desks or other school property
• not yell
• not throw things
• not sit on desks or counters
• not disturb those around you
• not apply make-up or perfume nor brush your hair in class
• read and understand the grading procedure
• take notes pertaining to class material and review class notes each night
• have a Supervised Agriculture Experience Project (SAEP) and keep a record book on that/those projects. This is required by the State when you are enrolled in an agriculture class. Since the SAEP and record book is an extension of the class, it will be graded.
• attend at least 2 FFA activities per quarter and actively participate in the FFA
• TREAT EVERYONE THE WAY YOU WOULD LIKE TO BE TREATED!!!
• BE RESPECTFUL OF EACH OTHER

Tardies and Cuts:
• you are tardy if you are not in the class and in your seat when the bell rings
• you are cutting if you are not in attendance of this class with a legitimate reason

Make-ups and late assignments:
• All tests, quizzes, quests, labs, and other assignments must be completed within one week of the original date on which they were assigned.
  ~ any test not made-up by this time will be considered a "0"
  ~ major exams that are missed will be given on the 1st day of the students return. If you were not aware of the of the exam due to an extended absence, you will be given 2 days to catch up on notes and the exam will be given on the 3rd day.
• Late assignments may be turned in with a 10% deduction for each day they are late. An assignment is considered late if it is handed in after, I, the teacher, have collected the assignment.
• There is no make-up allowed for unexcused absences

IT IS YOUR RESPONSIBILITY TO FIND OUT WHAT WORK WAS MISSED IN THE EVENT OF AN EXCUSED ABSENCE!!!!

Cheating and Plagiarism:
All people involved in cheating or plagiarism will be given a ZERO for the assignment and further disciplinary action may be taken.

Grading:
Your grades are figured by a percentage - the total number of achieved points divided by the total number of points possible.

95% and above = A  
94-90% = A- 
90-88% = B+ 
88-83% = B 
82-80% = B- 
79-78% = C+ 
77-73% = C 
72-70% = C- 
69-68% = D+ 
67-63% = D 
59% and below = F
Please note: this class is lecture as well as lab. Your participation in the class or lack of will reflect on your grade. It is also important to remember you need to attend two FFA activities per quarter to receive full FFA credit, which is 10% of your semester grade. In addition, you must have a SAEP, which is an additional 10% of your spring semester grade.

Course Content:
Below is the projected material and videos that will be covered this year:

A. California Agriculture
   a. Major Ag Production Areas
   b. Value of Ag Commodities
   c. Ag Economic impact in CA
   d. Ag Exports

B. FFA leadership and SAE Introduction
   a. Agriculture program
   b. FFA
   c. Record books

D. SAE
   a. Record Books
   b. How SAE fits in the 3 circles of agriculture
   c. Possible projects
   d. Research paper

E. The Science of Agriculture
   a. Scientific Method
   b. Microscopes
   c. Measurements in Science

F. Cells: Agriculture Building Blocks
   a. Cell Structure
   b. Cell reproduction

G. The Science of Genetics
   a. Gene Transfer
   b. Plant breeding
   c. Animal Breeding

H. Genetic Engineering
   a. Gene Mapping
   b. Gene Splicing
   c. Societal Concerns
   d. Regulation of Genetic Engineering

I. Evolution
   a. Natural Selection

J. Ecology
   a. Describing Ecology
   b. Ecosystems
   c. Environmental Group Project

Video: The Cell

Video: Gattach

Movie: Darwin’s Travels

Video: Planet Earth
K. Plant Systems
   a. Leaves
   b. Stems
   c. Roots
L. Plant Reproduction
   a. Sexual Reproduction
   b. Asexual Propagation
M. Plant growth
   a. Seed
   b. Growth after Germination
   c. Plant Nutrition
   d. Primary Nutrients
N. Animal Systems
   a. The Skeletal System
   b. The Muscular System
   c. The Digestive System
   d. The Respiratory System
   e. The Circulatory System
   f. The Nervous System
   g. The Endocrine System
O. Animal Reproduction Video: In the Animal Womb
   a. The Production of Gametes
   b. The Male Reproductive System
   c. The Female Reproductive System
   d. The Mating process
   e. Fertilization
   f. Artificial Insemination
   g. Embryo Transplant
   h. Cloning
P. Animal Growth
   a. The growth process
Q. Plant and Animal Diseases Movie: Outbreak
   a. Animal Diseases
   b. Animal Immune Systems Movie: Lorenzo Oil
   c. Plant Diseases
R. Agriculture and the Environment
   a. Water Pollution
   b. Depletion of Water Reserves
Please fill out the bottom portion of this sheet and return it.

I have read and understand the course syllabus and agree to follow the rules, guidelines, and procedures set forth by Mrs. Martinez.

Date

Student Name

Student Signature

Class

Period

Parent Name

Parent Signature

Parent e-mail

Home Ph. #

Parent Contact Number(s)
Weston Ranch High School  
*Ag Earth & Environmental Science*  
Mrs. Martinez  
amartinez@musd.net (209) 938-6245

**Course Syllabus**

I hope you enjoy this class, while learning the importance of agriculture and the endless opportunities that are available to you in the field of agriculture.

**Course Description:**

*Fulfills physical science graduation requirements.* This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. Homework consists of reading, writing, lab reports, etc. Ag Earth meets the physical science requirement and is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science. In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a part of the FFA. An approved Supervised Agricultural Experience Project or Plan is a requirement for this course for both semesters. Record Books are maintained based on this project or plan.

**Materials:**

The following materials will be needed by the second week of school at the latest.

- binder
- 5 dividers
- pencil
- pen- blue/black
- book cover- (could use a paper bag)

**Classroom Behavior, Rules and Expectations:**

I expect you to........

- follow all school rules
- be in your seat and ready to work when the bell rings
- complete and turn in all assignments
- participate in class activities and discussions
- ask me questions
- behave professionally
- stay in your seat during class unless you have permission to be up
- keep all cell phones, MP3 players, and CD players off and in your bag or out of sight
- keep your hands to yourself in class
- not have food, drinks, or gum while in class
- not wear hats or hoods in class
- not write on desks or other school property
- not yell
- not throw things
- not sit on desks or counters
- not disturb those around you
- not apply make-up or perfume nor brush your hair in class
- have a Supervised Agriculture Experience Project (SAEP) and keep a record book on that/those projects. This is required by the State when you are enrolled in an agriculture class. Since the SAEP and record book is an extension of the class, it will be graded.
- attend at least 2 FFA activities per quarter (4 per semester) and actively participate in the FFA
- **TREAT EVERYONE THE WAY YOU WOULD LIKE TO BE TREATED!!!**
- **BE RESPECTFUL OF EACH OTHER**
Tardies and Cuts:
- **you are tardy if** you are not in the class and in your seat when the bell rings
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  - any test not made-up by this time will be considered a “0”
  - major exams that are missed will be given on the 1st day of the students return. If you were not
    aware of the of the exam due to an extended absence, you will be given 2 days to catch up on
    notes and the exam will be given on the 3rd day.
- Late assignments may be turned in on the Monday after they were due, after that they will not be
  accepted. An assignment is considered late if it is handed in after, I, the teacher, have collected the
  assignment.
- There is no make-up allowed for unexcused absences

**IT IS YOUR RESPONSIBILITY TO FIND OUT WHAT WORK WAS MISSED IN THE EVENT
OF AN EXCUSED ABSENCE!**********

Cheating and Plagiarism:
All people involved in cheating or plagiarism will be given a ZERO for the assignment and further
disciplinary action may be taken.

Grading:
Your grades are figured by a percentage - the total number of achieved points divided by the total number
of points possible.

| 98- 100+% | = A+ |
| 97-94%    | = A  |
| 93-90%    | = A- |
| 89-88%    | = B+ |
| 87-84%    | = B  |
| 83-80%    | = B- |
| 79-78%    | = C+ |
| 77-74%    | = C  |
| 73-70%    | = C- |
| 69-68%    | = D+ |
| 67-64%    | = D  |
| 63-60%    | = D- |
| 59% and below | = F |

**Please note:** this class is lecture as well as lab. Your participation in the class or lack of will reflect on
your grade! It is also important to remember you need to attend two FFA activities per quarter to receive
full FFA credit. In addition, you must have a SAEP.

Course Content:
Below is the projected material and videos that will be covered/shown this year:

**First Semester**
A. California Agriculture (CLF 111-113, 121)
   a. Major Ag Production Areas
      i. Draw CA map and label Ag areas
   b. Value of Ag Commodities
   c. Ag Economic impact in CA
   d. Ag Exports
   e. Video's- California Heartland, America Heartland
B. Leadership (CLF 511-518)
   a. FFA History
   b. Opportunities in the FFA
   c. Contests
C. SAE (CLF 611-613)
a. Record Books
b. How SAE fits in the 3 circles of agriculture
c. Possible projects

D. Communication (CLF 531-534)
   a. Group Work
   b. Listening Skills
   c. Speeches
   d. Communication Skills

   a. Run a meeting
   b. Rules of Parli Pro
   c. Priority of Motions
   d. Class team competition

F. Careers (CLF 711-713, 811-813)
   a. Research
   b. Economics
   c. Work Ethic
   d. Portfolios
   e. Video’s- The Pursuit of Happyness

G. The Nature of Science
   a. Earth Science
   b. Methods of Scientists
   c. Communicating in Science

H. Mapping Our World
   a. Latitude and Longitude
   b. Types of Maps
   c. Remote Sensing

I. Agriculture’s Relationship with the Environment
   a. Relating Agriculture to Our Lives
   b. Analyzing the Impact of Agriculture Practices on the Environment
   c. Improving the Quality of Our Water and Air

J. Minerals
   a. What is a mineral?
   b. Identifying Minerals

K. Igneous Rocks
   a. What are igneous rocks?
   b. Classifying Igneous Rocks

L. Sedimentary and Metamorphic Rocks
   a. Formation of Sedimentary Rocks
   b. Types of Sedimentary Rocks
   c. Metamorphic Rocks

M. Weathering, Erosion, and Soil
   a. Weathering
   b. Erosion and Deposition
   c. Formation of Soil

N. Soil Conservation
   a. Becoming Familiar With Soil
   b. Understanding the Physical Properties of Soil
   c. Analyzing Soil Erosion and Human’s Affect on Soil Erosion
   d. Appraising the Environmental Impact of Soil Degradation
   e. Evaluating Methods of Soil Erosion Control

O. Management of Waste
   a. What is Waste
   b. Evaluating Methods of Soil Erosion Control
   c. Disposing of Solid Waste
   d. Manure Management Practices
P. Mass Movements, Wind, and Glaciers  
   a. Mass Movement at Earth’s Surface  
   b. Wind  
   c. Glaciers  
Q. Surface Water  
   a. Surface Water Movement  
   b. Stream Development  
   c. Lakes and Freshwater Wetlands  
R. Groundwater  
   a. Movement and Storage of Groundwater  
   b. Groundwater Erosion and Deposition  
   c. Groundwater Systems  
S. Atmosphere  
   a. Atmospheric Basics  
   b. State of the Atmosphere  
   c. Moisture in the Atmosphere  
T. Meteorology  
   a. The Causes of Weather  
   b. Weather Systems  
   c. Gathering Weather Date  
   d. Weather Analysis  
U. The Nature of Storms  
   a. Thunderstorms  
   b. Severe Weather  
   c. Tropical Storms  
   d. Recurring Weather  
   e. Video’s- Twister, Storm Tracker  

Second Semester  

V. Climate  
   a. What is climate?  
   b. Climate Classification  
   c. Climate Changes  
   d. The Human Factor  
   e. Video’s- The Perfect Storm, An Inconvenient Truth  

W. Physical Oceanography  
   a. The Oceans  
   b. Seawater  
   c. Ocean Movements  

X. The Marine Environment  
   a. Shoreline Features  
   b. The Seafloor  
   c. Video’s- Finding Nemo  

Y. Plate Tectonics  
   a. Drifting Continents  
   b. Seafloor Spreading  
   c. Theory of Plate Tectonics  
   d. Causes of Plate Motion  

Z. Volcanic Activity  
   a. Magma  
   b. Intrusive Activity  
   c. Volcanoes  

AA. Earthquakes  
   a. Forces Within Earth  
   b. Seismic Waves and Earth’s Interior  
   c. Measuring and Locating Earthquakes  
   d. Earthquakes and Society
BB. Astronomy
   a. Origin of modern astronomy
   b. Touring our solar system
   c. The Universe
   d. Video’s- Apollo 13, The Core, From Earth to the Moon

CC. Earth Resources
   a. What are resources?
   b. Land Resources
   c. Air Resources
   d. Water Resources
   e. Video’s- Over the Hedge

DD. Water Quality
   a. Identifying the Importance of Water Quality to Humans
   b. Understanding Water Quality
   c. Assessing Factors that Influence the Quality of Water
   d. Determining Measures to Ensure Water Quality
   e. Determining Management Practices that Enhance the Quality of Water

EE. Land Uses, Regulations, and Ordinances
   a. Understanding Uses of Land and Land Use Planning
   b. Determining How Soil Affects Land Use
   c. Evaluating Land Use Issues

FF. Energy Resources
   a. Conventional Energy Resources
   b. Alternative Energy Resources
   c. Conservation of Energy Resources

GG. Human Impact on Earth Resources
   a. Population and the Use of Natural Resources
   b. Human Impact on Land Resources
   c. Human Impact on Air Resources
   d. Human Impact on Water Resources

HH. Chemicals and the Environment
   a. Identifying the Importance of Chemicals to Our Lives
   b. Defining Chemicals
   c. Assessing Safe Handling and Application Practices of Chemicals
   d. Regulating and Controlling Chemical Use
   e. Stellar Evolution

Please feel free to contact me at 938-6245 or amartinez@musd.net

Please fill out the bottom portion of this sheet and return it.

I have read and understand the course syllabus and agree to follow the rules, guidelines, and procedures set forth by Mrs. Martinez.

Date__________________________ Student Name__________________________ Student Signature__________________________
Class__________________________ Period__________________________
Parent Name___________________ Parent Signature___________________
Parent e-mail___________________ Home Ph. #________________________
Parent Contact Number(s)__________________________
Weston Ranch High School
Floriculture 1 and 2
Mrs. Martinez
amartinez@musd.net (209) 938-6245

Course Description:
Floriculture I/II
10 Credits
Fulfills art graduation requirements. This Course is designed to develop an
interest and awareness in Floriculture and related industries. Class activities
include: corsage and floral design construction, plant identification,
principles of design, history, wedding and funeral arrangements, seasonal and
holiday arrangements, introduction to greenhouse skills, recordkeeping and
farm accounting. The course will contain numerous lab sections on
construction corsages and arrangements used both around the home and
commercially. All students will be members of the State and National FFA
organizations. In addition, students will participate in leadership training
activities, public speaking, and have the opportunity to be a part of the FFA.
An approved Supervised Agricultural Experience Project or Plan is a
requirement for this course for both semesters. Record Books are
maintained based on this project or plan.

There is an enrichment fee of $32.00 dollars associated with this class.
Please pay Beverly Vaughn in the office and bring me the receipt. This
money allows you to take home the projects that are constructed in the
class. If you cannot afford this fee an assignment will be given instead.

You will be compiling a portfolio at the end of each semester that showcases
the projects you have completed.

Material:
The following materials will be needed by the second week of school at the latest.
• 3 ring binder, needs to be 2 inches in size
• Binder dividers
• College ruled paper
• Composition notebook
• pencil
• pen- blue/black
• ruler
• color pencils or crayons
• Book cover- (could use a paper bag)
• $32.00 enrichment fee
Classroom Behavior, Rules and Expectations:

I expect you to:

- follow all school rules
- be in your seat and ready to work when the bell rings
- complete and turn in all assignments
- participate in class activities and discussions
- ask me questions
- behave professionally
- stay in your seat during class unless you have permission to be up
- keep all cell phones, MP3 players, and CD players off and in your bag or out of sight
- keep your hands to yourself in class
- not have food, drinks, or gum while in class
- not wear hats or hoods in class
- not write on desks or other school property
- not yell
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- not disturb those around you
- not apply make-up or perfume nor brush your hair in class
- read and understand the grading procedure
- take notes pertaining to class material and review class notes each night
- have a Supervised Agriculture Experience Project (SAEP) and keep a record book on that/those projects. This is required by the State when you are enrolled in an agriculture class. Since the SAEP and record book is an extension of the class, it will be graded.
- attend at least 2 FFA activities per quarter and actively participate in the FFA
- TREAT EVERYONE THE WAY YOU WOULD LIKE TO BE TREATED!!!
- BE RESPECTFUL OF EACH OTHER

Tardies and Cuts:

- you are tardy if you are not in the class and in your seat when the bell rings
- you are cutting if you are not in attendance of this class with a legitimate reason

Make-ups and late assignments:

- All tests, quizzes, quests, labs, and other assignments must be completed within one week of the original date on which they were assigned.
  ~ any test not made-up by this time will be considered a "0"
  ~ major exams that are missed will be given on the 1st day of the students return. If you were not aware of the of the exam due to an extended absence, you will be given 2 days to catch up on notes and the exam will be given on the 3rd day.
• Late assignments may be turned in with a 10% deduction for each day they are late. An assignment is considered late if it is handed in after, I, the teacher, have collected the assignment.
• There is no make-up allowed for unexcused absences

**IT IS YOUR RESPONSIBILITY TO FIND OUT WHAT WORK WAS MISSED IN THE EVENT OF AN EXCUSED ABSENCE!!!!**

**Cheating and Plagiarism:**
All people involved in cheating or plagiarism will be given a ZERO for the assignment and further disciplinary action may be taken.

**Grading:**
Your grades are figured by a percentage - the total number of achieved points divided by the total number of points possible.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95% and above</td>
<td>A</td>
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<td>94-90%</td>
<td>A-</td>
</tr>
<tr>
<td>90-88%</td>
<td>B+</td>
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<td>69-68%</td>
<td>D+</td>
</tr>
<tr>
<td>67-63%</td>
<td>D</td>
</tr>
</tbody>
</table>

59% and below = F

**Please note:** this class is lecture as well as lab. Your participation in the class or lack of will reflect on your grade. It is also important to remember you need to attend four FFA activities per semester to receive full FFA credit, which is 10% of your semester grade. In addition, you must have a SAEP, which is an additional 10% of your spring semester grade.

**Course Content:**
Below is the projected material and videos that will be covered this year:

**A. FFA leadership and SAE Introduction**
   a. Agriculture program
   b. FFA
   c. Record books

**B. Introduction to California Ag**
   a. Major commodities of California Ag
   b. Ornamental Horticulture Industry in CA

**C. Careers in OH/ Floriculture Industry**
   a. Careers
   b. Education
D. Skills
   a. Create a resume
   b. Job application
   c. Communication skills
   d. Parliamentary procured
   e. Speaking and listening skills
E. History of Floral Design
   a. Time period and culture that affect floral design
F. Color
   a. Organ, elements, schemes and harmony
   b. Color tints & harmony
   c. Color wheel
G. Principles of Design
   a. Design, harmony, unity
   b. Balance, proportion, Scale
   c. Focal point & Rhythm
   d. Line, form, Space & Depth
   e. Texture & Fragrance- Wedding Planner
H. Tools, containers & Mechanics
   a. Tools
   b. Supplies used in floral design
I. Care & Handling of Cut Flowers
   a. Proper handling of cut flowers
   b. Light, temperature, cutting, floral preserve
   c. Water
   d. Parts of the complete flower
J. Flowers, Foliage & Forms
   a. Basic floral and foliage shapes
   b. Choosing materials and flowers
   c. Identify shape arrangements
K. Seasonal, Holiday and Special Occasion
   a. Impact of holiday on the floral business
   b. Holiday arrangements
   c. Create a holiday arrangement
L. Flowers to wear
   a. Boutonnieres and corsage
   b. Wire, cut flowers & foliage
M. SAE and Record books
   a. Record books
   b. Job application
Please fill out the bottom portion of this sheet and return it.

I have read and understand the course syllabus and agree to follow the rules, guidelines, and procedures set forth by Mrs. Martinez

Date
Student Name __________________________ Student Signature __________________________
Class __________________________ Period __________________________
Parent Name __________________________ Parent Signature __________________________
Parent e-mail __________________________ Home Ph. # __________________________
Parent Contact Number(s) __________________________
Weston Ranch High School
Computers in Agriculture
Mrs. Martinez
amartinez@musd.net (209) 938-6245

Course Description: Computers in Agriculture
10 credits
Grade 10-12

This course introduces the student with the basic knowledge of computer systems, software and programs utilized in the field of agriculture. In addition the course offers leadership building activities that specifically relate to the agriculture student organization (FFA). It will include principles, theories, and applications in areas of production practices, marketing, farm records, Ag related organizations, and cooperatives. This course will encompass word processing, spreadsheets, database, programming, macros, commercial farming programs, accounting programs, Internet access, video productions, computerized record books, and graphic design. Leadership development will include an emphasis on accomplishing assigned tasks by using advanced communication skills, interaction with the community, and working with different groups. All students will be members of the FFA.

In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a part of the FFA. An approved Supervised Agricultural Experience Project or Plan is a requirement for this course. Record Books are maintained based on this project or plan for both semesters.

Materials:
The following materials will be needed by the second week of school at the latest.
- 3 ring binder, needs to be 1.5-2 inches
- Binder dividers
- notebook paper
- pencil
- pen- blue/black
- 1GB flash drive
- Internet consent

Classroom Behavior, Rules and Expectations:
I expect you to………
- Come to class prepared to work
- Have a pencil, pen, and paper
- TREAT EVERYONE THE WAY YOU WOULD LIKE TO BE TREATED!!!
- BE RESPECTFUL OF EACH OTHER AND ME

Tardies and Cuts:
- you are tardy if you are not in the class and in your seat when the bell rings
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  - any test not made-up by this time will be considered a “0”
  - major exams that are missed will be given on the 1st day of the students return. If you were not aware of the of the exam due to an extended absence, you will be given 2 days to catch up on notes and the exam will be given on the 3rd day.
- Late assignments may be turned in on the Monday after they were due; however, they will receive half credit. An assignment is considered late if it is handed in after, I, the teacher, have collected the assignment.
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IT IS YOUR RESPONSIBILITY TO FIND OUT WHAT WORK WAS MISSED IN THE EVENT OF AN EXCUSED ABSENCE

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<thead>
<tr>
<th>Percentage Range</th>
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</tr>
</thead>
<tbody>
<tr>
<td>98-100%</td>
<td>A+</td>
</tr>
<tr>
<td>97-94%</td>
<td>A</td>
</tr>
<tr>
<td>93-90%</td>
<td>A-</td>
</tr>
<tr>
<td>89-88%</td>
<td>B+</td>
</tr>
<tr>
<td>87-84%</td>
<td>B</td>
</tr>
<tr>
<td>83-80%</td>
<td>B-</td>
</tr>
<tr>
<td>79-78%</td>
<td>C+</td>
</tr>
<tr>
<td>73-70%</td>
<td>C-</td>
</tr>
<tr>
<td>69-68%</td>
<td>D+</td>
</tr>
<tr>
<td>67-64%</td>
<td>D</td>
</tr>
<tr>
<td>63-60%</td>
<td>D-</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
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</tbody>
</table>

Please note: this class is lecture as well as lab. Your participation in the class or lack of will reflect on your grade. It is also important to remember you need to attend two FFA activities per quarter to receive full FFA credit. In addition, you must have a SAEP.

Course Content:
Below is the projected material that will be covered this year as we progress through the year information may be added or removed as seen fit:

A. California Agriculture
   a. Major Ag Production Areas
   b. Value of Ag Commodities
   c. Ag Economic impact in CA
   d. Ag Exports

B. Leadership
   a. FFA History
   b. Opportunities in the FFA
   c. Contests

C. SAE
   a. Record Books
   b. How SAE fits in the 3 circles of agriculture
   c. Possible projects

D. Communication
   a. Group Work
   b. Listening Skills
   c. Communication Skills

   a. Run a meeting
   b. Rules of Parli Pro
   c. Priority of Motions
   d. Class team competition

F. The Internet
   a. Safety on line
   b. How to check resources
   c. Social Media

G. Typing
   a. Proper use of the keyboard

H. Creating a webpage
   a. FFA webpage

I. Careers
   a. Research
   b. Economics
c. Work Ethic  
d. Portfolios  
e. Infographics  

J. Microsoft Word  
a. Business correspondence  
b. Mail merging  
c. Brochure  

K. Excel  
a. Basic principals  
b. Spreadsheets  
c. Record keeping  

L. Power Point  
a. Basic principals  
b. Presentations  
c. Video animations  

M. Research Unit  
a. Controversial Ag Topic  

N. Public Speaking Unit  
a. Present research  

Please fill out the bottom portion of this sheet and return it.

I have read and understand the course syllabus and agree to follow the rules, guidelines, and procedures set forth by Mrs. Martinez.

Date__________________  
Student Name_________________________ Student Signature________________________

Parent Name_________________________ Parent Signature________________________

Parent e-mail_________________________ Home Ph. #________________________

Parent Contact Number(s)_________________________
Weston Ranch High School
Animal Science Syllabus
Mrs. Martinez
amartinez@musd.net (209) 938-6245

Course Description:
Animal Science
10 credits
Grade 11-12
Meets the UC “g” Admission Requirement
Prerequisite: Algebra and Ag Biology or Biology with a C or better. This course will provide the student with principles in Animal Science focusing on the areas mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Students will learn recordkeeping and farm accounting. All students will be members of State and National FFA organizations.

Material:
The following materials will be needed by the second week of school at the latest.
• 3 ring binder, needs to be 2 inches in size
• Binder dividers
• College ruled paper
• Composition notebook
• pencil
• pen- blue/black
• ruler
• color pencils or crayons
• Book cover- (could use a paper bag)

Classroom Behavior, Rules and Expectations:
I expect you to....... 
• follow all school rules
• be in your seat and ready to work when the bell rings
• complete and turn in all assignments
• participate in class activities and discussions
• ask me questions
• behave professionally
• stay in your seat during class unless you have permission to be up
• keep all cell phones, MP3 players, and CD players off and in your bag or out of sight
• keep your hands to yourself in class
- not have food, drinks, or gum while in class
- not wear hats or hoods in class
- not write on desks or other school property
- not yell
- not throw things
- not sit on desks or counters
- not disturb those around you
- not apply make-up or perfume nor brush your hair in class
- read and understand the grading procedure
- take notes pertaining to class material and review class notes each night
- have a Supervised Agriculture Experience Project (SAEP) and keep a record book on that/those projects. This is required by the State when you are enrolled in an agriculture class. Since the SAEP and record book is an extension of the class, it will be graded.
- attend at least 2 FFA activities per quarter and actively participate in the FFA
- TREAT EVERYONE THE WAY YOU WOULD LIKE TO BE TREATED!!!
- BE RESPECTFUL OF EACH OTHER

Tardies and Cuts:
- you are tardy if you are not in the class and in your seat when the bell rings
- you are cutting if you are not in attendance of this class with a legitimate reason

Make-ups and late assignments:
- All tests, quizzes, quests, labs, and other assignments must be completed within one week of the original date on which they were assigned.
  ~ any test not made-up by this time will be considered a "0"
  ~ major exams that are missed will be given on the 1st day of the students return. If you were not aware of the of the exam due to an extended absence, you will be given 2 days to catch up on notes and the exam will be given on the 3rd day.
- Late assignments may be turned in with a 10% deduction for each day they are late. An assignment is considered late if it is handed in after, I, the teacher, have collected the assignment.
- There is no make-up allowed for unexcused absences

IT IS YOUR RESPONSIBILITY TO FIND OUT WHAT WORK WAS MISSED IN THE EVENT OF AN EXCUSED ABSENCE!!!!

Cheating and Plagiarism:
All people involved in cheating or plagiarism will be given a ZERO for the assignment and further disciplinary action may be taken.
Grading:
Your grades are figured by a percentage - the total number of achieved points divided by the total number of points possible.

95% and above = A  79-78% = C+  62-60% = D-
94-90% = A- 77-73% = C  59% and below = F
89-88% = B+ 72-70% = C-
87-83% = B 69-68% = D+
82-80% = B- 67-63% = D

Please note: this class is lecture as well as lab. Your participation in the class or lack of will reflect on your grade. It is also important to remember you need to attend two FFA activities per quarter to receive full FFA credit, which is 10% of your semester grade. In addition, you must have a SAEP, which is an additional 10% of your spring semester grade.

Course Content:
Below is the projected material and videos that will be covered this year

OUTLINE OF COURSE

A. FFA leadership and SAE Introduction
B. Economic Impact
C. Plants, Animals, and their Management
D. Beef Cattle
E. Swine
F. Sheep and Goats
G. Horses
H. Poultry Video: Eggs 101 and Poultry & Egg production
I. Dairy
J. Rabbits
K. Alternative Animals
L. Animal Anatomy and Physiology
M. Animal Breeding and Genetics Video: Animals in the Womb
N. Animal Health Care Video: Environmental Tech, Rabies, Biosecurity
O. Animal Nutrition and Feeds
P. Common Integument and its Derivation
Q. The Nervous System
R. Respiratory System and Respiration
S. Animal Research Presentation
T. Professional Opportunities in Animal Science Video: Veterinary Medicine

[Image]
Please fill out the bottom portion of this sheet and return it.

I have read and understand the course syllabus and agree to follow the rules, guidelines, and procedures set forth by Mrs. Martinez

Date__________________________
Student Name_______________________Student Signature_____________________
Class__________________________Period__________________________
Parent Name______________________Parent Signature_____________________
Parent e-mail_____________________Home Ph. #__________________________
Parent Contact Number(s)______________________________
Weston Ranch High School
Agricultural Mechanics Course Syllabus

Teacher: Mr. Bridges  Gbridges@musd.net  209-938-6245
Textbook: Agricultural Mechanics:
Fundamentals and Applications, c. 2002
Delmar Publishing, Inc.

California FFA Record Book

Materials Needed:
Each student should have a section of their notebook dedicated to this class. Coveralls are suggested to protect student’s clothes but are not required. A combination lock is recommended for securing the students personal projects and any other safety equipment they choose to keep in the shop. Safety glasses will be provided and MUST BE WORN AT ALL TIMES WHILE IN THE AG SHOP!!!

Course Description: Agricultural Mechanics is an introductory course in the field of farm construction and repair. Topics of instruction include Reading a Tape Measure, Blue Print Reading, Plumbing, Basic Electrical Wiring, Concrete and Masonry Work, General Wood Construction, Cold Metal. All students are expected to be involved in leadership development activities through the FFA and maintain a Supervised Agricultural Experience project each semester.
**Enrichment fee:** There is an enrichment fee of $27.00 dollars associated with this class. Please pay Beverly Vaughn in the office and bring me the receipt. This allows you to take home the projects that are constructed in the class. If you cannot afford this fee a supplemental assignment will be given instead.

**Grading:** based on the following criteria:

**Class Participation**
50%
This will include all class assignments and/or all class projects, clean-up responsibilities, and participation in class discussions

**Tests and Quizzes**
20%
At the conclusion of each unit of study there will be a test on that unit. Also there are two finals during the year; one in December which will cover all of the units of study thus far, and one in May which will cover the entire class curriculum.

**Notebook**
10%
There will be one notebook check each grading period. To receive full credit the student must have all class notes; all completed and graded assignments, as well as project grading sheets in the notebook in an orderly manner.

**FFA Participation**
10%
To receive full credit a student must participate in at least 2 activities each quarter for a total of 4 activities per semester.

**Supervised Agricultural Experience (SAE)**
10%
To receive full credit the FFA Record Book must be current and reflect a continuing project each semester.
Grading Scale

90% and above will earn a student the grade of A
80% - 89% will earn a student the grade of B
70% - 79% will earn a student the grade of C
60% - 69% will earn a student the grade of D
Below 60% will earn a student the grade of F

Late Work: Late work will only be accepted with a valid absence report verified by the front office.

Tardy Policy: I expect you to be in your assigned seat when the final tardy bell has stopped ringing. Not during or after. You are tardy if you are not seated in your assigned seat when the tardy bell finishes ringing. No exceptions!!

Rules: BEFORE PARTICIPATING IN ANY SHOP ACTIVITY OR PROJECT: Each student will be expected to pass a General Shop Safety Test with 100% accuracy. For each wrong answer the student will be required to rewrite the entire question with the correct answer 10 times. All safety rules and regulations will be followed and enforced at all times. Any failure to abide by the rules will result in the student being removed from the shop for their own safety as well as the safety of fellow students and the instructor.

REMEMBER: WORKING IN THE SHOP IS A PRIVILEGE, NOT A RIGHT!! THE SAFE WAY IS THE CORRECT WAY!!
Agricultural Mechanics

I have read and understand the grading policy and what is expected of me in the Agricultural Mechanics classroom and shop. I understand that any violation of the safety rules will result in my removal from the shop and may result in my being removed from the class if the problem persists. I also understand that there is an enrichment fee associated with the class.

Student name

Student Signature

Parent or Guardian
Signature

Parent Contact Number
Weston Ranch High School

Ag Welding 1 Course Syllabus

Teacher: Mr. Bridges  gibridges@musd.net  209-938-6245
Prerequisite: Basic Agricultural Mechanics with a grade of C or better
Textbook: Modern Welding
c. 2004
The Goodheart-Willcox Company, Inc.

California FFA Record Book

Materials Needed:

Each student should have a section of their notebook dedicated to this class. Coveralls are suggested to protect student’s clothes but are not required. A combination lock is recommended for securing the students personal projects and any other safety equipment they choose to keep in the shop. Safety glasses will be provided and MUST BE WORN AT ALL TIMES WHILE IN THE AG SHOP!!

Course Description:

Ag Welding 1 is a course that builds on the fundamentals learned in Basic Agricultural Mechanics. Course topics include Shop Safety, Arc Welding, Oxy-Acetylene Welding & Cutting, Metallurgy, and Cost Analysis.
Enrichment fee:

There is an enrichment fee of $27.00 dollars associated with this class. Please pay Beverly Vaughn in the office and bring me the receipt. This allows you to take home the projects that are constructed in the class. If you cannot afford this fee a supplemental assignment will be given instead.

Grading: based on the following criteria:

Class Participation 50%

This will include all class assignments and/or all class projects, clean-up responsibilities, and participation in class discussions

Tests and Quizzes 20%

At the conclusion of each unit of study there will be a test on that unit. Also there are two finals during the year; one in December which will cover all of the units of study thus far, and one in May which will cover the entire class curriculum.

Notebook 10%

There will be one notebook check each grading period. To receive full credit the student must have all class notes; all completed and graded assignments, as well as project grading sheets in the notebook in an orderly manner.

FFA Participation 10%

To receive full credit a student must participate in at least 2 activities each quarter for a total of 4 activities per semester.

Supervised Agricultural Experience (SAE) 10%

To receive full credit the FFA Record Book must be current and reflect a continuing project each semester.
Grading Scale

90% and above will earn a student the grade of A
80% - 89% will earn a student the grade of B
70% - 79% will earn a student the grade of C
60%-69% will earn a student the grade of D
Below 60% will earn a student the grade of F

Late Work: Late work will only be accepted with a valid absence report verified by the front office.

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Agricultural Welding 1

I have read and understand the grading policy and what is expected of me in the Agricultural Mechanics classroom and shop. I understand that any violation of the safety rules will result in my removal from the shop and may result in my being removed from the class if the problem persists. I also understand that there is an enrichment fee associated with the class.

Student name ________________________________

Student Signature ________________________________

Parent or Guardian
Signature_____________________________________

Parent Contact Number ________________________________
Weston Ranch High School

Ag Welding 2 Course Syllabus

Teacher: Mr. Bridges  Gbridges@musd.net  209-938-6245

Prerequisite: Ag Welding 1 with a grade of C or better

Textbook: Modern Welding
c. 2004
The Goodheart-Willcox Company, Inc.

California FFA Record Book

Materials Needed:

Each student should have a section of their notebook dedicated to this class. Coveralls are suggested to protect student’s clothes but are not required. A combination lock is recommended for securing the students personal projects and any other safety equipment they choose to keep in the shop. Safety glasses will be provided and MUST BE WORN AT ALL TIMES WHILE IN THE AG SHOP!!!

Course Description:

Ag Welding 2 is a course that builds on the fundamentals learned in Ag Welding 1. Course topics include Shop Safety, Mig Welding, Tig Welding, Plasma Cutting, Metallurgy, and Cost Analysis, and Project Fabrication. Project Design and Fabrication will also be taught on computer utilizing the Plasmacam system.
Enrichment fee:

There is an enrichment fee of **$27.00** dollars associated with this class. Please pay Beverly Vaughn in the office and bring me the receipt. This allows you to take home the projects that are constructed in the class. If you cannot afford this fee a supplemental assignment will be given instead.

Grading: based on the following criteria:

**Class Participation**  
50%

This will include all class assignments and/or all class projects, clean-up responsibilities, and participation in class discussions

**Tests and Quizzes**  
20%

At the conclusion of each unit of study there will be a test on that unit. Also there are two finals during the year: one in December which will cover all of the units of study thus far, and one in May which will cover the entire class curriculum.

**Notebook**  
10%

There will be one notebook check each grading period. To receive full credit the student must have all class notes; all completed and graded assignments, as well as project grading sheets in the notebook in an orderly manner.

**FFA Participation**  
10%

To receive full credit a student must participate in at least 2 activities each quarter for a total of 4 activities per semester.

**Supervised Agricultural Experience (SAE)**  
10%

To receive full credit the FFA Record Book must be current and reflect a continuing project each semester.
Grading Scale

90% and above will earn a student the grade of A
80% - 89% will earn a student the grade of B
70% - 79% will earn a student the grade of C
60%-69% will earn a student the grade of D
Below 60% will earn a student the grade of F

Late Work: Late work will only be accepted with a valid absence report verified by the front office.

Tardy Policy: I expect you to be in your assigned seat when the final tardy bell has stopped ringing. Not during or after. You are tardy if you are not seated in your assigned seat when the tardy bell finishes ringing. No exceptions!!

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REMEMBER: WORKING IN THE SHOP IS A PRIVILEGE, NOT A RIGHT!! THE SAFE WAY IS THE CORRECT WAY!!
I have read and understand the grading policy and what is expected of me in the Agricultural Mechanics classroom and shop. I understand that any violation of the safety rules will result in my removal from the shop and may result in my being removed from the class if the problem persists. I also understand that there is an enrichment fee associated with the class.

Student name ________________________________

Student Signature ________________________________

Parent or Guardian
Signature ________________________________

Parent Contact Number ________________________________
Weston Ranch High School

Ag Wood Course Syllabus

Teacher: Mr. Bridges  
Gbridges@musd.net  209-938-6245

Textbook: Agricultural Mechanics: Fundamentals and Applications  
Delmar Publishers Inc.  
California FFA Record Book

Course Description:

Ag wood covers topics from shop safety, tool and equipment safety,  
plan reading and drafting, wood identification and project construction. The  
year will be spent learning to use the different pieces of equipment in the  
shop to build a variety of wood projects.

Materials Needed:

Each student should have a section of their notebook dedicated to this class.  
Coveralls are suggested to protect student's clothes but are not required. A  
combination lock is recommended for securing the students personal  
projects and any other safety equipment they choose to keep in the shop.  
Safety glasses will be provided and MUST BE WORN AT ALL TIMES  
WHILE IN THE AG SHOP!!!

Enrichment fee:

There is an enrichment fee of $27.00 dollars associated with this class.  
Please pay Beverly Vaughn in the office and bring me the receipt. This  
allows you to take home the projects that are constructed in the class. If  
you cannot afford this fee a supplemental assignment will be given instead.
**Grading:** based on the following criteria:

**Class Participation**  50%
This will include all class assignments and/or all class projects, clean-up responsibilities, and participation in class discussions

**Tests and Quizzes**  20%
At the conclusion of each unit of study there will be a test on that unit. Also there are two finals during the year; one in December which will cover all of the units of study thus far, and one in May which will cover the entire class curriculum.

**Notebook**  10%
There will be one notebook check each grading period. To receive full credit the student must have all class notes; all completed and graded assignments, as well as project grading sheets in the notebook in an orderly manner.

**FFA Participation**  10%
To receive full credit a student must participate in at least 2 activities each quarter for a total of 4 activities per semester.

**Supervised Agricultural Experience (SAE)**  
10%
To receive full credit the FFA Record Book must be current and reflect a continuing project each semester.
Grading Scale
90% and above will earn a student the grade of A
80% - 89% will earn a student the grade of B
70% - 79% will earn a student the grade of C
60%-69% will earn a student the grade of D
Below 60% will earn a student the grade of F

Late Work: Late work will only be accepted with a valid absence report verified by the front office.

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Ag Wood 1

I have read and understand the grading policy and what is expected of me in the Agricultural Mechanics classroom and shop. I understand that any violation of the safety rules will result in my removal from the shop and may result in my being removed from the class if the problem persists. I also understand that there is an enrichment fee associated with the class.

Student name ____________________________________________
Student Signature ________________________________________
Parent or Guardian
Signature ______________________________________________
Parent Contact Number ___________________________________
Weston Ranch High School
Ag Wood 2

Teacher: Mr. Bridges  gbridges@musd.net  209-938-6245
Prerequisite: Ag Wood 1 with a grade of C or better
Textbook: Agricultural Mechanics: Fundamentals and Applications
Delmar Publishers Inc.

California FFA Record Book

**Materials Needed:**
Each student should have a section of their notebook dedicated to this class. Coveralls are suggested to protect student’s clothes but are not required. A combination lock is recommended for securing the students personal projects and any other safety equipment they choose to keep in the shop. **Safety glasses will be provided and MUST BE WORN AT ALL TIMES WHILE IN THE AG SHOP!!!**

**Course Description:**
This two-semester course provides students the opportunity to work on advanced projects according to their individual abilities. Topics covered are: machine set-up, wood identification, cutting joints, fastening methods, cabinet doors and drawers.

**Enrichment fee:** There is an enrichment fee of $27.00 dollars associated with this class. Please pay Beverly Vaughn in the office and bring me the receipt. This allows you to take home the projects that are constructed in the class. If you cannot afford this fee a supplemental assignment will be given instead.
Grading: based on the following criteria:

Class Participation 50%

This will include all class assignments and/or all class projects, clean-up responsibilities, and participation in class discussions.

Tests and Quizzes 20%

At the conclusion of each unit of study there will be a test on that unit. Also there are two finals during the year: one in December which will cover all of the units of study thus far, and one in May which will cover the entire class curriculum.

Notebook 10%

There will be one notebook check each grading period. To receive full credit the student must have all class notes; all completed and graded assignments, as well as project grading sheets in the notebook in an orderly manner.

FFA Participation 10%

To receive full credit a student must participate in at least 2 activities each quarter for a total of 4 activities per semester.

Supervised Agricultural Experience (SAE) 10%

To receive full credit the FFA Record Book must be current and reflect a continuing project each semester.

Grading Scale

90% and above will earn a student the grade of A

80% - 89% will earn a student the grade of B

70% - 79% will earn a student the grade of C

60%-69% will earn a student the grade of D

Below 60% will earn a student the grade of F
Late Work:

Late work will only be accepted with a valid absence report verified by the front office.

Tardy Policy:

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Rules:

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Student name ____________________________________________

Student Signature _____________________________________

Parent or Guardian
Signature______________________________________________

Parent Contact Number __________________________________
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<th>Period</th>
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<td>7:30 – 8:30 Collaborate 8:36 – 9:25 (49 min.)</td>
<td>7:30 – 8:08 (38 min.)</td>
<td>7:30 – 8:23 (53 min.)</td>
<td>7:30 – 8:27 (57 min.)</td>
<td>1st 7:30 – 9:34 (124 min.)</td>
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<td>2nd Brunch</td>
<td>No Brunch</td>
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<td>10:21 – 10:30 (9 min.)</td>
<td>10:36 – 10:45 (9 min.)</td>
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<td>3B</td>
<td>9:52 – 10:50 (58 min.)</td>
<td>9:00 – 9:38 (38 min.)</td>
<td>9:37 – 10:30 (53 min.)</td>
<td>9:48 – 10:45 (57 min.)</td>
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<td>5A</td>
<td>12:00 – 12:58 (58 min.)</td>
<td>12:18 – 1:07 (49 min.)</td>
<td>10:28 – 11:06 (38 min.)</td>
<td>11:35 – 12:28 (53 min.)</td>
<td>Extended Lunch</td>
<td>Extended Lunch</td>
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<tr>
<td>6th</td>
<td>1:34 – 2:32 (58 min.)</td>
<td>1:43 – 2:32 (49 min.)</td>
<td>11:21 – 11:59 (38 min.)</td>
<td>1:04 – 1:57 (53 min)</td>
<td>1:35 – 2:32 (56 min.)</td>
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***7th Period does not meet on Fridays or Minimum Days***

Revised 5.23.2012
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<th>Teacher</th>
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Revised on 1/8/13
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Career Opportunities in Floral Design

1. Select three Careers in the Floral Industry from Chapter 22 of your text book

2. Research the careers and answer the questions for each one in your packet

3. Select one of the three careers and do the following

Pick one career and do the following

4. Create a career flip chart
   a. Photos - cut out of magazines
   b. Title
   c. Job description
   d. Educational background
   e. Salary
   f. Advantages
   g. Disadvantages

5. Create a resume
6. Write a cover letter to the career you are most interested in as if you were applying for this job.
7. Fill out job application for your career you chose

Check out the tips for creating a cove letter, resume and interview! Attached!
Applying for a Job

Below is a newspaper add printed in the local paper. Using what you have learned in Floriculture you will create a resume and a cover letter to apply for this position. Attached are some helpful information on how to create a Resume and cover letter.

Resume Due____________________

Cover Letter Due____________________

Floral – Assistant Floral Designer
Bristol Farms is seeking a person to work with their design team in providing their customers with high quality arrangements. Designers must have the ability to confer and plan arrangements with customers; unpack, clean, process, and re-cut fresh flowers and blooming plants per order; operate a cash register following established policies and procedures; and be able to work under the direction of the Floral Manager. Designers must have strong communication skills and experience working with the public. The job will require the candidate to work long hours standing during major events on weekends, evenings and holidays. Must be able to lift 25 pound and maintain a clean working environment. Please send résumé and letter of introduction to: Sarah Jensen; Floral Department Manager, Bristol Farms, 73401 Country Club Drive, Palm Desert, CA 92122
Floral Career 1

Job Selected:

Nature of Work:

Working Conditions:

Training and Other Qualifications:

Job Outlook:

Earnings:
Floral Career 2

Job Selected: 

Nature of Work:

Working Conditions:

Training and Other Qualifications:

Job Outlook:

Earnings:
Floral Career 3

Job Selected: 

Nature of Work:

Working Conditions:

Training and Other Qualifications:

Job Outlook:

Earnings:
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<td><strong>4 years of English</strong> (40 credits)</td>
<td><strong>2 years of Laboratory Science</strong></td>
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<td>• Senior Project during senior English</td>
<td>• Biology or Ag Biology</td>
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<td><strong>2 years of Science</strong> (20 credits)</td>
<td>• Chemistry</td>
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<td>• 1 year of Life Science</td>
<td>• Physics, Astronomy or Forensics</td>
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<tr>
<td>• 1 year of Physical Science</td>
<td>(UC/CSU campuses that are highly competitive recommend 3 years)</td>
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<tr>
<td><strong>3 years of Math</strong> (30 credits)</td>
<td><strong>3 years of Math</strong></td>
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<tr>
<td>• Algebra 1 (required)</td>
<td>• Algebra 1 – Geometry – Algebra 2</td>
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<tr>
<td>(UC/CSU campuses that are highly competitive recommend 4 years)</td>
<td>(UC/CSU campuses that are highly competitive recommend 4 years)</td>
</tr>
<tr>
<td><strong>3 years in Social Science</strong> (30 credits)</td>
<td><strong>2 years of History/Social Studies</strong></td>
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<tr>
<td>• 1 year World History</td>
<td>• World History or World History AP</td>
</tr>
<tr>
<td>• 1 year U.S. History</td>
<td>• U.S. History or U.S. History AP</td>
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<td>• 1 semester American Govt.</td>
<td>• Government or Government AP</td>
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<tr>
<td>• 1 semester Economics</td>
<td><strong>1 year of Visual and Performing Arts</strong></td>
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<td><strong>1 year of Fine Arts or Foreign Language</strong> (10 credits)</td>
<td>• 1 full and complete year of the same course.</td>
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<tr>
<td><strong>4 years of Physical Education</strong> (40 credits)</td>
<td><strong>2 years of Foreign Language</strong></td>
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<td>(UC/CSU campuses that are highly competitive recommend 3-4 years)</td>
<td>(UC/CSU campuses that are highly competitive recommend 3-4 years)</td>
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<td><strong>Freshmen Orientation/Safety/Drivers Ed.</strong></td>
<td><strong>1 year of College Prep Electives</strong></td>
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<td>• 1 semester (5 credits).</td>
<td>SAT or ACT</td>
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<td><strong>Health Education</strong></td>
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<td>• 1 semester (5 credits).</td>
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Agriculture Education Incentive Grant Checklist Quality Criteria
2 Leadership & Citizenship Development

2A. An FFA Chapter has been chartered by the State Association or has been applied for

The Weston Ranch FFA Chapter received its charter in the 2002-2003 school year and was recognized at the 2003 State FFA Conference as an official FFA chapter.

2B. A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

A Chapter Program of Work is developed annually at the summer chapter officer retreat. It is then edited and revised at school during the chapter officer meetings. The Program of Work includes chapter activities, sectional activities, regional activities, and State activities. A copy is sent to the Regional Supervisor each year before December 15th.

2C. Every student is given a grade based upon participation in leadership activities.

Every student in the Weston Ranch FFA program is graded upon participation in four leadership activities each semester. This is weighted in their overall class grades for 10%. Students learn about FFA activities and opportunities for them to participate in. They are listed on the board in the front of the classroom and are announced at the beginning of each class period. A large poster with each month’s chapter activities hangs in both AG classrooms so students can see in advance the activities coming up in future months. Students can see what activities they have participated in at the beginning of each month when the activities list is posted.

<table>
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<th>Category Description</th>
<th>Category Weight</th>
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<td>Classwork/Homework</td>
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<tr>
<td>Test/Quizzes</td>
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<tr>
<td>Labs</td>
<td>20%</td>
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<td>FFA</td>
<td>10%</td>
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<tr>
<td>SAE</td>
<td>10%</td>
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2D. All Students enrolled in agriculture classes are affiliated with the State FFA Association.

All students that are enrolled in Agriculture classes are enrolled as FFA members with the State FFA Association and reported on the R-2 report that is submitted in October. Student membership is paid for by the Agriculture program.

2E. Based on previous year’s records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet.

The Weston Ranch Agriculture Department participated in a minimum of 12 activities as listed on the FFA Activities Check sheet (see attached). They are as follows State Leadership Conference, Regional Meeting, Regional Leadership Conference, Greenhand Conference, Opening and Closing Contest, Job Interview, Agriculture COOP Quiz, FFA Judging Activity FFA Sectional Activities, Local Leadership Activities including Planet Party, AG Venture and Farm Day.

2F. A minimum of 80% of the students participation at least three leadership development activities as verified by department records.

80% of Weston Ranch agriculture students participate in at least three of the following leadership development activities that are verified by department records.

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## SAE Research Paper

**Category:** SAE  
**Short Description:**  
**Options:** Extra Credit: ☐  Not Graded: ☐  Hidden: ☐  Final Exam: ☐  
**Task Weight:** 1.000  
**Date Due:** 12/7/2012  
**Pts Possible:** 100  
**Gradebook Average:** 28.7

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Report Task Averages: 33.3  33.3%  F

Total Students: 26
Gradebook Task Summary Report
Ordered by Student
Weston Ranch High

Class: 6780-1 - Computers in Agriculture
Period: 1
Teacher: Martinez, Amanda

FFA Activities
Category: FFA
Short Description:
Options: Extra Credit: □ Not Graded: □ Hidden: □ Final Exam: □
Task Weight: 1.000
Date Due: 12/7/2012
Pts Possible: 4
Gradebook Average: 2.0

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**Teacher: Marquita Amanda**

**Class: 68/9.1 - Computers in Agriculture**

**Assignments From:** 8/8/2012 - 12/21/2012

**Grades Based on Assignments From:** 8/9/2012 - 12/21/2012

**Gradesbook Task Summary Spreadsheet**

**Report Date:** 3/18/2013

**Weston Ranch High**

**Grades Ordered by Student ID Only:** Assignments Ordered by Date Due

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**Assignments Included: E = Extra Credit | N = No Credit | F = Final Exam**

**Total Students:** 25

**Current Grade:**

- Grade: 67.8% - 72.1%
- Grade: 62.0% - 66.9%
- Grade: 56.6% - 61.9%
- Grade: 51.6% - 56.5%
- Grade: 46.3% - 51.5%
- Grade: 41.2% - 46.2%
- Grade: 36.1% - 41.0%
- Grade: 31.0% - 35.9%
- Grade: 26.0% - 30.9%
- Grade: 21.0% - 25.9%
- Grade: 16.0% - 20.9%
- Grade: 11.0% - 15.9%
- Grade: 6.0% - 10.9%
- Grade: 1.0% - 5.9%

**Report Date:** 6/21/2012

**Class:** 6780.1 - Composites in Agriculture
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**Average Grades:**

- A (99%)
- A- (97%)
- B (95%)
- B+ (93%)
- B (90%)
- C (85%)
- C+ (83%)
- C (80%)
- C- (77%)
- D (67%)
- D+ (65%)
- F (63%)
- F+ (60%)

**Student ID**

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**Student Grade:**

- A (99%)
- A- (97%)
- B (95%)
- B+ (93%)
- B (90%)
- C (85%)
- C+ (83%)
- C (80%)
- C- (77%)
- D (67%)
- D+ (65%)
- F (63%)
- F+ (60%)

**Notes:**

- Grades are based on assignments from 8/9/2012 to 12/12/2012.
- Class: 6780.1 - Computers in Agriculture.
- Period: 1.
- Teacher: Marlene Amanda.
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**Total Students: 25**

**Assignments:**
- E = Extra Credit
- N = Not Completed
- F = Final Exam

**Grades:**
- D (67%)
- F (30%)
- F (66%)
- E (3%)
- B (24%)
- C (71%)
- C (76%)
- C (72%)
- B+ (73%)
- B+ (69%)
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- B (68%)
- B (72%)
- B (76%)
- B (80%)
- B (83%)
- B (86%)
- B (89%)
- B (92%)
- B (95%)
- B (98%)
- B (100%)

**Current Grade:**
- F (66%)
- F (69%)
- F (71%)
- F (76%)
- F (80%)
- F (86%)
- F (92%)
- F (98%)
- F (100%)

**Student ID:**
- 8/9-2/12
- 8/12-2/12

**Grades Based on Assignments Only:**
- Assignments Ordered by Date Due

**Report Date:** 3/18/2013

**Class:** 6790-1 - Computers in Agriculture

**Teacher:** Marlene Amadon

**Period:** 1 - 8/9/2012 - 12/12/2012

**Weston Ranch High**

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Total Students: 25

Grades: Based on Assignments From: 8/9/2012 - 1/22/2013

Teacher: Marlene Amundson

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**Legend**
- Assignments From: 8/30/2012 - 12/22/2012
- Period 1: Rogers, Mathew, Amanda

**Weston Ranch High**
Students Ordered by Subject ID Only; Assignments Ordered by Date Due

**Gradedbook Task Summary Spreadsheet**

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**Assignment Legend**

- Assignment: 8/9/2012 - 1/22/2012
- Period 1 - Teacher: Marcene Amandas
- Class: 6790-1 - Computers in Agriculture

**Gradedbook Task Summary Spreadsheet**

*Wesley Ranch High School*

*Students ordered by Student ID Only: Assignments ordered by date due*
# Gradebook Task Summary Report

**Ordered by Student**  
**Weston Ranch High**

**Class:** 6770-1 - Agricultural Biology  
**Period:** 3  
**Teacher:** Martinez, Amanda

---

## SAE Research Paper

**Category:** SAE  
**Short Description:**  
**Options:** Extra Credit: [ ] Not Graded: [ ]  
**Hidden:** [ ] Final Exam: [ ]  
**Task Weight:** 1.000  
**Date Due:** 12/7/2012  
**Pts Possible:** 100  
**Gradebook Average:** 49.5

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**Report Task Averages:**  
50.4  
50.4 %  
**F**

**Total Students:** 25
# Gradebook Task Summary Report

**Ordered by Student**

**Weston Ranch High**

**Class: 6770-1 - Agricultural Biology**

**Period: 3**

**Teacher: Martinez, Amanda**

**FFA Activities**

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**Report Task Averages:** 3.0 75.0 % C

**Total Students:** 25
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|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|--------|
|           | 80     | 75     | 85     | 90     | 80     | 90     | 85     | 90     | 85     | 90     | 80     | 90     | 85     | 90     | 80     | 90     | 85     | 90     | 80     | 90    | 85    |
|           | 70     | 65     | 75     | 80     | 70     | 80     | 75     | 80     | 75     | 80     | 70     | 80     | 75     | 80     | 70     | 80     | 75     | 80     | 70     | 80    | 75    |
|           | 60     | 55     | 65     | 70     | 60     | 70     | 65     | 70     | 65     | 70     | 60     | 70     | 65     | 70     | 60     | 70     | 65     | 70     | 60     | 70    | 65    |
|           | 50     | 45     | 55     | 60     | 50     | 60     | 55     | 60     | 55     | 60     | 50     | 60     | 55     | 60     | 50     | 60     | 55     | 60     | 50     | 60    | 55    |
|           | 40     | 35     | 45     | 50     | 40     | 50     | 45     | 50     | 45     | 50     | 40     | 50     | 45     | 50     | 40     | 50     | 45     | 50     | 40     | 50    | 45    |

Period 3: 3/20/12 - 4/27/12
Teacher: Mr. Adams

Grades based on assignments from 3/20/12 - 4/27/12

Students identified by Student ID only. Assignments created by Date Due.
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Assignment: Term Paper

Students enrolled by signature.:any assignments signed by the instructor.
# Gradebook Task Summary Report

## Ag Earth & Environmental Science

### SAE Research Paper

**Category:** SAE  
**Short Description:**  
**Options:** Extra Credit: ☐, Not Graded: ☐, Hidden: ☐, Final Exam: ☐  
**Task Weight:** 1.000  
**Date Due:** 12/7/2012  
**Pts Possible:** 100  
**Gradebook Average:** 56.8

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**Report Task Averages:** 58.4% F

**Total Students:** 23
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- **Percent:** 109.1%
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**Weston Ranch High**

**Grades Based on Assignments From: 8/9/2012 - 1/27/2013**

**Student Name:** Amanda Martinez

**Course:** 650-2 - 4G Earth & Environmental Science

**Period:** 4

**Report Date:** 3/18/2013

**Teacher:** Amanda Martinez

**Gradesbook Task Summary Spreadsheet**
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**Total Students:** 24

**Current Grade:**

**Period:** 4

**Class:** 6550-2 - AG Earth & Environmental Science

**Teacher:** Marissa Amadea

**Assessments From:** 8/9/2012-1/22/2012

**Report Date:** 3/8/2013

**Gradesbook Task Summary Spreadsheet**
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Current Grade: 12/23/2012

Wesley Ranch High

Student ID: 123456

Grades: A (75%), B (80%), C (65%), D (60%), F (45%)

Class: 12/23/2012

Assignment Due Date: 12/23/2012

Period: 4

Teacher: Amanda

Report Date: 3/18/2013

Grades Based on Assignments: 8/9/2012-12/21/2012

Gradesbook Task Summary Spreadsheet

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Weston Ranch High
Student ID: 123456

Graded Task Summary Spreadsheet

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Legend:
- SAE: SAE Environment Science
- FFA: FFA Advisers

Teacher: Maria A. Amadula
Class: 6500-2: A9 Earth & Environmental Science

Report Date: 3/18/2013
### Gradebook Task Summary Report

**Ordered by Student**
**Weston Ranch High**

**Class:** 6740-1 - Art/History Floriculture  
**Period:** 5  
**Teacher:** Martinez, Amanda

## SAE Research Paper

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**Report Task Averages:** 64.8  64.8%  D

**Total Students:** 20
# Gradebook Task Summary Report

**Ordered by Student**

**Weston Ranch High**

**Class: 6740-1 - Art/History Floriculture**
**Teacher: Martinez, Amanda**

## FFA Activities

**Category:** FFA  
**Short Description:**  
**Options:** Extra Credit: ☐ Not Graded: ☑ Hidden: ☐ Final Exam: ☐  
**Task Weight:** 1.000  
**Date Due:** 12/7/2012  
**Pts Possible:** 4  
**Gradebook Average:** 4.0

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**Total Students: 20**

**Assignment Details:**
- **E = Extra Credit**
- **N = Not Graded**
- **F = Final Exam**

**Grades Based on Assignments From: 9/8/2012 - 1/20/2012**

**Student Order by Student ID Only:**

**Grades Summary Spreadsheet**

**Report Date: 3/18/2013**

**Class:** 6/10 - Art History

**Teacher:** Marlene A. Amador

**Grades:** 6/12 - Art History
| Student ID | Current Grade | Assignment Percentage | 13'1 | 14'2 | 14'3 | 14'4 | 14'5 | 14'6 | 14'7 | 14'8 | 14'9 | 14'10 | 14'11 | 14'12 | 14'13 | 14'14 | 14'15 | 14'16 | 14'17 | 14'18 | 14'19 | 14'20 | 15'2 | 15'3 | 15'4 | 15'5 | 15'6 | 15'7 | 15'8 | 15'9 | 15'10 | 16'2 | 16'3 | 16'4 | 16'5 | 16'6 | 16'7 | 16'8 | 16'9 | 16'10 | 16'11 | 16'12 | 16'13 | 16'14 | 16'15 | 16'16 | 16'17 | 16'18 | 16'19 | 16'20 | 17'2 | 17'3 | 17'4 | 17'5 | 17'6 | 17'7 | 17'8 | 17'9 | 17'10 | 17'11 | 17'12 | 17'13 | 17'14 | 17'15 | 17'16 | 17'17 | 17'18 | 17'19 | 17'20 | 18'2 | 18'3 | 18'4 | 18'5 | 18'6 | 18'7 | 18'8 | 18'9 | 18'10 | 18'11 | 18'12 | 18'13 | 18'14 | 18'15 | 18'16 | 18'17 | 18'18 | 18'19 | 18'20 | Average: 150'9

**Total Students:** 20

**Assignments:**
- E = Extra Credit
- N = Not Graded
- F = Final Exam

**Grades Based on Assignments:**

**Period:** 5

**Gradebook Task Summary Spreadsheet**

- Teacher: Marlene Amanda
- Class: 6740.1 - Art/History Foundation
- Assignment Due Date: 3/8/2013
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<tr>
<td>C</td>
<td>7(3%)</td>
</tr>
<tr>
<td>D</td>
<td>6(3%)</td>
</tr>
<tr>
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**Grades Based on Assignments From: 8/9/2012 - 2/21/2013**

**Students Ordered by Student ID Only: Assignments Ordered by Date Due**

**Grades Extreme Task Summary Spreadsheet**

**Assignment: 6/740.1 - Art History Footnote**

**Period: 6**

**Wesley Ranch High**

**Report Date: 3/18/2013**
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**Grades Based on Assignments**

- **Assignments**: 11/21/2012
- **Due Date**: 12/1/2012

**Class**: 6/40.1 - Art History for Juniors

**Teacher**: Marlene Amadore

**School**: West Campus High

**Report Card**: 4/18/2013

**Current Grade**: 89-121
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<td>18th Century</td>
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<td>12/11/12</td>
<td>Review Sheet #3</td>
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<td>12/11/12</td>
<td>Notebook Check</td>
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<td>CA Ag Test</td>
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<td>CA Ag Study Guide</td>
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<td>Review Sheet</td>
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**Assignment: Due Date:** 12/11/12

**Teacher:** Marlene Arland

**Period:** 5

**Class:** 690-1 - Art History Honors

**Assignment Legend:**
- **Extra Credit:** Not Graded
- **Extra Credit:** Graded
- **Final Exam:** Graded
- **Due Date:** Graded
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<tr>
<td>1/10/2012</td>
<td>Homework</td>
<td>Work #5</td>
</tr>
<tr>
<td>1/15/2012</td>
<td>Classroom</td>
<td>Work #6</td>
</tr>
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<td>2/15/2012</td>
<td>Homework</td>
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**Assignment Legend**

- **Due Date:** 3/18/2013
- **Class:** 6/45.1 - Art/History Function
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<tr>
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</tr>
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Assignment Legend: 5/12/2012 - 12/12/2012
Gradebook Task Summary Report
Ordered by Student
Weston Ranch High

Class: 6750-2 - Art/History Floriculture II
Period: 5

Teacher: Martinez, Amanda

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### FFA Activities

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Report Task Averages: 4.0  100.0 %  A+

Total Students: 1
### Gradebook Task Summary Report

**Ordered by Student**

**Weston Ranch High**

**Class:** 6750-2 - Art/History Floriculture II  
**Period:** 5  
**Teacher:** Martinez, Amanda

---

**SAE Research Paper**

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**Ident** | **Score** | **Percent** | **Grade** | **Count As** | **Comment** | **Share Count** | **Drop Score** |
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**Report Task Averages:** 81.0  
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Weston Ranch High
Grades Based on Assignments From: 8/9/2012 - 12/21/2012
Teacher: Marlene Aranda
Assignments Ordered by Due Date
Gradebook Task Summary Spreadsheet

Period: 5
Class: 67/60-2 - Art/History/Economics

Report Date: 3/16/2013
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Report Task Averages: 71.4  71.4%  C-
### FFA Activities

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| 4.0   | 100.0%  | A+    |          | X       |             |            |
| 4.0   | 100.0%  | A+    |          | X       |             |            |
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| 4.0   | 100.0%  | A+    |          | X       |             |            |
< Not Enrolled > |         |       |          |         |             |            |
| 5.0   | 125.0%  | A+    |          | X       |             |            |
| 4.0   | 100.0%  | A+    |          | X       |             |            |
| 4.0   | 100.0%  | A+    |          | X       |             |            |
| 4.0   | 100.0%  | A+    |          | X       |             |            |

Report Task Averages: 4.4 109.2% A+
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**Gradebook Task Summary Spreadsheet**

**Weston Ranch High**

**Grades Based on Assignments From: 8/9/2012 - 12/21/2012**

**Current Grade**

**Period 6**

**Teacher: Mathew Amundson**

**Grades Based on Assignments From: 8/9/2012 - 12/21/2012**

**Report Date: 3/18/2013**

**Page: 1**

| Student ID | Current Grade | Assignments From: 8/9/2012 - 1/27/2012
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Grades Based on Assignments From: 8/9/2012 - 1/27/2012

Class: 6740-2 - ART/HISTORY Foundations

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Assignments: 8/19/2012 - 1/19/2013
Grades: 6/4/03-2 Art/History Final

Weston Ranch High
Teacher: Martha Andrews
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**Assignment Legend**

- **Period:** 6/20-21/2012 - 1/27/2012
- **Class:** 120-2 + A - History/Geography
- **View:** Students ordered by Subject ID only, assignments ordered by date due
- **Gradedbook Task Summary Spreadsheet**

---

**Weston Ranch High**

**Students Ordered by Subject ID Only:** Assignments ordered by date due
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**Assignment Legend**

- Extra Credit
- Not Graded
- Final Exam
- Task Wk
- Extra Credit
- Not Graded
- Final Exam

**Class:** 6/40.2 - Art/History Foundation

**Period:** 6

**Teacher:** Marnie Amundson

**Wesenon Ranch High**

Students ordered by student ID only; assignments ordered by date due

**Gradesbook Task Summary Spreadsheet**

**Report Date:** 3/18/2013
## Gradebook Task Summary Report

**Ordered by Student**

**Weston Ranch High**

### Class: 6750-1 - Art/History Floriculture II

**Period: 6**

**Teacher: Martinez, Amanda**

---

### FFA Activities

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**Report Task Averages:** 6.5 162.5% A+

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**Date Due:** 12/7/2012  
**Pts Possible:** 4  
**Gradebook Average:** 6.5  
**Total Students:** 5
SAE Research Paper

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Report Task Averages: 81.3 81.3 % B-

Total Students: 5
# Gradebook Task Summary Spreadsheet

**Students Ordered by Student ID Only; Assignments Ordered by Date Due**

**Weston Ranch High**

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**Total Students: 4**

**Averages:**

|          | 10.0 | 20.0 | 24.0 | 26.0 | 50.0 | 50.0 | 12.0 | 12.0 | 20.0 | 8.0 | 14.0 | 10.0 | 156.8 |

**Assignment Heading Notations:**  
- **E** = Extra Credit  
- **N** = Not Graded  
- **F** = Final Exam
# Gradebook Task Summary Spreadsheet

**Students Ordered by Student ID Only; Assignments Ordered by Date Due**

**Weston Ranch High**

**Class:** 6750-1 - Art/History Floriculture II  
**Period:** 6  
**Grades Based on Assignments From:** 8/9/2012 - 12/21/2012  
**Assignments From:** 8/9/2012 - 12/21/2012

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|         | 20.0      | 80.0    | 50.0   | 37.5    | 37.5    | 38.0    |         |         |         |         |         |         |         |         |         |

**Assignment Heading Notations:**  
- E = Extra Credit  
- N = Not Graded  
- F = Final Exam
### Gradebook Task Summary Spreadsheet

**Students Ordered by Student ID Only; Assignments Ordered by Date Due**  
**Weston Ranch High**

**Class:** 6750-1 - Art/History Floriculture II  
**Period:** 6

**Grades Based on Assignments From:** 8/9/2012-12/21/2012  
**Teacher:** Martinez, Amanda

**Assignments From:** 8/9/2012 - 12/21/2012

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**Assignment Heading Notations:**  
- **E** = Extra Credit  
- **N** = Not Graded  
- **F** = Final Exam

**Total Students:** 4  
**Averages:**  
- **8/9-12/21:** 40.0  
- **11/7/12:** 36.6  
- **11/9/12:** 40.0  
- **11/13/12:** 475.0  
- **11/15/12:** 40.0  
- **11/19/12:** 40.0  
- **11/20/12:** 2.0  
- **11/21/12:** 6.5  
- **11/27/12:** 81.2
### Gradebook Task Summary Spreadsheet

Students Ordered by Student ID Only; Assignments Ordered by Date Due

**Weston Ranch High**

**Class:** 6750-1 - Art/History Floriculture II  
**Period:** 6  
**Grades Based on Assignments From:** 8/9/2012 - 12/21/2012  
**Assignments From:** 8/9/2012 - 12/21/2012  
**Teacher:** Martinez, Amanda

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**Total Students:** 4  
**Average:** 100.0

**Assignment Heading Notations:**  
E = Extra Credit | N = Not Graded | F = Final Exam
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# Gradebook Task Summary Spreadsheet

**Students Ordered by Student ID Only; Assignments Ordered by Date Due**

**Weston Ranch High**

## Assignment Legend

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ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Criteria 2e  Year  2012  School  Weston Ranch

Must meet at least 12 areas

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<td>Participated in Opening-Closing Contest - Sectional</td>
<td>x</td>
<td></td>
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<tr>
<td>Participated in Best Informed Contest - Sectional</td>
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<tr>
<td>Participated in Parliamentary Pro Contests - Sectional</td>
<td></td>
<td>x</td>
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<tr>
<td>Participated in Prepared Public Speaking - Sectional</td>
<td>x</td>
<td></td>
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<tr>
<td>Participated in Extemporaneous Speaking - Sectional</td>
<td>x</td>
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<tr>
<td>Participated in Creed Recitation - Sectional</td>
<td>x</td>
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<tr>
<td>Participated in Job Interview Contest - Sectional</td>
<td></td>
<td>x</td>
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<tr>
<td>Participated in Agricultural COOP Quiz Contest - Sectional</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Submitted State FFA Degree Application</td>
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<td>x</td>
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<tr>
<td>Submitted American FFA Degree Application</td>
<td></td>
<td>x</td>
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<tr>
<td>Submitted Proficiency Application - Sectional or Regional</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Submitted Chapter Award Application - Sectional or Regional</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Participated in Project Competition - Sectional</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Participated in any FFA Judging Activity (other than above)</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Participated in any other FFA Sectional Activity</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Participated in Local Leadership Activities (3 maximum - list below)</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>1 Planet Party</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>2 Ag Venture</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3 Farm Day</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

TOTAL AREAS MET  13
FFA Chapter

Program of Activities
2012-2013

Weston Ranch High School
4606 McCuen Avenue
Stockton, CA 95206
209-938-6245
NAME ___________________________ DATE __________________

ADDRESS __________________________________________________________

AGRICULTURE TEACHER(S) ____________________________________________

PERIOD(S) OF AGRICULTURAL CLASS(ES) ________________________________

SAEP SUPERVISOR:
    Ms. Koslow
    Mr. Bridges

Weston Ranch FFA
CHAPTER # 521

WESTON RANCH HIGH SCHOOL
4606 McCuen St.
Stockton, CA 95206
Weston Ranch FFA Chapter #521

The Weston Ranch FFA Chapter received its charter 2002-2003 and was recognized at the 2003 State FFA Conference as an official FFA chapter.

FFA Presidents Since its Beginning in 2003

2003-2004: Comfort Elendu
2004-2005: Mohammad Aktar
2005-2006: George Robertson
2006-2007: Nazira Harooni
2007-2008: Nazira Harooni
2008-2009: Toni Sanchez
2009-2010: Kevin Pakingan
2010-2011: Kevin Pakingan
2011-2012: Monica Castillo
2012-2013: Abel Villa

Weston Ranch Agriculture Instructors Since 2003

MHS transfer Fall 2003-2007  Daniel Vannest
2004-2008                Sabrina Olivas-Henry
2005-2009                Tristyn Silva
2006-2008                Jaime Sanchez
2007-Present             Gregg Bridges
2008-Present             Amanda Koslow
2012-2013 Weston Ranch FFA Chapter Officers

President: Thomas Cornell
Vice President: Abel Villa
Secretary: Bellamaria Madrigal
Treasurer: Jazzmen Blackwell
Reporter: Kiah McClure
Sentinel: Cody Simerley

Weston Ranch FFA Chapter Advisors

Mr. Gregg Bridges
Mrs. Amanda Martinez

Weston Ranch High School Administration

Principal: Jose Fregoso
Assistant Principal: Brad Harrison
Dean of Students: Jonathon Preston

MUSD Board of Trustees

President: Evelyn Moore
Vice President: Don Scholl
Clerk: Rex Holiday
Trustee: Michael Sleeve
Trustee: Manuel Medeiros
Trustee: Wendy King
Trustee: Nancy Teicheira

District Administration

Superintendent: Jason Messer
Dir. Business Serv.: Steve Trantham
Dir. of Personnel Serv.: Don Halseth
Dir. of Secondary Ed.: Clara Schmiedt
What is the FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth and career success. Although FFA was created in 1928 as Future Farmers of America, the name was changed in 1988 to the National FFA Organization to represent the growing diversity of agriculture. Today, almost half a million student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities in the food, fiber and natural resources industry. Student success remains the primary mission of FFA.

The FFA Mission and Strategies

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

To accomplish this mission, FFA will:

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

FFA Motto:

Doing to Learn,
Learning to do,
Earning to Live,
Living to Serve.

FFA Colors
National Blue
Corn Gold
FFA History

The original inspiration for the FFA organization began after the Smith-Hughes National Vocational Education Act of 1917. It established vocational agriculture education courses that were offered in the high school setting. In 1928 the Future Farmers of America (FFA) organization began and in 1988, the official name of the organization was changed from the Future Farmers of America to the National FFA Organization.

The FFA is structured on the local, state and national level. The local level is known as the Stockton-Weston Ranch FFA Chapter and is led by the agriculture advisors and an officer team comprised of six agriculture students. The state level is known as the California State FFA. It is led by a state advisor and six State FFA officers that are elected into office each April at the State FFA Convention. The National FFA Organization is led by a board of directors and six officers from throughout the nation. Delegates representing the state associations vote on recommendations and policy issues at the National FFA Convention. National FFA staff members carry through the policies and provide programs and services while the national officers represent the members and guide the organization.

FFA Emblem

![FFA Emblem](image)

The emblem represents the history, goals, and future of the organization. The six symbols of the emblem are: the cross section of the ear of corn, the rising sun, the plow, the eagle, the owl, and the words Agriculture Education FFA.
THE FFA CREED

Written by: E.M. Tiffany

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

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

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

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

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

I. The Weston Ranch FFA Chapter will sponsor a leadership training seminar for its newly elected officers.

II. The Weston Ranch FFA Chapter will compete in the opening and closing ceremonies contest.

III. The Weston Ranch FFA will have competitors in the prepared, extemporaneous, or creed speaking contests.

IV. The chapter will field a Jr. Varsity and Varsity parliamentary procedure team.

V. Chapter officers and other selected members will participate in Fall Leadership Conference.

VI. The chapter president, members serving as a sectional or regional officer, and any other members wishing to pay their own expenses will attend the Made for Excellence Conference or Advanced Leadership Academy Conference.

VII. Chapter members will speak to area service clubs on a variety of issues.

VIII. Chapter members will be encouraged as individuals to participate in the school, community, state, and national political process.

IX. The chapter will recognize members at the End of the Year Awards Banquet that have exhibited outstanding leadership qualities throughout the year with the chapter leadership pin.

X. The chapter will give members the opportunity to serve as committee chairpersons throughout the year.

XI. The Ag. Department will continue an Ag Leadership Technology class for the FFA Officers.

XII. Greenhand officers will be elected annually by the Greenhands of the chapter.

XIII. Provided funds are available, the chapter will send the two sophomores placing highest in the points award contest to the Made for Excellence Conference the following year.
Cooperation

I. The chapter will cooperate with the associated student body to conduct a school wide Football Concession Stand.

II. The chapter will cooperate with the Manteca Bulletin and Stockton Record to publicize FFA Week.

III. The chapter will cooperate with the newspaper in publishing articles for various FFA activities.

IV. The chapter will cooperate with the other FFA chapters in holding sectional and regional activities.

V. The chapter will cooperate with the other chapters in participating in project competition.

VI. The chapter will cooperate with the local elementary schools in conducting a local Farm Days to educate the public about agriculture.

VII. The chapter will cooperate with the local 4-H club.

Fundraising

I. The chapter will conduct various fundraising events to be able to have a source of revenue in order to pay for chapter events/activities.
Conduct of Meeting

I. MEETINGS
   a. Hold regular meetings that are well planned for general chapter interest and participation.
   b. Have regular monthly chapter meetings or activities.
   c. Call special meetings when necessary.
   d. Schedule regular executive committee meetings.
   e. Provide refreshments for meetings.
   f. Have frequent committee reports.
   g. Invite parents or other interested persons to the meetings.
   h. Orderly conduct of meetings is the duty of the sentinel.
   i. Properly greet each member or guest at general meeting.

II. SPECIAL MEETINGS
   a. Hold a degree ceremony for the greenhand recipients.
   b. Hold an end of the year awards banquet in the spring.

III. USE OFFICIAL CEREMONIES AT ALL MEETINGS
   a. FFA officers will have their opening and closing part of the official ceremonies memorized.
   b. Officers wear official uniform at all meetings.
   c. All necessary paraphernalia will be used at all meetings.
WESTON RANCH FFA CHAPTER CONSTITUTION

ARTICLE 1 Name
Section A. The name of this organization shall be the "Weston Ranch FFA Chapter."

ARTICLE 2 Purpose
The major purpose of this organization is to improve agriculture in the Weston Ranch area by the following means:

1. To develop competent, aggressive, rural, and agriculture leadership.
2. To create and nurture a love for country life.
3. To strengthen the confidence of young men and women in themselves and their work.
4. To create more interest in the intelligent choice of agriculture occupations.
5. To encourage members in the development of individual agricultural experience programs and establishment in agriculture.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertaking for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To encourage and practice thrift.
10. To participate in cooperative efforts.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

ARTICLE 3 Organization
Section A. The Weston Ranch Chapter of the FFA is a chartered local unit of the California Association of FFA, which is chartered by the National FFA Organization.

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

ARTICLE 4 Emblems
Section A. The emblems of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the national organization of FFA.

ARTICLE 5 Membership
Section A. Membership in this chapter shall be of three kinds:

1. Active
2. Associate
3. Honorary, as defined by the national FFA constitution.
Section B. The regular work of this chapter shall be carried on by the active membership.

Section C. Honorary membership in this chapter shall be limited to Honorary Chapter FFA Degree.

Section D. Active members in good standing may vote on all business brought before the chapter and will be eligible to show at the local county fair if all other requirements are met, an active member shall be considered in good standing when:

1. They attend 6 out of 9 of the local chapter meetings.
2. They show an interest and take part in the affairs of the chapter.
3. They fulfill the duties of an active member by their membership on a standing or temporary committee.

ARTICLE 6 Membership Degrees
Section A. There shall be four degrees of active membership in this chapter. These degrees are:

1. The Greenhand Degree
2. The Chapter FFA Degree
3. The Golden State FFA Degree
4. The American FFA Degree

All Greenhands are entitled to wear the regulation Bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin. All members holding the Golden State Degree are to wear only their degree charm on their jacket. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

ARTICLE 7 Officers and Privileges
Section A. The officers of the chapter shall be as follows:

President, Vice-President, Secretary, Treasurer, Reporter, and Sentinel. There may also be a historian and parliamentarian if the officer team or advisors so desire. The Advisor or Advisors shall be the teacher or teachers of agricultural education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B. Officers shall be elected annually by a majority vote of the members present at a regular chapter meeting, at the end of the school year.

Section C. The officers of the chapter, together with the chairmen of the standing committee in charge of the major sections of the annual program of work shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the Weston Ranch chapter in accordance with action taken from time to time.
Section D. Honorary members will not vote nor shall they hold any office in the chapter except that of Advisor.

Section E. Chapter officers must hold the degree of Chapter FFA.

Section F. The duties of Chapter FFA officers are stated in the State FFA Constitution.

Section G. The members have the privilege of wearing a FFA jacket, if caught smoking in it or drinking, the person will have his jacket removed by 2/3 vote of the officers.

ARTICLE 8 Meetings
Section A. Regular chapter meetings will be held once a month during the school year. At such time and place as is designated by the chapter executive committee. Special meetings may be called at any time.

Section B. The members present at a regular chapter meeting shall constitute a quorum and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE 9 Amendments
Section A. Amendments to the Chapter Constitution shall be submitted in writing to the Executive Committee for consideration at least one week before the regular monthly meeting. A two-thirds majority of those present at any meetings is required for adoption.

Section B. Bylaws may be adopted by a majority vote at any meeting with a quorum present.
GENERAL RULES GOVERNING WESTON RANCH FFA MEMBERS
AT CHAPTER ACTIVITIES AND WHILE
WEARING THE OFFICIAL FFA JACKET

I. Procedure

A. Prior to entering an FFA activity governed by the rules or the
   acquisition of the official FFA jacket, each FFA member will read a
   copy of the rules and sign a statement indicating their intent to
   follow the prescribed rules.

B. Each student entering a chapter activity must be accompanied by an
   instructor or chaperon, and this person must be with their student
   during the night, preventing noise or other disturbances that may
   interfere with the welfare of other individuals. Every effort must
   be made to maintain orderliness, quiet, and proper conduct at all
   times. Any violations will be considered cause for disciplinary
   action determined by the Chapter Executive Committee.

C. The activities that the Weston Ranch FFA members will be allowed to
   participate in are outlined in the Chapter Program of Activities.

II. General Rules

A. Members are prohibited from tobacco use and drinking alcoholic beverages while
   wearing the FFA jacket, officially representing the organization, and taking part in any
   official activity.

B. The use of, or possession of firecrackers or other explosives will be
   grounds for immediate expulsion from the show or activity.

C. No member is to leave the grounds without the permission of his/her
   instructor. No cars are to be used at any time without the approval
   of the instructor in charge.

D. Gentlemen and Ladylike conduct is expected at all times. Obscene
   language and roughhousing will not be tolerated at any time.

E. Students who are reported to the committee for neglect of stock will
   be brought before the committee for appropriate action.

F. Appropriate dress will be required at activities participated in by
   FFA. Girls shall be expected to use good judgment in dress and shall wear the recognized
   uniform for girls when applicable. Shirts without sleeves, shirts or T-shirts with insignia
   other than the FFA or acceptable names are forbidden.

G. Any display of overly affectionate attention between boy and girl
   members shall be discouraged by advisors. Persistent abuse of this
   rule shall be cause for suspension from the show.
H. It is highly recommended that any items that are valuable or will be a problem to lock-up, or be left at home; such as - large radios, rings, more money than needed for the week, cowboy hats, expensive cowboy boots, etc.

I. Students must attend Pancake Breakfast, students who do not participate on Sunday of the Pancake Breakfast will not show. Prior arrangements can be worked out with Advisor if there is an extreme reason for not attending. This attendance is required because the FFA supports the County Fair financially for its members. This is our number one fund raiser and we expect everyone to help out.

III. Official FFA Jackets

A. The jacket should only be worn by persons who are members in good standing of the chapter.

B. It should always be kept clean and neat at all times.

C. The jacket should have only a large emblem on the back and a small emblem on the front; the name of the State Association and the name of the local chapter on the back; and the name of the individual on the front.

D. It should be worn by officers and members on the official FFA occasions, as well as other occasions where the chapter is represented. It may be worn to school and other appropriate places.

E. The jacket should be worn only to places that are appropriate for members to visit.

F. School letters and insignia of other organizations should not be attached to or worn on the jacket.

G. The jacket should not be worn with garments bearing the insignia of other organizations.

H. When the jacket becomes to faded and worn to wear in public, it should be discarded or the emblems and lettering removed.

I. The emblems and lettering should be removed if the jacket is given or sold to a non-member.

J. When jackets are worn by members they should conduct themselves in a gentlemanly or ladylike fashion.

K. Members are prohibited from tobacco use and drinking alcoholic beverages while wearing the FFA jacket, officially representing the organization and taking part in any official activity.
L. All chapter degree, office, and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and the American FFA Key should be worn above the name or attached to a standard key chain.

M. Violation of the above rules governing the use of the Official FFA Jacket, will warrant the Executive Committee to revoke the member's ownership of the jacket.

IV. Fair Exhibits & Exhibitors

A. You, your animal, and your chapter are on exhibit during the entire show. You will be expected to keep our exhibit area and adjacent aisles clean at all times.

B. Stalls must be cleaned, with old bedding put into the designated areas by 7:00 a.m. (This may change according to species). Keep the aisles clean at all times—this is a safety and health factor as well as a feature of your exhibit.

C. Each exhibitor is responsible for his or her own animals at all times. If he cannot be present he must have prior approval of his instructor to leave. The person designated to care for the animals must then be present at the fair.

D. Destruction of property, not cooperating with employees of the show or cooperating groups all add up to a bad image—not that of a FFA member; thus, you will be expected to cooperate at all times. Exhibitors will be held responsible for damage to any facilities or equipment.

V. Dormitory

A. Each fair has written dormitory rules as to the time each member is to be checked in. It is the member's responsibility to familiarize himself or herself with these rules and abide by them.

B. You are expected to keep your dormitory area clean of garbage, your bed made, and the bunk area policed.

VI. Disciplinary Action

A. Individuals who have been found to have violated any of these rules will be subject to disciplinary action by the Chapter Executive Committee and the advisors of the chapter.

B. If the violation warrants it, this committee has the authority to immediately bar the individual or individuals involved from any further FFA activities, ownership of official FFA jacket, and membership of the organization.
VII. Members in Good Standing

(The following policy is being implemented to protect the rights and opportunities of FFA students in the Agriculture Education program. Due to some very serious violations by students in the past, our chapter and department found it necessary to outline proper procedure for a member to be in good standing.)

Every member will start out in good standing. Only by their actions will their standing become unsatisfactory. We hope this statement will provide a clear understanding of acceptable conduct, attitude and procedure on the part of members.

VIII. Officer Responsibilities

All officers are to participate in all FFA executive meetings and regular meetings. If an officer misses 2 of those meetings unexcused then they will be removed from office. Also any officer that does not maintain a 2.0 GPA will be asked to leave office.

Officers must participate in the following activities, when they apply, based on time of election into office:

*Summer Officer Retreat
*Opening/Closing Contests
*COLC/Fall Leadership Conference
*FFA Banquets
*Football Concessions

Officers must learn to work together as a team along with the advisors to accomplish the goals of the Program of Activities.
Duties of the
President
Rising Sun

Presides over and conducts Chapter meetings
Represents the chapter in official and public relations functions
Appoints committees
Calls special meetings when necessary
Coordinate chapter functions and evaluate the progress of the program of activities
Presides over awards banquet
Fill out appropriate facilities requests
Assist in coordinating farm days
Assist at all football concessions
Duties of the Vice President Plow

Assist the President and assume all duties of the president if necessary
Develop the program of activities with the executive committee
Coordinate all committee work
Presides at meetings in absence of President
Preside over initiation (Greenhand) banquet
Oversee recruitment activities
Assist at all football concessions
Duties of the Secretary

Ear of corn

Prepare agenda for each chapter meeting and submit to ASB secretary
Prepare and present minutes of chapter meetings at each subsequent meeting
Send out thank you notes
Keeps permanent records of the chapter
Prepare and submit the membership roster to the National FFA with assistance of the Treasurer by October 10th
Read official correspondence and communications at meetings and keep on file
Maintain member attendance and activity records
Assist at all football concessions
Have the following items available at each meeting:
   Minutes of the previous meeting
   Official FFA Manual
   Chapter Constitution and Bylaws
Duties of the
Treasurer
Bust of Washington

Receives, records, and deposits FFA funds and issues receipts
Present monthly treasurer’s report at executive meetings
Helps prepare chapter budget
Prepare and submit the membership roster and dues to the National FFA Organization
with the assistance of the secretary by October 10th
Act as cashier at all football concessions and Back to School Night
Fill out appropriate forms for all money making activities
  Requisitions
  Deposits
Duties of the Reporter
American flag

Prepare and publish a monthly newsletter, which will also be sent to Mrs. George
Submit morning announcements
  Awards
  Meetings
  Fundraisers
  Activities
Release news and information to local news media
Prepare and maintain a chapter scrapbook with the assistance of the historian
Submit articles and photos to the *FFA New Horizons* (minimum 2 per year)
Serve as the chapter photographer
Organize and produce the FFA slideshow with the assistance of the Historian
Assist at all football concessions
Duties of the
Sentinel
Clasped hands

Set up meeting room
Attends door and welcomes visitors and guests
Assists the president in maintaining order
Keep the meeting room, chapter equipment, and supplies in proper condition and in the proper place
Keep the meeting room comfortable
Take charge of candidates for degree ceremonies
Assist with refreshment at all meetings
Oversee the sign in sheet at all meetings
Assist at all football concessions
Duties of the Historian

Assist the Reporter in writing news articles
Assist the Reporter in submitting morning announcements
  - Awards
  - Meetings
  - Fundraisers
  - Activities
Assist in maintaining the chapter scrapbook
Act as chapter photographer
Research and document chapter history
Prepare displays
Assist in writing and submitting New Horizons articles (at least 2)
Assist the Reporter with the chapter slideshow
Assist at all football concessions
Duties of the Parliamentarian

Be proficient with parliamentary Procedure
Rule on all questions of parliamentary conduct at chapter meetings
Assist the sentinel in maintaining order
Help with refreshments at all chapter meetings
Help the president and vice president with all committees
Assist at all football concessions
Duties of the Chaplain

Conduct reflections at meetings and Conferences
Assist with refreshments at all chapter meetings
Help the president and vice president with all committees
Maintain the point awards
Assist at all football concessions
August 2012
7th Parent Orientation for officers
23rd Welcome back Chapter meeting
25th Pre Show @ School Farm
27th Back to School Night

September 2012
3rd No School Labor Day
7th Home FB Game vs Tokay
13th MUSD FFA Softball & BBQ
19th FFA Chapter meeting
21st Home FB Game vs Sonora
20th-29th County Fair

October 2012
5th Homecoming
6th & 7th Central COLC
3rd Greenhand Conference
12th Home FB Game vs Lathrop
15-19 Break
24th Chapter FFA Meeting
26th Home FB Game vs Kimball
30th Trunk-or-Treat

November 2012
2nd Home FB Game vs. Sierra
7th Ag Venture
8th O/C contest
15th Greenhand Ceremony 6:30 pm
12th No School Veterans Day
21-23 Thanksgiving Break

December 2012
5th Speaking Contest at Linden HS
12th Chapter FFA Meeting
24-7th Winter Break

January 2013
9th Back to School
24th Chapter FFA meeting
24th Delta-Cal FFA recordbook scoring

February 2013
8th & 11th & 18th No School
15th & 16th MFE/ALA Conference
19th Mandatory Turkey Meeting 3pm
19th WR Fair Meeting 6pm
19th-22 National FFA Week
20th Chapter FFA Meeting
23rd Central Region FFA meeting
26th Fair Farm Meeting

March 2013
1st State Conference Registration Due
2nd UC Davis Field Day
9th Chico Field Day
16th Merced College Field Day
19th State Degree Banquet-Delta College
20th Chapter FFA meeting
23rd Modesto JC Field Day
26th-29th Spring Break

April 2013
4th Planet Party
17th Chapter FFA meeting
19th State Speaking Finals- Fresno
20th Fresno Field Day
21-23rd State FFA Conference- Fresno

May 2013
3rd Great Valley Farm Day
4th FFA State judging Finals- San Luis Obispo
8th Delta Cal Sectional FFA meeting and officer elections- 3:30 Lodi
9th End of the Year banquet 6:00pm- Parents and guests are welcomed!
24th Graduation!

*All dates are subjected to change
Agriculture Education Incentive Grant Checklist Quality Criteria
3 Practical Applications of Agriculture Skills

3A. Students participation in Supervised Agriculture Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)

Students enrolled in an agriculture class at Weston Ranch High School (WRH) are required to participate in a Supervised Agriculture Experience (SAE) which contributes to 10% of their semester grade. First year students are required to have an SAE plan by the end of the first semester and then implement the SAE by the end of the second semester. Every student is required to submit a research paper that describes the details of their project including the history, cost, materials list and plans. Students have to tie their SAE projects to different careers in agriculture.

3B. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by Student Data-Career Plan (FS 10.2, 10.3)

WRHS AG students learn about different opportunities for their SAE and what is required to have a satisfactory project. Students are required to do a research paper on their chosen SAE including the history of their chosen field, expense, tools or equipment needed when creating the proposal for their chosen project. They must also include a site sourced page. There must be a minimum of 15 hours devoted to the project. The FFA record book is used to document hours, expenses, and profit or loss from their SAE. Photographs are also required to document the student working on their project.

During the second semester, students give a presentation on their completed SAE in the department. Students must turn in an updated and current record book with their FFA and SAE activities. Presentations will include a try-fold visual board with photographs and information about their SAE and will be presented during class. The Weston Ranch Agriculture Department has a mini project competition between the different classes. Presentation boards are displayed in the front office as well as at the end of the year banquet where the project winners are chosen and award from different categories. In the future, winners in each category will go on to compete at the sectional project competition. This competition is being brought back to our section.

3C. A minimum of 80% of continuing student are engaged in a SAE project(s) as verified by Department records.

Department records show that WRHS Ag Department has an 86% continuous engagement rate for its students. The majority of our students come from urban areas and because of that, our project profile consists of these main SAE’s: vegetable or flower production, small animal care, volunteering at the local animal shelter, and Landscape or Lawn care. The plant production area has increased from last year due to the new Ornamental Horticulture (OH) unit. The livestock
project involvement is still relatively a small amount of the SAE due to limited funding for students and transportation to the school farm. I would like to see the livestock SAE’s increase in the future. We are currently working with our AG boosters to develop a loan program to help increase opportunities in livestock and AG Mechanics SAE’s.

**2012-2013 Weston Ranch FFA Supervised Agriculture Experience**

- Citrus/Fruit Trees
- Landscape/Lawn Care
- Welding
- Veggie Garden/Flower Production
- Wood Working
- Repair & Maintenance
- Small Animal Care
- Livestock
- Agri Science
- Environmental
- Animal Shelter
- Unknown

3D. Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by department records.

Agriculture teachers complete project visits to students projects at home, the school farm, school shop or the school garden to see the progress the students are making on their SAE. Advice is given, if needed, on how to improve their project. Livestock projects housed at the school farm are visited several times per week. OH and AG Mechanics projects housed on campus will be visited on a daily basis. Students with projects at home are visited two times per year. Completed SAE supervision forms are used to document the visits. One copy is given to the students and the other copy is kept in department records.

3E. A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

Weston Ranch Agriculture Department has one Ford F-350, four door, long bed pickup that was purchased when WRHS first opened. This vehicle is for the sole use of the department teachers. When needed, teachers use school district vans that can be checked out to transport more students than the department truck can accommodate. Van requests must be submitted to the Athletic Director for scheduling. In May of every year, the Weston Ranch AG Department submits requests for all known activities to secure van usage. If dates or activities are added later, additional requests are submitted via the appropriate forms.

Amanda Martinez  AGED 539
Supervised Agriculture Experience Project (SAEP)

Choose 3 possible SAE projects. The project may come from the following list or an idea that is not on the list but approved by the Ag teachers. From the 3 possibilities you have chosen rank them 1 to 3.

- Ag Mechanics
  - Small Scale
  - Woodworking, Metal, Plumbing
- Animal Breeding
  - Licensed Professional
- Animal Hospitals
- Animal Shelter- Volunteer
- Aquaculture –Frogs, Turtles
- Bee Production
- Beef (cattle) – Co Op
- Bird Production and Management
  - Pheasant Co Op
- Breeding Cats
- Breeding Dogs
- Chemical Sales
- Chickens – Co Op
- Conservation
- Dairy Cattle – Co Op
- Dog Training
- Educating the Public about Agriculture
- Fish Production
- Floral Shop
- Flower Production - Greenhouse
- Fruit Production – 3 or more trees
- Garden Maintenance
  - School Greenhouse Manager
- Garden Vegetables
  - Square Foot Garden
  - 5 or more vegetables
- Horse Breeding and Training
- Horticulture Production
- Improving Recreation Areas
- Improving Water Quality
- Insect and Disease Control
- Kennel Employment
- Lab Research
- Landscaping
  - Business besides your own property
- Lawn Mowing Services
  - Business besides your own property
- Livestock Production
  - Farm or Ranch Employment
- Marketing and growing plants
  - Veggie Express
- Milk processing and testing
- Nursery Production
  - School Greenhouse
- Nursery Sales - Employment
- Outdoor Beautification
- Pasture Management
- Pet Care
  - 3 or more customers not related to you
- Pet sitting
  - example “Doggy Day-care”
- Plant Processing
- Plant Propagation
- Rabbits – Co Op
- Recycling
  - Large Scale Neighborhood Effort
- Science Fair Project – Ag Related
- Sheep – Co Op (Montadales)
- Small Animal Care – No Pets!!
- Vegetable Production
  - Square Foot Garden, Multiple Plants (5 or more)
- Zoo Employment- Mickey’s Grove

SAEP Project Requirements

1. SAEP Possibility worksheet
2. 2-3 page research paper on your SAE’s Ag Cluster
3. Time log of hours spent with project (minimum of 15 hours)
4. Receipts from project
5. Minimum of 3 pictures of you working with your project
6. Record Book
7. Tri-Fold presentation
Answer the following questions about your top 2 SAE choices.

SAE Possibility 1

1. Describe in detail your project. What exactly are you going to produce or do?

2. How big will your project be (size, number of animals/plants)?

3. Where will your project be kept? (School Farm, Family Ranch, School Shop)

4. How many hours a week will be spent on your project? (Everyday?, Once a week?, etc)

5. Will it be an ownership (you own it) or a placement (work) agreement?

6. How will adults be involved in your SAE project? (Advisors, Parents, Employer)

7. How is this project being financed? (Who’s paying for what?)

SAE Possibility 2

1. Describe in detail your project. What exactly are you going to produce or do?

2. How big will your project be (size, number of animals/plants)?

3. Where will your project be kept? (School Farm, Family Ranch, School Shop)

4. How many hours a week will be spent on your project? (Everyday?, Once a week?, etc)

5. Will it be an ownership (you own it) or a placement (work) agreement?

6. How will adults be involved in your SAE project? (Advisors, Parents, Employer)

7. How is this project being financed? (Who’s paying for what?)
SAE Research Paper Due December 7th!!! No late papers will be accepted.

Requirements: Needs to be securely bound in a research paper folder.

1. MLA format
2. 12pt font
3. Times New Roman
4. Single Spaced
5. Works Cited page not including the 2-3 written research paper (Wikipedia is not accepted)
6. 2 full pages minimum, 3 full pages maximum

Now that you have chosen your SAE project you need to write a research paper about your chosen field. Meaning, if you’ve chosen to do a wood project you need to research the carpentry/Construction industry. If you’ve chosen to raise plants or a garden you need to research commercial agricultural with a focus on your chosen crop or crops.

Your first paragraph should be an introduction to what your project will be. How is it Ag related? What Ag Pathway does your project fall under? Will you make money? Why did you choose to do this project? Who will finance your project? How big (scale) will your project be? Where will it be kept? You need to convince me that your project is Ag related.

Second paragraph should be about the history of your chosen pathway. How long has your industry been around? How does it affect people in today’s society on a daily basis? What role does it play in local, state, and national industries? How much revenue (money) does your industry produce annually? Where is your industry headed? Is it growing or declining?

Third paragraph, Get specific!!! You need to focus on what exactly your project will be. You’ve already written about the broad scale of your pathway; now research your specific project. Ex. If you choose to raise an animal for fair you would research Animal Husbandry for paragraph two, then you’d research your chosen animal for paragraph three. Answer the same questions regarding money generated, industry background, and where the industry is headed.

Fourth paragraph: Price estimation. Tell me how much your project will cost you. I want a detailed list of everything required to raise or produce your project. Meaning, cost of materials, cost of feed, pen rent, insurance, equipment etc. How much do you expect to make (profit) from your project? What do you need to do to ensure you make a profit?

Fifth paragraph: Conclusion. Restate what your project will be. Summarize where it will be kept, how much it will cost, how much you expect to profit, and where your chosen industry is headed. What do you expect to learn from this project? Is your SAE on the rise or the decline in today’s economic society?
Supervised Agriculture Experience Research Paper

SAE is 100 points of your grade. Your assignment is graded based on the following criteria:

Name: ___________________________________________

1st Semester - Supervised Agriculture Experience Research Paper

_______ 30 points for following format:
MLA Format
12 point font
Times New Roman
Single Spaced
2-3 pages

_______ 70 points for report
► _______ 5 points neat and clean
► _______ 5 in report folder
► _______ 10 introduction
► _______ 10 History of chosen pathway
► _______ 10 Project specific
► _______ 10 price estimation
► _______ 10 conclusion
► _______ 10 Worked sighted

_______ 100 points

Comments:
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
Weston Ranch Agriculture Department
Supervised Agriculture Experience Presentation
Due April 19th 2013

Requires Materials:
1. Completed record book (with 15 hours devoted to project)
2. Tri fold board (Neat, colorful, typed, creative)
3. Minimum 3 photos in color (can have more)
4. 5 Minute presentation

What should be on the board:
1. Title
2. Photos with description
3. Text blocks
   a. What did you do?
   b. How does it relate to Agriculture?
   c. What did you learn while doing your SAE?
   d. What careers are available in your SAE area?
   e. What would you change to improve your SAE?

Tri Fold Display Layout

How does it relate to Agriculture?

Title (Centered, Bold, large)

What did you do? Description of project

Photos with description

What careers are available in your SAE area?

What would you change to improve your SAE?

Your board should be colorful, neat and creative.
All text blocks MUST be typed. No hand written boards will be accepted!
You must have at least three photos in color
Dress to impress for your presentation, business attire

The SAE is worth 100 points of your final grade in this class
Presentation with tri-fold 50 points
Record Book 50 points
Supervised Agriculture Experience Presentation

SAE is 100 points of your grade. Your assignment is graded based on the following criteria:

Name: _____________________________________________________
Period: _____________________________________________________

2nd Semester - Supervised Agriculture Experience

Record Book

________ 50 points for Record Book.

► ______ 5 points title page
► ______ 5 points neat and clean
► ______ 10 points calendar (FFA Activities and SAE activities)
► ______ points budget page
► ______ 10 points business agreement w/ signature
► ______ 10 points journal pages completed w/ 15 hours
► ______ 5 points FFA activities page
► ______ 5 points Community Service page

Display Board

________ 40 points for Tri-Fold Display Board

► ______ 20 points for being typed
► ______ 15 points for 3 pictures with description
► ______ 5 pts arranged correctly

Presentation

________ 10 points for presentation

► ______ Dressed in business attire
► ______ Used 5 minutes

________ 100 points possible

Comments:

__________________________________________________________

__________________________________________________________

__________________________________________________________
A. Name

B. Gender: Male Female

C. Ethnicity/Race:
   - Are you Hispanic or Latino? (Check one): Yes No
   
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   - American Indian or Alaskan Native
   - Asian Indian
   - Cambodian
   - Chinese
   - Hmong
   - Japanese
   - Korean
   - Laotian
   - Vietnamese
   - Black or African American
   - Filipino
   - Guamanian
   - Samoan
   - Tahitian
   - White

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

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

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

G. 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 the occupation in agriculture you would enjoy doing.

H. Date:

I. Locator Data
   - Street Address:
   - City, Zip:
   - Phone Number:

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      - No Further Education
      - Some College Later
   2. Go to College
      - Community College
      - Four Year College
      - Full-Time Student
      - Part-Time Student
      - Agriculture Major
      - Non-Agriculture Major
   3. Go Into Military Service
A. Name
   - Last Name
   - First Name, MI

B. Gender: Male ☐ Female ☑

C. Ethnicity/Race:
   - Are you Hispanic or Latino? (Check one): Yes ☑ No ☐

   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
     - American Indian or Alaskan Native ☐
     - Asian Indian ☐
     - Cambodian ☐
     - Chinese ☐
     - Hmong ☐
     - Japanese ☐
     - Korean ☐
     - Laotian ☐
     - Vietnamese ☐
     - Black or African American ☐
     - Filipino ☐
     - Guamanian ☐
     - Samoan ☐
     - Tahitian ☐
     - White ☑

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

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

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

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

H. Date: __________

I. Locator Data
   - Street Address:
   - City, Zip:
   - Phone Number:
   - Email:

   Parent/Guardian Name (Printed): __________
   - Mr.
   - Miss/Mrs./Ms.

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time ☐
      - No Further Education ☐
      - Some College Later ☐
   2. Go to College ☑
      - Community College ☐
      - Four Year College ☑
      - Full-Time Student ☐
      - Part-Time Student ☐
      - Agriculture Major ☐
      - Non-Agriculture Major ☐
   3. Go Into Military Service ☐
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
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<td>Health/Driver's Ed</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
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<tr>
<th>S.A.E</th>
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<tbody>
<tr>
<td>Insect Control</td>
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N. Planned Department Activity (FFA)

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<th>Activity</th>
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Parents/Guardians Signature: ___________________________
A. Name

B. Gender: Male __ __ Female __

C. Ethnicity/Race: ___

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

- American Indian or Alaskan Native
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- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

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

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

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

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

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

To go into the service

H. Date: __

I. Locator Data

Street Address:
City, Zip:
Phone Number:
Email:
Parent/Guardian Name
Father/Mr.
Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

   No Further Education
   Some College Later

2. Go to College

   Community College
   Four Year College
   Full-Time Student
   Part-Time Student
   Agriculture Major
   Non-Agriculture Major

3. Go Into Military Service
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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

<table>
<thead>
<tr>
<th>S.A.E</th>
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<tbody>
<tr>
<td><em>Salon Garden</em></td>
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</table>

N. Planned Department Activity (FFA)

| *Hair hand dressed* | | |

Parents/Guardians Signature: __________________________
A. Name __________________________
   Last Name _______________________
   First Name, MI ____________________

B. Gender: Male _____ Female ____

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ______ No ________
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
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   _____ Cambodian
   _____ Chinese
   _____ Hmong
   _____ Japanese
   _____ Korean
   _____ Laotian
   _____ Vietnamese
   _____ Black or African American
   _____ Filipino
   _____ Guamanian
   _____ Samoan
   _____ Tahitian
   _____ White

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

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

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

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

H. Date: _____

I. Locator Data:
   Street Address: _______________________
   City, Zip: ___________________________
   Phone Number: _______________________

   Email: _______________________________

   Parent/Guardian Name (Print Full Name for Each): Mr. Miss/Mrs./Ms. _______________________

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      _____ No Further Education
      _____ Some College Later
   2. Go to College
      _____ Community College
      _____ Four Year College
      _____ Full-Time Student
      _____ Part-Time Student
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   3. Go Into Military Service
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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<td>Green Hand</td>
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<tr>
<td>Barbecue</td>
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</tbody>
</table>

Parents/Guardians Signature: ________________________________
A. Name: ____________________________
   Last Name: ____________________________
   First Name: ____________________________

B. Gender: Male   Female   

C. Ethnicity/Race:  
   Are you Hispanic or Latino? (Check one): Yes   No   
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.  
   ___________ American Indian or Alaskan Native  
   ___________ Asian Indian  
   ___________ Cambodian  
   ___________ Chinese  
   ___________ Hmong  
   ___________ Japanese  
   ___________ Korean  
   ___________ Laotian  
   ___________ Vietnamese  
   ___________ Black or African American  
   ___________ Filipino  
   ___________ Guamanian  
   ___________ Samoan  
   ___________ Tahitian  
   ___________ White  

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

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

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

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

H. Date:  

I. Locator Data:  
   Street Address:  
   City, Zip:  
   Phone Number:  

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

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

Revised 7.16.
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<td>English Honors I</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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</table>

N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Chapter meetings</th>
<th>Turkey meetings</th>
<th>Barbeque</th>
<th>Green hand</th>
</tr>
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</table>

Parents/Guardians Signature: ____________________________
A. Name
   Last Name ___________________________ First Name, MI ___________________________

B. Gender: Male _______ Female __________

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes __________ No ______
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   — American Indian or Alaskan Native
   — Asian Indian
   — Cambodian
   — Chinese
   — Hmong
   — Japanese
   — Korean
   — Laotian
   — Vietnamese
   — Black or African American
   — Filipino
   — Guamanian
   — Samoan
   — Tahitian
   — White

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

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

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

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

H. Date

I. Locator Data
   Street Address: ___________________________
   City, Zip: ___________________________
   Phone Number: ___________________________
   Email: ___________________________
   Parent/Guardian Name (Print Full Name for both)
   Mr. ___________________________
   Miss/Mrs./Ms. ___________________________

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      — No Further Education
      — Some College Later
   2. Go to College
      — Community College
      — Four Year College
      — Full-Time Student __________
      — Part-Time Student __________
      — Agriculture Major __________
      — Non-Agriculture Major __________
   3. Go Into Military Service ___________________________
**STUDENT PROGRAM PLANNING FORM**

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

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<tr>
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<td>Course</td>
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<td><em>Science</em></td>
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<td><em>Advanced Geometry</em></td>
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<td><em>English Honors</em></td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
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</thead>
<tbody>
<tr>
<td>Turkey</td>
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N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>4 Clover Meetings</td>
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<tr>
<td>Barbeque</td>
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<tr>
<td>Clover meeting</td>
</tr>
<tr>
<td>1 Turkey Meeting</td>
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<tr>
<td>Goodfarms</td>
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Parents/Guardians Signature: ___________________________
A. Name

B. Gender: Male ______ Female √

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes √ No ______
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   ______ American Indian or Alaskan Native
   ______ Asian Indian
   ______ Cambodian
   ______ Chinese
   ______ Hmong
   ______ Japanese
   ______ Korean
   ______ Laotian
   ______ Vietnamese
   ______ Black or African American
   ______ Filipino
   ______ Guamanian
   ______ Samoan
   ______ Tahitian
   ______ White

D. Year in Agriculture Program: 15th
   (1st, 2nd, 3rd, 4th)

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

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

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

H. Date: Revised 7.16.

I. Locator Data:
   Street Address:
   City, Zip:
   Phone Number:
   Email:
   Parent/Guardian Name:
   Mr.
   Miss/Mrs./Ms.

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      ______ No Further Education
      Some College Later
   2. Go to College
      Community College
      ______ Four Year College
      ______ Full-Time Student
      ______ Part-Time Student
      Agriculture Major
      ______ Non-Agriculture Major
   3. Go Into Military Service
      ______
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: ___________________________
A. Name _____________________________
   Last Name _____________________________
   First Name, MI _____________________________

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C. Ethnicity/Race:
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   ______ Guamanian
   ______ Samoan
   ______ Tahitian
   ______ White

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

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

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

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

H. Date: ____________

I. Locator Data:
   Street Address: _____________________________
   City, Zip: _____________________________
   Phone Number: _____________________________
   Email: _____________________________
   Parent/Guardian Name (Print Full Name For Each):
      Mr. _____________________________
      Miss/Mrs./Ms. _____________________________

J. Program of Instruction Being Pursued: (Select Only One)
   ______ Plant & Soil Science (4010)
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K. Please indicate below your plans after graduation from high school:
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   2. Go to College
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      ________ Full-Time Student
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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N. Planned Department Activity (FFA)

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<tbody>
<tr>
<td>BBQ</td>
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Parents/Guardians Signature: ____________________________
A. Name: [Redacted]

B. Gender: Male ______ Female ______

C. Ethnicity/Race:

Are you Hispanic or Latino? (Check one): Yes ______ No ______

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

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___ Hmong
___ Japanese
___ Korean
___ Laotian
___ Vietnamese
___ Black or African American
___ Filipino
___ Guamanian
___ Samoan
___ Tahitian
___ White

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

E. Grade Level in School: [9th, 10th, 11th, 12th]

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

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

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

--- I want to be a marine biologist
--- (Cop of federal agent)

H. Data:

I. Locator Data:

Street Address: [Redacted]
City, Zip: [Redacted]
Phone Number: [Redacted]
Email: [Redacted]
Parent/Guardian Name: [Redacted]
Mr.
Miss/Mrs./Ms.

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

--- Plant & Soil Science (4010)

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

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

2. Go to College

   Community College
   Four Year College
   Full-Time Student
   Part-Time Student
   Agriculture Major
   Non-Agriculture Major

3. Go Into Military Service
### STUDENT PROGRAM PLANNING FORM

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

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<td>P.E</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
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<tbody>
<tr>
<td>Pet vol.</td>
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N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football BBQ</td>
</tr>
<tr>
<td>Chapter Meeting</td>
</tr>
<tr>
<td>Green Hand</td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: ____________________________
MANTECA UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT
SUPERVISION RECORD OF SAE PROJECT

Student Name: [Redacted]  Date: 7/2/12
Project(s): Lamb

Record Book: ☑ Yes  ☐ No  Parent Contact: ☑ Yes  ☐ No

1. General condition of project: good

2. Recommendations: Wash lamb with dawn dish soap
Weight grain & feed 2.5 lb per day

3. Miscellaneous Information: Clean pen every day
Walk lamb every day

4. Skills demonstrated:

Student Signature: [Redacted]  Date: 7/2/12

Agriculture Instructor: Ms. Mary  Date: 7/2/12

White: Ag Department's Copy  Yellow: Student's Copy
MANTECA UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT
SUPERVISION RECORD OF SAE PROJECT

Student Name: [Redacted]  Date: 7/11/12
Project(s): Lamb
Record Book: Yes  No  Parent Contact: Yes  No

1. General condition of project: good

2. Recommendations: Weigh lamb 1x a week around the same time

3. Miscellaneous Information:

4. Skills demonstrated: Walking lamb

Student Signature: [Redacted]  7/11/12
Agriculture Instructor: [Redacted]  Date: 7/14/12

White: Ag Department's Copy  Yellow: Student's Copy
MANTECA UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT
SUPERVISION RECORD OF SAE PROJECT

Student Name: [Redacted]  Date: 7-15-12
Project(s): Swine

Record Book: Yes  No  Parent Contact: Yes  No

1. General condition of project: First warning for not feeding

2. Recommendations: Start feeding and cleaning pen

3. Miscellaneous Information: Parent contact regarding misuse of animal

4. Skills demonstrated:

Student Signature: [Redacted]  Date:  

Agriculture Instructor: [Redacted]  Date: 7-15-12

White: Ag Department's Copy  Yellow: Student's Copy
MANTECA UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT
SUPERVISION RECORD OF SAE PROJECT

Student Name: [Redacted]  Date: 7/19/12
Project(s): Lamb
Record Book: ☒ Yes  ☐ No  Parent Contact: ☐ Yes  ☒ No

1. General condition of project: good

2. Recommendations: walk lamb every day

3. Miscellaneous Information: change bedding from straw to shavings

4. Skills demonstrated: bracing lamb

Student Signature: [Redacted]  Date: 7/19/12
Agriculture Instructor: [Redacted]  Date: 7/19/12

White: Ag Department's Copy  Yellow: Student's Copy
MANTECA UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT
SUPERVISION RECORD OF SAE PROJECT

Student Name: [Redacted]  Date: 7-23-12
Project(s): Ag Mech
Record Book: [Redacted]  Yes  No  Parent Contact: [Redacted]  Yes  No

1. General condition of project: finished

2. Recommendations: spray once more with water seal

3. Miscellaneous Information: ensure all screws are countersunk

4. Skills demonstrated:

Student Signature: [Redacted]

Agriculture Instructor: [Redacted]  Date: 7-23-12

White: Ag Department's Copy  Yellow: Student's Copy
MANTECA UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT
SUPERVISION RECORD OF SAE PROJECT

Student Name: [redacted]  Date: 7/26/12
Project(s): Lamb
Record Book: Yes  No  Parent Contact: Yes  No

1. General condition of project: good

2. Recommendations: Increase grain to 3.5 lbs/day. Feel less hay. Broom grain

3. Miscellaneous Information: Sheared Lamb and did not spray with anti-fungal mods with far. Changes

4. Skills demonstrated: braiding

Student Signature: [redacted]  Date: 7/26/12
Agriculture Instructor: Mr. McAllister  Date: 7/26/12

White: Ag Department's Copy    Yellow: Student's Copy
MANTECA UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT
SUPERVISION RECORD OF SAE PROJECT

Student Name: [redacted]  Date: Aug 4, 2022

Project(s): [redacted]

Record Book: Yes  No  Parent Contact: Yes  No

1. General condition of project: [redacted]

2. Recommendations: [redacted]

3. Miscellaneous Information: - weigh every two to three days to ensure we don't go over max weight

4. Skills demonstrated: [redacted]

Student Signature: [redacted]  Date: [redacted]

Agriculture Instructor: [redacted]  Date: [redacted]

White: Ag Department's Copy   Yellow: Student's Copy
MANTECA UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT
SUPERVISION RECORD OF SAE PROJECT

Student Name: [Redacted]  Date: 8/6/12

Project(s): Lamb

Record Book: X Yes  No  Parent Contact: X Yes  No

1. General condition of project: Lamb has fungus
   Wash with fungicide wash, put bleach
   mixture I gave you 2x/day on affected
   area

2. Recommendations: Treat fungus
   Increase grain to 6 4lbs a day

3. Miscellaneous Information:

4. Skills demonstrated: Bracing B walking Lamb

Student Signature: [Redacted]  Date: 8/6/12

Agriculture Instructor: Ms. Matsuy Date: 8/6/12

White: Ag Department's Copy  Yellow: Student's Copy
MANTECA UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT
SUPervision RECORD OF SAE PROJECT

Student Name: [Redacted]  Date: 8/14/12

Project(s): Lamb

Record Book:  Yes  X No  Parent Contact:  Yes  X No

1. General condition of project: good
   fungus seems to be clearing up

2. Recommendations: keep treating fungus
   increase growth to 4-5 lbs a day
   trim hooves

3. Miscellaneous Information:

4. Skills demonstrated: showmanship

Student Signature: [Redacted]  Date: 8/14/12

Agriculture Instructor: [Redacted]  Date: 8/14/12

White: Ag Department's Copy  Yellow: Student's Copy
MANTECA UNIFIED SCHOOL DISTRICT
AGRICULTURE DEPARTMENT
SUPERVISION RECORD OF SAE PROJECT

Student Name: [Redacted]  Date: 9-4-12
Project(s): Chicken
Record Book: _Yes _No  Parent Contact: _Yes _No

1. General condition of project: [Redacted]  lots of eggs

2. Recommendations: put eggs in incubator

3. Miscellaneous Information: start healthy baby turkeys  ensure gender lines

4. Skills demonstrated: [Redacted]

Student Signature: [Redacted]  Date: 

Agriculture Instructor: [Redacted]  Date: 9-4-12

White: Ag Department's Copy  Yellow: Student's Copy
<table>
<thead>
<tr>
<th>Date of Trip</th>
<th># of Students</th>
<th>Indicate Bus or Van</th>
<th>Destination</th>
<th>Departure Time</th>
<th>Return Time</th>
<th>Team Level</th>
<th>Order #</th>
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<tbody>
<tr>
<td>3/24</td>
<td>7</td>
<td>1</td>
<td>SJ Fair</td>
<td>8am</td>
<td>5pm</td>
<td>Local</td>
<td></td>
</tr>
<tr>
<td>20-30</td>
<td>7</td>
<td>1</td>
<td>SJ Fair</td>
<td>7am</td>
<td>6pm</td>
<td>Local</td>
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</tr>
<tr>
<td>2-4</td>
<td>14</td>
<td>2</td>
<td>Lodi</td>
<td>7am</td>
<td>4pm</td>
<td>Local</td>
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</tr>
<tr>
<td>10-1</td>
<td>6</td>
<td>1</td>
<td>Delnair</td>
<td>10am</td>
<td>5pm</td>
<td>Region</td>
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</tr>
<tr>
<td>11/2</td>
<td>14</td>
<td>2</td>
<td>Ag Venture</td>
<td>7am</td>
<td>4pm</td>
<td>Section</td>
<td></td>
</tr>
<tr>
<td>1/13</td>
<td>14</td>
<td>1</td>
<td>Coalt</td>
<td>3pm</td>
<td>7pm</td>
<td>Region</td>
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<td>12/5</td>
<td>14</td>
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<td>Linden</td>
<td>11am</td>
<td>7pm</td>
<td>Section</td>
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<tr>
<td>1/13</td>
<td>7</td>
<td>1</td>
<td>Sacramento</td>
<td>8am</td>
<td>10pm</td>
<td>State</td>
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<td>2/23</td>
<td>6</td>
<td>1</td>
<td>Modesto</td>
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<td>3/2</td>
<td>14</td>
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<td>Davis</td>
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<td>3/9</td>
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<td>Chico</td>
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<td>3/16</td>
<td>14</td>
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<td>Merced</td>
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<td>State</td>
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<td>3/23</td>
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<td>2</td>
<td>Fresno</td>
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<td>10pm</td>
<td>State</td>
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<td>4/29</td>
<td>14</td>
<td>2</td>
<td>Fresno</td>
<td>5am</td>
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<td>State</td>
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<td>5/3</td>
<td>14</td>
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<td>Santa Clara</td>
<td>7am</td>
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<tr>
<td>5/3/4</td>
<td>14</td>
<td>2</td>
<td>SLO</td>
<td>7am</td>
<td>10pm</td>
<td>State</td>
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<tr>
<td>5/8</td>
<td>6</td>
<td>1</td>
<td>Delta</td>
<td>7am</td>
<td>6pm</td>
<td>Region</td>
<td></td>
</tr>
</tbody>
</table>

Date Submitted: __________________
Agriculture Education Incentive Grant Checklist Quality Criteria
4 Qualified & Professional Personal

4A. Every agriculture teacher has the appropriate credentials for teaching the subject(s) assigned to them. Copy of authorizing credentials(s) is in the Comprehensive Program Plan.

Both of the current agriculture teachers at WRHS have and maintain the appropriate credentials to teach the subjects assigned. Copies of the credentials are in the comprehensive program plan.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Credential(s)</th>
<th>Subjects for 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridges, Gregory</td>
<td>Single Subject Agriculture</td>
<td>AG Earth, Basic AG Mechanical, Welding I &amp; II Wood I &amp; II, Fabrication</td>
</tr>
<tr>
<td>Martinez, Amanda</td>
<td>Single Subject Agriculture, Specialist Instructional Credential Agriculture</td>
<td>AG Earth, AG Biology, AG Computers, Floral I, Floral II</td>
</tr>
</tbody>
</table>

4B. Based on the previous year’s records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities.

Records within the department show that all agriculture teachers have attended at least 4 professional development activities. These include the CATA Summer Conference and “add more here” Or remove this sentence and attach list.

4C. The agriculture staff meets a minimum of twice a month.

The agriculture staff meets daily to conduct day to day activities and department business. Although informal, it helps with the communication between the two teachers. I am currently the department chair for both the AG department and Life Skills. Official meetings with just the Ag department are held once a month and department meetings with Life Skills and AG are held on late-start Wednesdays. During the AG teachers meetings, an agenda is followed that addresses department activities and responsibilities. Department items are addressed such as equipment repairs, Purchased Orders (P.O.) needed, budget, and FFA upcoming activities.

When Life Skills and AG meets, an agenda is followed and needs are identified and addressed. Updates are provided as well as school wide activities and due dates are reviewed. Bench marks and data binders are discussed and reviewed. Items include; budget, positive referrals, copies and P.O.’s, classroom repairs, as well as any other school wide activities that are going on.

Amanda Martinez    AGED 539
4D. A written record of minutes are kept of action taken during agriculture staff meetings and is kept in Department files of the Comprehensive Program Plan. Copies of department meeting minutes are kept in department records and submitted to administration at the end of each meeting.

Copies of staff meetings are kept in department files and the comprehensive program plan. Copies of department meetings are sent to administration at the end of each meeting.

4E. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE and professional CATA in-service activities.

Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE and professional CATA in-service activities as long as paper work for reimbursement is submitted and approved before the event occurs.
To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**
- Last Name: MARTINEZ
- First Name: AMANDA
- Middle Name: ELAINE

**Document Information:**
- Document Number: 090142739
- Document Title: Single Subject Teaching Credential
- Term: Clear
- Status: Valid
- Issue Date: 7/1/2009
- Expiration Date: 8/1/2014
- Original Issue Date: 5/31/2007
- Grade:
- Special Grade:
- SB1969 (Title 5 §80487):

**Authorization / Subjects**

<table>
<thead>
<tr>
<th>Authorization Code</th>
<th>Authorization Description</th>
<th>Subject Code</th>
<th>Subject Description</th>
<th>Major/Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>R15</td>
<td>This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.</td>
<td>AGRI</td>
<td>Agriculture</td>
<td>MAJ</td>
</tr>
<tr>
<td>R142</td>
<td>This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.</td>
<td>NONE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

<table>
<thead>
<tr>
<th>Renewal Code</th>
<th>Renewal Description</th>
<th>At</th>
<th>Da</th>
</tr>
</thead>
<tbody>
<tr>
<td>R20</td>
<td>To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Employment Restrictions**

https://educator.ctc.ca.gov/esales_enu/start.swe?SWECmd=GotoView&SWEPView=CTC+... 2/11/2013
To view the educator's public records (current documents, all documents held
and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**
- Last Name: MARTINEZ
- First Name: AMANDA
- Middle Name: ELAINE

**Document Information:**
- Document Number: 120538454
- Document Title: Specialist Instruction Credential (Agriculture)
  - Term: Clear
  - Status: Valid
  - Issue Date: 6/1/2012
  - Expiration Date: 8/1/2014
  - Original Issue Date: 5/31/2007
  - Grade:
  - Special Grade:
- SB1969 (Title 5 §80487):

**Authorization / Subjects**

<table>
<thead>
<tr>
<th>Authorization Code</th>
<th>Authorization Description</th>
<th>Subject Code</th>
<th>Subject Description</th>
<th>Major/Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>R3A1</td>
<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.</td>
<td>AGRI</td>
<td>Agriculture</td>
<td>MAJ</td>
</tr>
</tbody>
</table>

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

<table>
<thead>
<tr>
<th>Renewal Code</th>
<th>Renewal Description</th>
<th>Ad</th>
<th>De</th>
<th>TC</th>
</tr>
</thead>
<tbody>
<tr>
<td>R15P</td>
<td>The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BRIDGES, GREGORY

Note: If you have questions about the information displayed below, please click here for a listing of Commission contacts

Last Name: BRIDGES
First Name: GREGORY
Middle Name: STEVEN

Adverse and Commission Actions Indicator:
Note: Please verify County of Employment is current
Note: If flag is displayed, click on Adverse and Commission Actions tab below

Current Document | All Documents | Adverse and Commission Actions

<table>
<thead>
<tr>
<th>Document Number</th>
<th>Document Title</th>
<th>Term</th>
<th>Status</th>
<th>Issue Date</th>
<th>Expiration Date</th>
<th>Original Issue Date</th>
<th>Grade</th>
<th>Special Grade</th>
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</thead>
<tbody>
<tr>
<td>090225813</td>
<td>Single Subject Teaching Credential</td>
<td>Clear</td>
<td>Valid</td>
<td>8/1/2009</td>
<td>9/1/2014</td>
<td>7/22/2004</td>
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</tr>
</tbody>
</table>

### Authorization/Subjects

**Authorization**

**Code**

- R15
- R159

**Authorization Description**

This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

**Subject Code**

- AGRI

**Subject Description**

- Agriculture

**Major/Minor**

- MAJ

**Added Authorization Date**

- NONE

### Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements

**Renewal Code**

- R20

**Renewal Description**

To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.

**Additional Description**

- TC Code Not Required

### Employment Restrictions

No Records

<table>
<thead>
<tr>
<th>TEACHERS NAMES</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Qualifying and Competent Personnel</td>
</tr>
</tbody>
</table>

Professional development activities:
- Every agriculture teacher, teaching at least 1/2 time agriculture, attests a minimum of four of the following activities.

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Fall Region Meeting</th>
<th>Region In-Service Day</th>
<th>Spring Region Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Aged Skills Week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Conference</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>Section In-Service</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Section In-Service</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

**Four Section In-Service Meetings equals one Professional Development Activity.**
March 6th 2013

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges and Amanda Martinez, Joy Alvarez

1) Budget
   a. Purchasing deadlines is the 15th if you need anything please get it to me ASAP

2) Registration
   a. Councilors will be visiting English classes to start class registration for next year

3) DC rotation
   a. If you would like to be Department Chair for Ag and Life skills please turn in a letter of interest to Jose by 4/13

4) Positive referrals
   a. Due by 3/22

5) Min Day
   a. March 7th and 8th

6) Late Start
   a. March 6th, 13th, 20th

7) Chapter Meeting
   a. March 20th

8) Fair Pigs
   a. Will be arriving to farm on March 13, 2013

9) Club Photos
   a. Yearbook photo is on the 15th @ 12:55
   b. Send in photos of FFA activities

10) Days off campus
    a. Amanda will be off campus for Masters requirements on March 13 and 21st.

11) Spring Break
    a. March 25th to the April 1st.
    b. March 25th Amanda will be meeting the greenhouse rep for a training
February 7th 2013

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges and Amanda Martinez, Joy Alvarez

1) Budget Update
   a. Joy needs more booklets for her class ordered

2) Winter Fest
   a. Feb 4th – 7th. Dress up themes each check your email for more information.

3) In Service Day
   a. Feb 8th

4) Honor Cord Application
   a. Due to me by 4/21

5) Senior Activities
   a. Graduation meeting 2/21 in theater during 4th period.
   b. Positive referrals due 2/22

6) Late Start Dates: 6th, 20th and 27th.

7) No School on 11th and 18th

8) Ag Teachers Meeting
   a. District Ag teachers meeting 3:30 @ Farm

9) MFE/ALA
   a. Feb 15 & 16th Amanda will be taking 4 students

10) Chapter Meeting
   a. Feb 20th @2:45

11) Central Regional CATA and FFA Meeting
    a. February 23rd Gregg and Amanda are going
    b. What officers are going? Abel, Kiah, Thomas

12) Fair Meeting
    a. February 26th is chapter Fair meeting. Student must bring a parent with them.
January 8th 2013

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges and Amanda Martinez

1) Budget
   a. Gregg need an increase for his home depot PO.

2) Grades
   Semester grades are due Wednesday Jan 9th by 3pm

3) Late Start
   a. Late starts are January 9th, 16th, 23rd and 30th.

4) Min Day
   a. Jan 18th
   b. Jan 21st No school

5) FFA Delta Cal Record Book Scoring
   a. We have two applications. Gregg will be taking then and scoring books.

6) FFA Bowling
   a. $ is due on the 17th
   b. 23rd is bowling night

7) Chapter Meeting
   a. Jan 24th 2:45

8) 8th grade tours
   a. Middle school will be visiting on Jan 25th starting at 9am. I have requested them to come to the AG department and see the shops and science room.

9) 8th grade parent night
   a. 7pm in the gym. Check with officers to see if there display is done. Gregg will pick out some shop projects to have on display. Amanda will have a floral student make an arrangement for the table.

10) Stockton Thunder Night
    a. FFA Stockton thunder night is Jan 26th. Tick and $ are due by the 14th.

11) Ag Boosters
    a. Jan 31 @ 4:30 is the Ag Booster meeting Gregg will be attending along with two parents.

12) Fair #’s for Turkeys
    a. Turkey #’s are due by the 30th. Gregg will email Mark @ MHS the number we have so he can order the birds.
December 6th, 2012

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges and Amanda Martinez, Joy Alvarez, Tim Boyd

1) Budget
   a. Balance Up Date

2) Positive referrals
   a. Please turn in a positive referral to me by December 10th

3) Late start Wednesday
   a. Late starts are December 5th and 12th.

4) Christmas Lunch
   a. December 18th in the staff lounge

5) Cougar TV
   a. Send any announcements to Brad and Jonathan for approval

6) CAMP
   a. Teachers are need for 2nd semester. You can get paid one hour each day.

7) Delta Cal Speaking Contests
   a. Attended and competed in CO-OP team place 5th

8) Energy Shut down
   a. Please make sure you shut off and unplug everything in your room before you leave for break.

9) Secret Santa Sales
   a. End on Dec 7th. Please remind student to turn in money and order forms

10) SAE papers due
    a. Dec 7th SAE research paper due in all Ag classes

11) Friends of the Fair meeting
    a. Meeting December 10th 5:30 pm

12) Chapter meeting
    a. Dec 20th @ 2:45

13) Christmas arrangements deliveries
    a. Off campus deliveries during 2nd period by Amanda. On campus delivery will be done by the advanced floral students on the same day.
November 1, 2012

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges and Amanda Martinez

1) Farm Meeting
   a. today at 3:30 at the farm

2) BBQ
   a. Gama on November 2nd. All shifts are full. Supplies form Sysco were delivered today

3) O/C practice
   a. Practice is on November 1,2,5,6,7,

4) Farm Clean up-
   a. Clean up on November 6th to get ready for Ag Venture. Van and truck is ready to transport students to farm.

5) Ag Venture
   a. 30 students will be going and there permission slips have been turned in. Gregg is going with the tables and some students to set up at 7am. Amanda will check all students on the bus and drive over.

6) O/C Contest
   a. 2 teams going open and officer team. Meet at ag department at 7:30 am to drive over

7) Delta-Cal Administrator Night
   a. Amanda and Gregg are going with Brad and Jonathon

8) Greenhand Ceremonies
   a. All certificates are printed out. The script is ready. Cake will be picked up by Amanda from Costco on Wednesday. Balloons will be put together by floral classes on Thursday.

9) Extended Lunch
   a. Gregg will pick up the KFC snackers

10) Secret Santa
    a. Forms are available for students to check out to sell ornaments.

11) Parade float building
    a. The holiday parade float building days will be November 27, 28, 29 at the school farm.
       To ride in the parade students must attend all 3 float building days.
    b. Parade is on December 1.

12) State Officer Visits
    a. State officers will be here on the 29th staying with Thomas and Able. They will be on campus on the 30th.
Thursday October 11, 2012

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges, Tim Boyd, Amanda Martinez

1) Budget
   a. Tim- Need to order more Driver Ed books. Turn in form to Amanda so I can place the order.

2) Special Educations Meetings
   a. You need to make sure you are going to your 504 and IEP meetings. It is understood you may not be able to make all of them but do your best.

3) Positive Referrals
   a. Please turn in a positive referral for one student in to Amanda by October 24th.

4) Vision and Hearing
   a. Vision and hearing will be on campus October 29th form 8am to 11 am. This is for 10th graders and special ed only. If you think someone in your class need to be tested for vision please refer them to Melinda in the office.

5) MAA
   a. Please fill out your MAA this month.

6) Break
   a. We are on break from October 15th to the 19th. Please make sure you power down your computers and anything else that can be shut off for energy savings.

7) Monday October 23rd. Grades are due by 3pm.

8) Chapter Meeting
   a. FFA Chapter meeting is Wednesday October 24th at 2:45. Gregg can you please send an email for the morning announcements.

9) Home Foot Ball games BBQ’s
   a. October 12th – Gregg all the time shifts are full
   b. October 26th – Gregg still taking sign up for shifts

10) MJC Open House
    a. Amanda: Have several students that are going to the MJC open house on October 11th to check out the agriculture department.
Wednesday September 10, 2012

Ag Department/Life Skills Department Meeting Agenda

Present: Amanda Martinez, Gregg Bridges, Joy Alvarez, Tim Boyd

1) Budget-
   a. Update on budget
   b. Copies- Gregg, Amanda, Joy and Tim need copies increases to their copy accounts at print shop and the copy machine in the staff lounge

2) MAA Training
   a. Did every one complete there MAA training? if not the next training date at the district office is on September 13th at 3pm. This is the last one so please make sure you go. Tim will be going

3) SMART Goals for each subject
   a. We have an overall SMART goal for our department now we need goals per subject areas. Please develop one per each subject are and have it ready at the next late start meeting.

4) Progress Reports
   a. Progress Grades are due September 11th by 3pm.

5) FFA Soft Ball
   a. MUSD FFA softball game is at Lathrop High School on September 13th at 3pm.

6) Chapter Meeting
   a. The officers moved the chapter meeting form Thursday September 20th to the 19th because of fair. The rabbit show starts on the 20th.

7) Fair
   a. Wednesday September 19th – All floral arrangements for the first showing goes in. The girls will meet me after the chapter meeting to take everything in.
   b. On Thursday September 20th is the Breeding rabbit show: We have 3 students involved they will meet Dani at the farm and go to the fair with her.
   c. Friday September 21st – Amanda will have a sub this day and take the market rabbits and students to the Fair. We have 7 market rabbit students
   d. Saturday September 22nd – Pigs go to fair. Gregg and students will meet at the school farm to load pigs at 6am.
   e. Sunday September 23rd- Amanda will meet sheep students at the farm to haul in sheep. Swine weigh in is at 7am. Gregg will be helping with weighing all the pigs.
f. Monday September 24th – Gregg will have a sub and be at fair with the pig kids for the market show.

g. Tuesday September 25th – Gregg and Amanda will have subs. This day is the Swine showmanship starting at 9am. The Sheep show will be in the sheep ring and starts at 9a.m. with market classes first followed by showmanship.

h. Wednesday September 26th – Amanda will have a sub to help with the beef animals.

i. Saturday September 29th is the Livestock auction both Gregg and Amanda will be there.
Agriculture and Life Skills Department Meeting

August 7, 2012

Agenda

Present: Gregg Bridges, Joy Alvarez, Joey Virtue, Amanda Martinez, Tim Boyd

1. Welcome Back
2. Classroom needs/fixes
   - Joy: Lights need to be checked and clock is not set at right time
3. Copies/paper
   - $50.00 for each person at print shop and at the copy machine
   - Paper is to be purchased at $30.00 per case and debited from budget
4. Budget
   - Any funds that were left last year were swept
   - No money in budget yet
5. Bench Marks
   - Make sure you read email about dates for bench marks
   - Joey brought up how that schedule will work the semester classes. He will talk to Brad about it.
6. Data binders
   - SMART goal for 2012-2013 need to have one per subject are will make then at next meeting
   - Update Benchmark exams if needed
   - Replace testing timeline for this year
   - Benchmark test report copies for 2012-2013
7. Positive referrals
   - 3 a month per department. Please make sure you fill one out when I email you.
8. Other
   - Tim needs new health text books everything is outdated
   - Tim is having computer problems — I emailed Cathy for him
9. Next meeting
   - September 9th @ 2:30 room 904
MANTECA UNIFIED SCHOOL DISTRICT

TRAVEL/CONFERENCE
(To be used for all travel away from primary site/department)

<table>
<thead>
<tr>
<th>Conference Attendee(s):</th>
<th>Amanda Martinez</th>
</tr>
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<tbody>
<tr>
<td>Position/Title:</td>
<td>Agriculture Teacher</td>
</tr>
<tr>
<td>Address (Mailing):</td>
<td>[Redacted]</td>
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<tr>
<td>Program/Funding Resource Management #:</td>
<td>01-7010-0-3800-1000-5226-750-0000</td>
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<table>
<thead>
<tr>
<th>School or Department:</th>
<th>Weston Ranch Ag Department</th>
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<tbody>
<tr>
<td>Name of Conference:</td>
<td>MPE/ALA Conference</td>
</tr>
<tr>
<td>Conference Location:</td>
<td>Modesto</td>
</tr>
<tr>
<td>Conference Date:</td>
<td>Feb 15 and 16, 2013</td>
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DIRECTIONS: This completed and fully signed form and all required documents must be scanned and attached to the system requisition at least 30 business days prior to registration deadline to allow for processing. No advance payments will be made for forms received after that time. Actual expenditures should be submitted within 60 days after the conference per Board policy. Original receipts must be submitted for all expenses.

*** CONFERENCE ATTENDEE IS TO MAKE ALL NECESSARY RESERVATIONS! ***

ESTIMATED COSTS

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<th>Description</th>
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<td>Lodging</td>
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<tr>
<td>Airbnb</td>
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<tr>
<td>Other (List)</td>
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<tr>
<td>Meals including Tips</td>
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REQUEST/APPROVAL TO ATTEND CONFERENCE

<table>
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<th>1/18/13</th>
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<table>
<thead>
<tr>
<th>Joe Johnson</th>
<th>1-22-13</th>
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| Signature of Superintendent/Designee |         |

Rev 08/2012

ATTACH TRAVEL CONFERENCE WORKSHEET TO THIS FORM IF ANY TRAVEL COSTS/PERSONAL REIMBURSEMENTS WILL BE CLAIMED
Travel/Conference Worksheet
(To be used for all personal expenses for Advance and/or Reimbursement)

School/Department: Weston Ranch Agriculture Department
Name of Attendee: Amanda Martinez
Address (mailing): [redacted]

TO BE COMPLETED BEFORE TRAVEL
Estimated Out of Pocket Expenses

Registration Fees to be pd by employee: ____________________________
Lodging to be paid by employee: ____________________________
Travel Costs:

- Mileage @ .555: ____________________________
- Parking: ____________________________
- Airfare: ____________________________
Meals (circle which meals requested):
- Day 1 - B L D: ____________________________
- Day 2 - B L D: ____________________________
- Day 3 - B L D: ____________________________
- Day 4 - B L D: ____________________________
- Day 5 - B L D: ____________________________
Other: ____________________________

Total Travel Costs: ____________________________
Total Estimated Costs: ____________________________

This form along with the Travel/Conference form must be attached to any requisition for Conference Expenses (i.e. Registration, Lodging, etc.)

TO BE SUBMITTED W/RECEIPTS AFTER TRAVEL
Actual Out-of-Pocket Expenses Paid

Registration Fees pd by employee: ____________________________
Hotel charges pd by employee: ____________________________
Travel Costs Paid:

- Mileage @ .555: ____________________________
- Parking: ____________________________
- Airfare: ____________________________
- Meals: ____________________________
- Other: ____________________________

Total Travel Costs: ____________________________

TOTAL REIMBURSEMENT REQUEST: [ ]

(NOTE: to be completed and submitted after completion of travel. Must attach all original receipts. Total actual expenses must not exceed 10% of the original approved Estimated Costs).

REQUEST FOR REIMBURSEMENT

I hereby certify that the above expenses are actual and were necessarily incurred in the performance of my official duty and further that no part of the above claim has heretofore been paid:

Signature of Employee: ____________________________ date: ____________________________
Signature of Administrator/Supervisor: ____________________________ date: ____________________________

Rev 08/2012
FYI

José Fregoso, Principal
Weston Ranch High School
4606 McCuen Ave.
Stockton, CA 95206
(209) 938-6245
jfregoso@musd.net

---

From: Clara Schmiedt
Sent: Wednesday, January 23, 2013 9:17 AM
To: Jose Fregoso
Subject: RE: Conference

Approved

---

From: Jose Fregoso
Sent: Wednesday, January 23, 2013 8:56 AM
To: Clara Schmiedt; Jason Messer
Cc: Debbie Lewis
Subject: FW: Conference

May you please approve this FFA conference. I believe all our district schools are attending this.

Thank you,

José Fregoso, Principal
Weston Ranch High School
4606 McCuen Ave.
Stockton, CA 95206
(209) 938-6245
From: Amanda Martinez  
Sent: Wednesday, January 23, 2013 7:44 AM  
To: Jose Fregoso  
Subject: RE: Conference

Jose,

This is a conference that we go to every year. Usually Gregg takes the students but because he cant drive them I am taking them. MFE stands for Made for Excellence and is for 10th graders. ALA stands for Advanced Leadership Academy. This is put on by the California FFA. If you need more info visit http://www.calaged.org/events/mfe-ala-home. Every Ag program is going to this in our district.

Amanda Martinez  
Weston Ranch High  
Agriculture Department  
Ag and Life Skills Department Head  
209-938-6245

From: Jose Fregoso  
Sent: Wednesday, January 23, 2013 7:33 AM  
To: Amanda Martinez  
Cc: Debbie Lewis  
Subject: Conference  
Importance: High

Hi Amanda,

What is MFE/ALA conference? What do the letters stand for?

We need to get approval from Jason and Clara before it can be approved. Is this a conference that you attend each year? Send me this information so I can request approval from Jason and Clara as soon as possible.

Thanks,

José Fregoso, Principal  
Weston Ranch High School  
4606 McCuen Ave.  
Stockton, CA 95206
Approved.

Jason Messer
Manteca Unified School District
Superintendent

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Thank you,

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Weston Ranch High School
4606 McCuen Ave.
Stockton, CA 95206
(209) 938-6245
jfregoso@musd.net

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Agriculture Department
Ag and Life Skills Department Head
209-938-6245

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José Fregoso, Principal
Weston Ranch High School
4606 McCuen Ave.
Stockton, CA 95206
(209) 938-6245
jfregoso@musd.net
Agriculture Education Incentive Grant Checklist Quality Criteria
5 Facilities, Equipment & Materials

5A. Modifications of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

Weston Ranch High School is a fairly new campus and opened their doors in 2003. Being so new you would think that we would not need to make any modifications, but that is incorrect. Just like anything new you have to use it to find out what works and what does not. We have made many modifications; one example is running Ethernet cable to the fabrication shop. Students need to be able to have access to their networked based student account provided by the district to upload their designs for the plasma cam program. In the welding shop, the welding booths have been rearranged from the original design to better supervise the students. A computer lab with internet access was added to support students in learning. We have added equipment such as a metal bender and walk in floral cooler as well as a school garden. The garden is wheelchair accessible by having flower beds far enough apart for maneuverability. It also has raised flower beds and a garden work table that are at accessible height. These modifications have really helped improve the learning environment.

5B. There is adequate storage space for all materials, records, equipment and supplies.

We have many different types of storage space for all materials, records, equipment and supplies. In my classroom, room 904, there is one wall of storage cabinets, a sink, and two closets that house supplies, materials and lab equipment. The office is used to store records, curriculum and office supplies. I also have the department computer lab in my classroom. In the wood shop there is a storage room for wood, a tool room and teacher office. In the fabrication shop there is a tool room and teacher office. In room 908, there are shelves, storage cabinets, and filing cabinets for teacher storage as well as a sink. The welding shop has a tool room, teacher office, and a storage room that is used for FFA chapter BBQ and Banquet supplies as well as Chapter FFA uniforms. At the school farm we also have a locker that stores our fair equipment and supplies.
5C. At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):

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

Here at Weston Ranch agriculture department we have a variety of school-based laboratory facilities to be able to accommodate students who have no place to house their SAE projects including a wood shop, welding shop and fabrication shop. We recently put up a greenhouse and installed garden beds on campus. For livestock projects students can house their animals at the Manteca Unified School Farm located 10 miles away from the campus.

5D. The Agriculture Department has E-mail capabilities.

The agriculture department has e-mail capabilities that are provided through the school district. Email is the most popular communication tool on our campus between staff, students and parents. It is accessible on and off campus through the Manteca Unified School District website at www.mantecausd.net.
5E. The review verifies visual observation that the agriculture facilities are neat, clean, and orderly:

With having such a variety of facilities, each facility has a different organizational and cleaning need based on what is being used. Cleaning supplies, such as brooms and dust pans, have a designated location in each room. Students are responsible for cleaning up after themselves at the end of each class. We make our students take responsibility for keeping our facilities clean, just as they would care for and clean up after themselves. When students are proud of the cleanliness of their class environments, they are driven to maintain and take better care of the AG Department.

5F. Facilities and equipment are regularly maintained, repaired, or required.

Facilities are regularly maintained by either me or my teaching partner. If the repair or maintenance needed is beyond our expertise or go beyond what the district allows, I, as department chair, submit a maintenance request form to our principle. The principle then approves or denies the request and sends it to the district office for further approval. The request is then assigned a priority and given to the correct department to complete the repair.
Agriculture Education Incentive Grant Checklist Quality Criteria

6. Community, Business and Industry Involvement

6A. The Advisory Committee is operational and reflects the committee membership as outlined in the “Agriculture Education Advisory Committee Manual”

We are fortunate to have two advisory committees one is MUSD Agriculture District Committee and the other is our school site committee. The MUSD Committee meets at least twice a year and minuets are keep in department files and district records. Our school site committee is going through some redevelopment due to recent loss of over half of our membership because of job losses or movement out of the area. Our new committee members are listed below.

Diana Pellegrini Muller- I live on Roberts-Island just west of Stockton. I feel I am qualified to be on Weston Ranch FFA Advisory Committee since I have been involved in Agriculture and Livestock all of my life. My husband and I have been diversified farmers and raised livestock for over fifty years. When our kids were in high school, we served on the East Union FFA Advisory Committee for ten years. We have been 4-H Leaders for forty-four years. I was the parli-pro coach for the team when my kids were in high school. At the present time I am Livestock Superintendent for the San Joaquin County Fair and have been serving for nine years on the CDFA, Division of Fairs and Expositions Rules Committee. In the past I was Secretary-Treasurer of the CA Suffolk & Hampshire Sheep Breeders Assn. and my husband served on the Board of Directors and went through all the chairs for seventeen years. I am also involved in CA Women for Agriculture and serve on many committees for the Roberts-Union Farm Center and the Fair. I am also a Board of Director for the Friends of the Fair as well as Community Leader for the Robert-Union 4-H Club. For these reasons I am well qualified.

H. Elmer Muller - I am a retired diversified farmer and trucker. I farmed and owned my own ag trucks for over forty years. For two years I worked in the Environmental Industry as a Certified Hazard Waste hauler. I worked another two years for Panella Trucking, the largest Ag hauler in the world, supervising their operation at Diamond Walnut. I also served on the Animal Health Committee for California Department of Food and Agriculture and Commissioner on the CA Sheep Commission. I have served in many capacities and in several California commodity organizations. I have spent the last ten years in the construction industry and continued to lease my ranches out as my health has forced me to retire from physical work.

Amy Bohlken - I am a third generation wine grape grower with Bohlken Ranch in Ripon, Ca. I received my B.A. in Agricultural Studies from California State University, Stanislaus. I completed my Single Subject Agriculture Credential and Agriculture Specialist Credential at California State University, Chico. I am a member of the San Joaquin Farm Bureau. I am a former Secretary for the San Joaquin Young Farmers and Ranchers. I am also a member of the San Joaquin California Women for Agriculture chapter. I am a past Area Director. Currently I am President Elect and Historian.
**David Strecke** - I am a fourth generation grain and alfalfa grower with Strecke Ranch located on Robert's Island. Robert's Island is located in the California Delta. I received my A.A. in Agriculture Business from Delta College. I am a San Joaquin Farm Bureau member. I am a former Chairman for San Joaquin Young Farmers and Ranches.

David and Amy are the owners and operators of D&A Farms, which includes GPS land leveling. We are members of the San Joaquin Valley Hay Growers Association.

**Allen Wood**- I work for California Welding. I have been in the welding industry for the last 20 years in sales. I love working with the different high school programs and seeing all of the potential they have with a future in the industry.

**Gene Youngblood**- I am the Sales Manager for California Welding Supply in Stockton Ca. I have been in the welding business since 1972. Prior to this I tried some other professions and chose to move on till I came into the welding supply industry. Of course I did not start out at the present work I am doing. I began as a truck driver delivering the gas cylinders, and pumping the different types of gases into the cylinders. I was given the chance to work in our gas apparatus repairs which is the regulators and cutting and welding torches. With my mechanical and electrical back round I started the service dept. for a company. I repaired welders, wire feeders, mig guns, steam cleaners, and high pressure washers. This was done in the shop as well as service calls at the customers to repair their machines on sight. Then some years later the company asks if I would be an outside sales person which I did. In my years of work in the welding industry it has been a very fulfilling experience. The people and different types of business I have had the good fortune to be a part of. In my 40 years of work the special part is working with the students of different school districts, those being in the metal shops, 4H, FFA, to name a few. My goal is to encourage the sales force at California Welding to continue in the future development of our younger generation to show them the benefits of a welding career, because farming will always be around.

6B. The Agriculture Advisory Committee meets at least twice each year.

The Committee has meeting at least twice each year some times more depending on activities and support needed by them. Copies of meeting minutes are on file in department. Copies are also sent to the Regional Supervisor.
6C. The Agriculture Advisory Committee has assisted in the development or revision of the following components of the comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes:

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

Our Committee has played an integral part in helping us to develop our program plan. They have assisted us in targeting occupations related to the courses that we offer. They review our program goals and objectives each year and suggest changes or additions that should be made. Committee members review course subject matter outlines, graduate follow up and program completion standards. When reviewing the current year’s budget, the committee also reviews the 5 year facility & equipment acquisition plan at the same time. Reviewing these two items together the committee can determine if the acquisition plan needs to be changed or modified due to budget funding. One area of improvement we are working on is active placement sites. Our students are at a disadvantage because of our location. It can be hard for students to get to the placement sites and it can be difficult to even find a site that is willing to work with our students.

6D. The contact information of the Advisory Committee Chair has been provided on the cover of this checklist.

Contact information for each advisory member is provided including mailing address, phone and email.
Project Proposal
(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: 6.

Goal or Purpose of the Project: To redevelop the Ag Advisory Committee for Weston Ranch Agriculture Department

Specific Objectives to Accomplish (Be as detailed as possible):

1) To rebuild the Weston Ranch Agriculture Advisory Committee
2) To have representation from each area of agriculture
3) To redevelop the 5 year facility and equipment acquisition schedule
4) Set up committee meetings so we are getting meeting at least twice per year
5) Appoint a new committee chair

Estimated number of hours on this project: ____________.

Estimated expenditures ($) on this project (your costs): $20.00.

Proposed timeline for completion of the project:
1) Contact potential members for committee- November 2013
2) Submit proposed committee members to principle – November 2012
3) Send Inventions to committee members- December 2012
4) Set up committee meeting January 2013
5) Committee Meeting February 2013
6) Update 5 year facility and equipment acquisition schedule February 2013

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?
I will email Dr. De Lay updates during the course of my projects

For Office Use Only:
Project Approved By: ________________________________
Date of Approval: ________________________________
Quarter student will enroll in AGED 539: ________________
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<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Strecker</td>
<td>Strecker Ranch</td>
<td>(209) 479-5285</td>
</tr>
<tr>
<td></td>
<td>1655 Vasco Street</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manteca, CA 95337</td>
<td></td>
</tr>
<tr>
<td>Alan</td>
<td>California Welding Supply Co.</td>
<td>(209) 466-8604</td>
</tr>
<tr>
<td></td>
<td>817 South Center St.</td>
<td></td>
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<td></td>
<td>Stockton, CA 95206</td>
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<tr>
<td>Jean Youngblood</td>
<td>California Welding Supply Co.</td>
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<td>817 South Center St.</td>
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<td></td>
<td>Stockton, CA 95206</td>
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<tr>
<td>Elmer &amp; Diana Muller</td>
<td>Muller Ranch</td>
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<td></td>
<td>3900 South Roberts Rd</td>
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<td>Stockton, CA 95206-9660</td>
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<tr>
<td>Max Jones</td>
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<td>Training Development, Think BIG</td>
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<td>7310 Pacific Ave</td>
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<td></td>
<td>Pleasant Grove, CA 95668</td>
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<tr>
<td>Amy Bohlken</td>
<td>Bohlken Ranch</td>
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<td></td>
<td>1655 Vasco Street</td>
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<tr>
<td>Stuart Farrell (Counselor)</td>
<td>Weston Ranch High School</td>
<td></td>
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<tr>
<td>Janeen George (Counselor)</td>
<td>Weston Ranch High School</td>
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<td>4606 McCuen Ave</td>
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<td>Stockton, CA 95206</td>
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<td></td>
<td>Office- (209) 938-6245</td>
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</tbody>
</table>
Weston Ranch High School Agriculture Advisory Committee Agenda February 21, 2013 @ 5:00 p.m.

Old Business

1. New AG Advisory Committee Members

2. Ag Venture

3. Greenhand Ceremony

New Business

1. San Joaquin County Fair – Change of Dates

2. FFA/Department Report

3. Equipment Acquisition – 5 year plan

4. Other
The meeting of the Weston Ranch Agricultural Advisory Committee was called to order at 5:20 pm February 21, 2013 by Chairperson Amanda Martinez. Committee members present were: Diana Muller, Elmer Muller, Allen Wood, Gregg Bridges, Amanda Martinez, Gene Youngblood, Amy Bohlken and David Strecker.

Martinez opened the meeting by welcoming some of the new advisory committee members of Amy Bohlken and David Strecker. She stated that we are still looking for someone from the horticulture industry to sit on the committee. Martinez talks to several local nursery companies but they could not participate at this time. Amy Bohlken suggested contacting Fredrick’s Nursery to see if any one there would be interested.

Bridges gave a report on Ag Venture that was on November 7th 2012. 4000 third grades from our school district attended this year. We had 25 students that were involved in various responsibilities including putting on presentations, setting up, cleaning and demonstrations. It was a huge success and the students who were involved enjoyed the experience.

Martinez gave a report on the Greenhand Ceremony that was on November 15th at 6:30pm. She stated that 80 students had applied for and received their degree. There was a great turnout by parents and students.

Bridges gave a report on the San Joaquin County Fair. The fair has been moved back to June. This was due to the lack of participation in entries and protest from the community. With it being back in June, it will be easier to have student participation. Bridges stated that it will be more cost effective because we will not have to pay for subs and students will not be missing classes. For animal projects this year we have 4 rabbits, 6 turkeys and 4 pigs. There will be various AG mechanics and floral projects.

Martinez gave a Garden project update. The greenhouse was up and the garden would be open after the meeting to take a look at the facility. Students cannot use the greenhouse just yet because we are waiting for the electrical inspection and gas inspection. We have 25+ students who have plans or are using the garden for their SAE projects this year.

Bridges gave a report on the shops. The students in the welding classes are contracted to build livestock panels for a local rancher. Every student has to make 20 panels. There have been a few challenges in the project but, they have been a great learning experience for the students.

Martinez brought out the past equipment acquisition report to look at. It was examined and discussed as to what was acquired in the past and if it was not acquired yet, why? David Strecker suggested we recreate the list based on our current funding to make it more realistic. Working school year by school year suggestions were made by Amy Bohlken, Elmer Muller, Gene Young Blood, Gregg Bridges, Allen Wood and Amanda Martinez. The attached list is the revised five year acquisition schedule.
Martinez discussed the subject of needing a committee chair person. The responsibilities and duties were discussed. Diana Muller nominates David Strecker. It was second by Gene Young Blood. Discussion followed and voted that David is now the new committee chair.

Amy moved to close the meeting. It was seconded by Gene. Meeting was adjourned at 6:45 by unanimous vote.

Respectfully Submitted,
Gregg Bridges
Agriculture Instructor WRHS

phone- (209) 982-5387 fax- (209) 982-5765 4606 McCuen Avenue, Stockton, CA 95206
Five Year Acquisition Schedule

2013-2014

➤ Set of Gas Cylinders for shops
➤ Benches for Greenhouse
➤ 15 Auto Darkening Welding Shields
➤ Hydroponics growing system

2014-2015

➤ Replace Welder
➤ Soil Cooker
➤ Ban Saw
➤ Replace 2 computers in AG computer lab

2015-2016

➤ Replace MIG Welder
➤ Replace Department Printer
➤ Replace 2 computers in AG computer lab

2016-2017

➤ Replace Welder
➤ Purchas 3 Cordless Drills
➤ Replace 15 welding jackets

2017-2018

➤ Replace or repair wood shop table saws
➤ Replace Garden Beds
➤ Replace Welder
➤ Replace Dissection Equipment

Revised Martinez 2013
H. Five Year Acquisition Schedule

The following is a tentative schedule for the acquisition for new or of replacement equipment existing facilities and equipment over a period of five years.

2008-2009

➤ Install LCD Projector in ceiling
➤ Department copy machine

2009-2010

➤ Connecting Doorways Between 905 and 904
➤ Football concession booth

2010-2011

➤ Metal Bender
➤ School Garden
➤ Storage building for garden supplies

2011-2012

➤ Shade House
➤ Additional 4 computers for computer lab

2012-2013

➤ Greenhouse
➤ Set Gas cylinders

2013-2014

➤ Set of gas cylinders
➤ Benches for greenhouse
➤ 15 Auto Darkening Welding Helmets

2014-2015

➤ Soil Cooker
➤ Replace Welder
➤ Replace Dissecting Equipment

2015-2016

➤ Replace MIG Welder
➤ Replace department printer
➤ Replace 4 computers for computer lab
December 6, 2012

Amy Bohlken
1655 Vasco Street
Manteca, CA 95337

Dear Ms. Bohlken,

I would like to invite you as a member of the Advisory Board to the Agriculture Department at Weston Ranch High School.

The enclosed guidelines for the Advisory Board outline the purpose of this group. It is anticipated that the board will meet at least two times a year to review matters of concern to the department and to suggest and recommend direction for the future. The next meeting of the Agriculture Department at Weston Ranch High School will take place in February 21, 2013. Members of the Board might be called upon to meet in subcommittees to address specific problems or issues, and individual members might be called upon from time to time to advise and council the department chair.

The appointment is for a three-year term that will begin immediately upon your acceptance, should you choose to do so, and ending in April 2016. We look forward to your acceptance of this invitation.

Sincerely

Jose Fregoso
Principal

Enclosure

POWER ESLRs: Productive citizens; Organized individuals; Well-rounded learners; Effective communicators; Rational thinkers
Weston Ranch Agriculture Department
Functions and Duties of Advisory Committees

1. Help to determine what type of Agricultural Education program is offered.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.

3. Help the instructor establish curriculum that has a hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the Agricultural Education Tech Prep program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.

10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.

11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher’s technical skills and knowledge.
September 17, 2012

The Weston Ranch High School Agricultural Education Program is continuing their formal Advisory Committee. The Committee's objective will be to provide community input and guidance to the Agricultural Education program. Committee members will meet periodically throughout the year to review what we are teaching, make suggestions for updating the curricula, and provide input improving the overall program.

We invite you to attend the second meeting Wednesday October 10th, 2012 at 5:00p.m. at the Weston Ranch Agriculture Department. The meeting is scheduled to last approximately one hour.

We believe the continued development and success of the Weston Ranch High School Agricultural Education Program will be enhanced through the cooperative efforts of business, industry, labor, and education.

We appreciate your consideration concerning the development of this committee. If you have any questions, please contact Gregg Bridges or Amanda Martinez at 209-982-5387.

Sincerely,

Amanda Martinez
Department Head
Agriculture Instructor
FFA Advisor

Gregg Bridges
Agriculture Instructor
FFA Advisor

"Learning To Do It"
Weston Ranch High School Agriculture
Advisory Committee Agenda
October 10, 2012 @ 5:00 p.m.

1. 2012-2013 Courses offered

2. San Joaquin County Fair

3. School Garden Update

4. FFA/Department Report
   1. Teams
   2. School Farm Update

5. Other
The meeting of the Weston Ranch Agricultural Advisory Committee was called to order at 5:14 pm October 10th 2012 by Chairperson Amanda Martinez. Committee members present were: Diana Muller, Elmer Muller, Allen Wood, Gregg Bridges, Amanda Martinez, and Gene Youngblood.

Gregg opened with course offerings and sections for the 2012-2013 school year. Martinez has the following courses: 1 period of Ag Earth, 1 period of Ag Bio, 1 period of Ag Computers and 2 periods of Floral I & II combo classes. Bridges has: 1 period of Ag Earth, 1 period of Welding I & II combo class, 2 periods of Basic Ag Mech and 1 period of Ag Wood I & II combo class. This year Bridges is teaching a Ag Earth class. It was given to him to accommodate the two periods of floral design. There was lower enrollment than expected in the Ag Mech. Allen asked if we knew why the enrollment was lower than last year in Ag Mechanics advanced classes. Martinez discussed the loss of students in the advanced classes because of students having to remediate to classes to make up credits for graduation.

Martinez gave a report on the San Joaquin County Fair. The September fair had a decrease of livestock projects with 2 lambs and 4 pigs. There were no turkey or goat projects. 5 students were involved in the market rabbits but only one made weight and was able to sell at the auction. There was not any AG mechanics project because of the fair being in September. We did have an increase in participation in floral design with 7 entries. It was hard to get subs for fair and was a great expense to the department.

Martinez gave a Garden project update. The students have been working hard in the garden as of the meeting date; they have harvested 300 lbs. of tomatoes and 50 lbs. of bell peppers. We expect to have a total of 600 lbs of tomatoes at the end of the season. The tomatoes were sold to food services on campus and were served in student lunches. Putting up the shade house had been delayed due to the fact that a greenhouse is on its way. The greenhouse is 30’ x 36’ and will be delivered around December. The installation will begin during Christmas break. We now have to find a new location for the shade house because the greenhouse is going wear the shade house was originally going.

Diana proposed replacing several of the vacant spots opened on our advisory committee. Discussion followed and Martinez stated that due to the fact that several members were laid off or have moved out of the area that this was a good idea. Elmer suggested Amy Bohlken and David Strecker as possible committee members. Gene suggested we contact some of the local nurseries to see if any of them would be interested.

Diana moved to close the meeting. It was seconded by Gene. Meeting was adjourned at 6:25 by unanimous vote.

Respectfully Submitted,
Gregg Bridges
Agriculture Instructor WHHS
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<td>Office- (209) 466-8604</td>
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<td>Jose Fregoso (Principal)</td>
<td><strong>Weston Ranch High School</strong></td>
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<td>Elmer &amp; Diana Muller</td>
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<td>Janeen George (Counselor)</td>
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Call to Order

Public Comments
   a) All returning and new Advisory Members please complete Contact Info Sheet

Approval of Minutes

High School Updates
   a) Sierra High School - Drive Thru BBQ March 20th $10.00 meal
   b) Lathrop High School - Spring Plant Show, SF Garden Show
   c) East Union High School - 35 Animals to Feed
   d) Manteca High School
   e) Weston Ranch High School - School Garden, Floral Cooler, Greenhouse

Student Farm Projects Updates
   a) Crop Project - Veggie Express (Ryan Costa)
   b) Rabbit Co-Op Project Update (Danelle Ariaz)
   c) Pheasant Co-Op Project (John Hopper)
   d) Montadale Co-Op Project (Jaime Sanchez)
   e) Chicken Co-Op
   f) Goat Co-Op (Rex)

   g) Beef Co-Op (Amanda G. or Amanda M.)
      10 Students
      2 Heifers Donated
      MUST Ag. Boosters Update (Ryan Costa or Marty Harris)

Restructuring Current School Farm Plantings (Ryan)
   Just planted 10 acres, drip irrigation put in by students
   will be on timers
Upcoming Events

a. MUSD Pre-Show BBQ in May 18th
b. Planet Party in April 4th

Next Meeting Aug 29, 2013 4:30 pm

Adjournment
MANTECA UNIFIED SCHOOL DISTRICT

District Ag Advisory Committee Minutes
March 8, 2012

Present
John Hopper, Mike Harnden, Mark Chaffin, Jerry Ruble, Jaime Sanchez, Janet Dyk, Ryan Costa, Clara Schmiedt, Gene Youngblood, Amanda Martinez, Kristen Buck, Marty Harris, Allen Wood, Bill van Ryn, Dani Ariaz.

Call to Order
Mike Harnden called the meeting to order at 4:33 pm and asked if there were any public comments. Janet Dyk responded that she was at the Lodi AgVenture event yesterday and was pleased to inform that MUSD programs were also at this AgVenture to help out and that they were outstanding. She added that it will be mentioned at the next Board Meeting. Marty Harris mentioned that he didn't see anything about the fair update to today's agenda. Ryan added it to the agenda.

District Ag Advisory Committee Minutes
The District Ag Advisory Committee Minutes of December 13, 2011 were reviewed. Marty Harris made a motion to accept the minutes and Mike Chaffin seconded the motion. The motion passed.

Recap of School Farm Reconstruction
Ryan gave a report on the status of the School Farm Reconstruction:

- The greenhouse structure was completed today (3-8-12). They will be making it a hothouse for vegetables and will sell the produce through District Nutrition Services who will, in turn, use it in the school cafeterias. Ryan thanked the committee for all of their efforts and support in bringing this project to life. He added that Nutrition Services will be outfitting the inside of the greenhouse. Mike Harnden said good job to everyone involved and Clara mentioned that his meeting with the superintendent helped a great deal.

- Shop Ventilation – The Air Control Board came out to check out the shop ventilation. As a result, we had to obtain a permit for the plasma cutter and had to filter it at the top. We have finally received an exemption, but it took almost 3 months. A big thanks was extended to Gene Youngblood for his efforts to achieve the end result.

- Vet. Tech. – Ryan reported that with the existing amount of funding available, the Vet. Tech. class will be funded through ROP and housed at Lathrop High School, not at the School Farm as originally planned. Interested students from all high schools will be
able to go to Lathrop for this class. In actuality, Lathrop High School has a classroom specifically designated for science so it makes more sense to have the class there.

- **Wash Racks** – Ryan has cemented the wash racks and came up with a solution to make it work. Clara funded the project.
- **Tack Rooms** – Ryan’s class has been building the bins for the tack rooms and Mark Chaffin was able to obtain lockers from JROTC. Clara paid for the lumber in this project.

In conclusion, all the projects in question have been completed.

**Ag Shows/Protocol**
So far, the School Farm has been used for a chicken, pig, and goat show. All of them were very successful. The new School Farm is starting to get a lot of use. Marty asked about the requirements of having a show out at the School Farm. The Ag teachers just had a meeting where the protocol was discussed for all future shows in order to keep the integrity of the School Farm. There will be a minimum charge of $300 to use the facility or $10 a head for a livestock show. They will also require a $300 cleaning deposit and at least one Ag teacher will have to be connected with the show and be out at the School Farm as a representative. Once the facility requests are submitted, that Ag teachers would have to approve the event and the show will need to be Ag-related. The Ag teachers can also waive the fee if it is Ag-educational for the students. Janet recommended that the cleaning deposit be at least $500. She felt that $300 was very low. Clara mentioned that the show has to benefit our students and be Ag-related somehow. Janet said that the farm is a show place and we should have another article in the papers.

**Update on Lathrop High School Ag Facility**
Mike Harnden asked about the new facility at Lathrop and the facility management team. Clara informed that the district has hired a new facilities person as Michael Garr has taken a new position at Delta College. The new facilities person, Susan Bell, is very familiar with the Lathrop High School facility as she is coming from the architect’s office that has done the plans for the Ag facility. The slab was poured two weeks ago. Walls are being set next week and the roofs will follow. The target date for completion is October 15. Both Jaime Sanchez and Dani Ariaz are working on the equipment list for this facility. Dani reported that the original equipment allocation was for $360,000, but it was lined out to be $140,000. They were also supposed to have a computer room but the computers have been lined out also. Both Dani and Jaime attend the update meetings every two weeks. They have worked with Susan for the last 4 years on this project and feel that she is very knowledgeable. Clara added that the update for that project will also be done in the CTE meetings that Kathy Ruble runs. The equipment was built into the contract.

Jerry Ruble recounted that we accepted a job that wasn’t complete at the School Farm and asked if we going down the same road so we would end up getting less than what we should be getting as a result. What are we doing to make sure that we get the $140,000? Clara responded that Jerry was asking the wrong person. Clara doesn’t work in facilities. She felt in the case of the School Farm, it was a personnel issue and now our district is moving forward. Ryan added that we tried to get the students in as soon as we possibly could; otherwise, we
could have waited until the next school year to put the kids in these rooms. The construction company used that to their advantage. Clara added that the grant for this project was developed at least 5 years ago, and prices have since gone up. The committee asked about the procedures for signing off on a project. Clara said she would find out the procedure. Committee members Allen Wood and Janet Dyk both said that the teachers involved should also have a say in the final sign off and to let the committee know if they felt that that the project was slipping away.

Promote Ag Plates for Ag Education
Dani discussed the Ag license plates. March 15 is the deadline. They are looking for people who are willing to switch their license plates to Ag plates for a $40 renewal fee. The first year would come at no cost. They are trying to find a way to fund their FFA trips. The plates are tax deductible. They are asking for each high school to sell at least 20 plates. Unless there are 7500 plates are sold, they won’t give them out at all. They were advised to see Dani if they are interested. Mike suggested letting the Farm Bureau know about the plates.

Bio-security Protocol
Jaime reported that they came up with a protocol to reduce or stop the transmission of disease or hazards through the animals, and they are currently working on the plan. It was just discussed at today’s Ag Teachers’ Meeting.

Fair Update
Jaime said they still don’t have a livestock schedule yet for the Fair. Janet said they are probably showing Monday - Wednesday and then the fair will open on Thursday. Ryan mentioned that Jason Messer sent out a memo stating that 4H kids will be excused for any absence to attend the fair. They are hoping to be able to receive ada when the students are at the fair since it is educational. Marty said last year they had 71 kids trying to raise money. He asked if they had an estimate on the number of kids interested this year. Ryan responded that after April 12, they should have a better estimate. That’s when they have their Exhibitor Meeting. Marty requested to be invited to that meeting.

Restructuring Current School Farm Plantings
Ryan has been having discussions among the Ag teachers and Jason Messer and Clara about the future plantings at the School Farm. With the current almond trees being over 28 years old, they need to think about the future of the farm land. They can get almond trees free and would like to take out the alfalfa at some point for the trees. Bill van Ryn said he would be able to help out. They may need to fumigate and Bill said he had a good alternative for that also. Ryan would like to add a drip irrigation system. They would still have 1 1/2 acres of grapes that he would like to keep to instruct students on the pruning. The plan is to add more almond trees, keep the ones we have, and as the old trees go out, put in some alfalfa. Bill said that putting almonds in where the alfalfa is would be a good idea. Ryan said that all of their suggestions would be appreciated. Mike asked if the irrigation would be donated. Ryan said he would donate it and is working with Golden State. The timeline is for one more year of alfalfa, and then start replacing with the almond trees. There was some discussion on the variety of almonds that they should get and Bill agreed that the Fritz nonpareil variety was
the most favored and didn't need bees to pollinate. Janet reminded that next year's AgVenture would be held on November 7 and asked that the farm stay intact until after AgVenture as the farm has never looked better.

Child Labor Law Update
Amanda Martinez discussed the child labor bill. The federal government recently announced that they are withdrawing some of the rules. There was an article in the Capital Press about it. It's still up in the air right now. It discusses children, but doesn't go into the exact regulations.

Ag Education
Amanda also discussed some information regarding the categorical funding and the possibility of taking the funds away. This includes the Ag area. Committee Members were urged to meet with their democratic leaders to discuss this issue. This funding includes ROP, Special Ed, etc. All categorical areas are in jeopardy. Janet recommended inviting Gary Proust to an activity. He always comes to AgVenture. The committee also mentioned Bill Berryhill, Dennis Cardoza, Lois Wolk, Caesar Luna, and Karen Ross as possible contacts.

Adjourn
Marty Harris made a motion to adjourn the meeting and Jerry Ruble seconded the motion. It was agreed that the next District Ag Advisory Committee Meeting take place on August 9 at the School Farm at 4:30 pm. Ryan asked if we should revise the membership list of this committee as there are some people on the list who never come to the meetings. Jaime said it needs to be reevaluated. He suggested that Ryan call up all the current members to see if they still want to be included and to get suggestions of names from the Ag teachers. Ryan said to also see if anyone would like to be on the Ag Booster Club. Marty Harris was congratulated for being nominated for the Hometown Hero award. The meeting adjourned at 6:05 pm.

Respectfully submitted by,

Janet Mattfeld

Janet Mattfeld, Department Supervisor for Secondary Education
MANTECA UNIFIED SCHOOL DISTRICT  
District Ag Advisory Committee Meeting  
August 9, 2012 – 4:30 p.m.  
Minutes

Present
John Hopper, Mike Harnden, Mark Chaffin, Jerry Ruble, Jaime Sanchez, Janet Dyk, Ryan Costa, Clara Schmiel, Amanda Martinez, Kristen Buck, Marty Harris, Allen Wood, Dani Ariaz.

Call to Order – Public Comment
Mike Harnden called the meeting to order at 4:34 p.m. and asked if there were any public comments. Ryan informed the committee members that Mrs. Mattfeld, Department Supervisor for Secondary Education, is out ill; therefore, the minutes from the March 8, 2012, meeting will be on the next agenda for review and approval. Janet welcomed everyone back to school including the teachers. She also asked for an update regarding license plates that were discussed at the previous meeting. Mr. Hopper responded that they are scheduled to arrive March of 2013. The proceeds will go toward FFA.

High School Updates
Weston Ranch High School said that Gregg Bridges is out today. The school garden is ready to go. Nutrition Services is currently selling on campus. The shade and greenhouse are near completion. It was noted that Susan Bell, Director of Facilities, who replaced Michael Gare, has been well received by the site. Mrs. Bell promptly responds to the e-mails and listens to their needs. The communication has improved between the site and the Facilities Department. Mrs. Schmiel added that the CTE building is almost ready for student use.

Kristin Buck

East Union High School reported that Mrs. Gonzales is subbing for Trisyn Silva. This year they added Science Ag. It was asked if the number of students have increased or decreased. The number of students has not increased at Lathrop High or East Union. The freshmen numbers are down. Janet suggested putting effort toward the 8th grade students. Amanda added that she had an 8th grade student sign up.

Lathrop High School reported that so far they are doing well. The CTE building is coming along really well and may be complete in October. Overall, the program is going well. Former students are returning and working very well. They gained three ninth grade students for the rabbit program and are hopeful they may pick-up more freshmen. She gave an update on the fair. Dani is positive that they will do well with the rabbit program.

Amanda responded to Mr. Harris that they choose not breed rabbits. The number of rabbits can go up or down. They sell approximately 100 rabbits. One school purchased 35 rabbits totaling $450. Janet asked if the co-op could be opened to the public and suggested contacting the local 4-H clubs so that they can include in their newsletters. They would be a good source to spread the word. Mr. Harris commented that he purchased rabbit meat and he was impressed with the packaging. Dani stated that the meat (rabbit) is processed by Fagundes in Manteca and they do a good job. There is a cost associated with it which can be a challenge.

Marty asked how many rabbits would be entered at the fair. Dani responded they have more of the younger crowd involved this year. Unfortunately, turkeys, chickens and pigs are down. They hope to gain enough support.
Sierra High School reported that Rex is now full-time. They have received more students in grades 10-12 for the rabbit project. They are excited about the floral cooler and the different types of species going at the fair. The program is going well so far. They currently have 37.

Amanda reported that the Rabbit Co-op is doing well. She said that Lodi and Tracy have expressed an interest in purchasing rabbits from their program since our program is different than theirs. At the Colusa Fair the rabbits raised won supreme overall. There are positive feelings about the program.

There was a brief update regarding the recent Manteca Chamber of Commerce Coffee held at the School Farm on July 13 hosted by Tuff Boy Trailers. Approximately 1,000 people attended the event and they received a great deal of positive feedback including donations. The Carpenters Union expressed a desire to donate $500. The Coffee was very successful.

**MUSD Pre-Show, August 25, 2012**

Ryan gave a report on the upcoming District Pre-Show scheduled for Saturday, August 25. They are excited that Amy Cambra has agreed to coordinate the car show (fundraiser) along with the Ag Boosters. The Preshow will be from 9 a.m. to 1 p.m. at the District School Farm. Some of the activities include a car/motorcycle show, farmers market, and silent auction including Ag Mechanics, floral and wood projects. The proceeds will support the Ag Boosters. Mr. Costa reviewed the list of items:

- No Band this year.
- Jaime Sanchez agreed to MC.
- Decided not have a tour of the facilities.
- Rex will oversee the sheep/goat.
- Showmanship protocol.
- Advertise newspaper.
- Will need to verify with Fagundes for the BBQ.
- Amanda will take care of the flyer. She will have a student do the announcement.
- Ryan Costa will take care of the signs.
- Will need to discuss paper products.
- Jaime Sanchez will take care of the sponsors’ banners.
- No participants’ ribbons – not necessary.
- Suggested by Janet to have picnic tables/benches for sale.

**Other-Update**

Ryan announced that earlier in the week he resigned as the Director of MUST. He will remain the contact person between Ag Boosters and MUST. Ag Boosters and MUST have joined together developed a loan program for students. The Ag Boosters donated $1,000 and MUST matched the donation and the funds will be deposited into an account to be used for the Ag students. Currently there is $4,000 in the account.

**MUVA Industrial Technology (MUVA)**

C. Schmiedt reported that the proposed Industrial Technology course will be the second phase of MUVA (charter school) for the 2013-2014 school year. Ryan Costa will oversee the program. The program will incorporate what we currently have - keeping the Ag class. Ryan said that they anticipate
starting with a minimum of 30 students. We are currently in the planning stages. More information will follow.

Marty asked for clarification if the students enrolled in the program would receive a certificate. Affirmative. Janet asked what will happen to the students who are currently enrolled (non-charter). Ryan said that the Charter students will be on a block schedule and given an assessment. Janet asked if the program is for MUSD students. Clara responded that MUSD students will be given priority in enrollment but the program will be open to anyone in the County provided that there is room. Ryan reported that they visited a charter school in Paso Robles and it was very impressive. The idea is to mimic that program. The program will emphasize in Dyno-torch training and Ryan will be trained in that area. It was noted that GECAC has developed a mentoring program and Tuff Boys will provide students training/internship for six weeks. Through this grant students who participate and work with a local participating business will be paid a certain percentage. This will be for the first year. The CAD engineering students will benefit immensely with the new program. The role of the Charter will be Ag and it will be housed on the School Farm.

Update on New Almond Planting
The ten acres of alfalfa will be replaced with almonds. Burchell nursery donated the trees. Bill Van Ryn did the labor free of charge by donating his time. The District will pay $800 per acre to fumigate. The almonds will be removed in phases over a course of three years.

Upcoming Events
San Joaquin County Fair, September 20-30, 2013: Marty said that the funds for the fair are up ($7,400) and there is more to come from Ag Boosters. There will be special price for those who donate the most.

AgVenture November 7, 2012: Janet reported that they are on schedule for November 7. She will meet with staff for the specifics.

Other
Election for officers- Steve was asked to come on board. It was suggested to add to the next agenda who would like to serve on the committee and be included for election. It would be good to have new members. There was a suggestion to meet quarterly. The CTE building requires approval from Ag and Jaime will provide a report.

Next Meeting-Adjournment
As there was no further business to discuss Janet made the motion which was seconded by Marty to adjourn the meeting at 5:34 p.m. The next meeting of the District Ag Advisory Committee will be Thursday, December 6, 2012, at 4:30 p.m., at the District School Farm Classroom, located directly adjacent to the District Administration Building on 2271 West Louise Avenue, Manteca.

Respectfully submitted by,
Chelo De Leon c/o Janet Mattfeld
(Reviewing document to reflect the aims and purposes of MUSD Ag Education and School Farm Advisory Committee)

Advisory Committee Manual

Manteca Unified School District Agriculture Education
Functions and Duties of Advisory Committees

1. Help to determine what type of Agricultural Education program is offered and how the school farm can be an integral part of the site programs.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.

3. Help the instructor establish curriculum that has a hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the Agricultural Education program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of the Agriculture Education and School Farm program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, the school board. Assessment and certification tools will be made available.

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.

10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.

11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.
Operation

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. **Number of meetings**
   
   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. **Selection of Officers**
   
   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. **Length of Service by Committee Members**
   
   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.
4. **Length and Place of Meetings**

4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.

4.2 Ample meeting notice of 10 days to 2 weeks is recommended.

4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.

4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.

4.5 The meeting place should provide a conference table in a quiet environment.

4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. **Filling Committee Vacancies**

5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.

5.2 The committee may be asked for suggestions.

5.3 A committee *should not* be permitted to choose its own replacements.

5.3.1 This would be self perpetuating.

5.3.2 May become unrepresentative and unduly independent of the school administration.

5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. **Distribution of Minutes:** All committee members, the vocational education director, the principal/president, and the regional supervisor, Director OF Secondary Education.

7. **Making Decisions:** Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's *Rules of Order.*
Opening Session Instructions for Agricultural Education and School Farm Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the Manteca Unified School District.

2. I welcome you on behalf of the board and administration.

3. You are agents of and appointed by the Manteca Unified School District Board of Trustees.

4. While you are not a policy making body, you are advisory to (your department), and through channels, to the president/principal, chancellor/superintendent, and board. We need your expertise in this area.

5. The Manteca Unified School District is interested in the best possible Agricultural Education and School Farm program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.

6. You will be a working committee and students & school staff expect to benefit from your work.

7. We need help to:

   7.1 Review existing programs, school farm use, courses of study, facilities and equipment.

   7.2 Propose new programs and/or courses when needed based on solid data for this community.

   7.3 Evaluate existing programs and proposed new programs.

   7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)

   7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.

   7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.
7.7 Help in placement and in evaluating performance of our Agricultural Education students at your schools.

8. You will be a "helping group" (as well as advisory) to the ag coordinator and agriculture teachers, as the program is implemented and progresses.

9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

**Getting Started:**

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.

2. Conduct studies, if needed, to get community data on which to base your decisions.

3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).

4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

**Here's What You Need To Do To Get Started:**

1. Elect a chairperson.

2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.

3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)

4. Decide if more than one committee is needed. Large departments may have subcommittees.

5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.
Agriculture Education Incentive Grant Checklist Quality Criteria

7. Career Guidance

7A. Students are counseled regarding: (FS3.0)
- Career opportunities in Agriculture and Agribusiness
- Agriculture and academic courses necessary to complete career pathway offerings
- Post-secondary education and training options

Every student in the Weston Ranch Agriculture program is exposed to career opportunities in Agriculture and Agribusiness in a variety of ways for each class offered. Students are counseled on academic courses that are required to be taken in order to complete several of the career pathways that are offered at Weston Ranch. Student are counseled on post-secondary education and training opportunities. One of the ways we address careers related to agriculture is a career assignment. Students must research three careers in agriculture. Depending on the agriculture class the students take, they will either use the career wheel to pick three different pathways to research or choose a subject specific career from within their textbooks. Students then must develop a cover letter and resume about one of the careers they researched and also create a flip chart with information about that career. This assignment gives the students an opportunity to see what advanced training or post-secondary education they might need in the field they are interested in pursuing.
7B. All students have completed career plan (Student Data Sheet) and it is updated annually.

All Weston Ranch Students have a student data sheet on file in the agriculture department. Each plan is updated annually and kept in department records. When filling out the student data sheets, students are counseled on program pathways and careers.

7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e. 2+2+2 articulation agreements).

In 2010, I attended a Modesto Junior College secondary-post secondary articulation AG Tech Prep Program Agreement work shop to enable students to receive college credit and/or prerequisite waiver for Animal Science and Art & History of Floral Design courses offered at Weston Ranch High School. Students must successfully complete the course with a B or higher grade. Modesto Junior College agrees to award up to 3 units of college credit for ANSC 50 Integrated Animal Science or ANSC 200 - Introduction to Animal Science. To receive animal science units student must take the MJC Final exam and earn a passing grade. Art & History of Floral Design at Weston Ranch articulates to MJC’s EHS 58 - Preparatory Floral Design class and MJC agrees to award up to 3 units. Credit for all classes will be recorded on the student’s transcript after s/he completes one semester at MJC as well as an advanced Agriculture related course.
Career Opportunities in Floral Design

1. Select three Careers in the Floral Industry from Chapter 22 of your text book

2. Research the careers and answer the questions for each one in your packet

3. Select one of the three careers and do the following

Pick one career and do the following

4. Create a career flip chart
   a. Photos - cut out of magazines
   b. Title
   c. Job description
   d. Educational background
   e. Salary
   f. Advantages
   g. Disadvantages

5. Create a resume

6. Write a cover letter to the career you are most interested in as if you were applying for this job.

7. Fill out job application for your career you chose

Sample of what the flip chart looks like

Check out the tips for creating a cover letter, resume and interview! Attached!
Applying for a Job

Below is a newspaper add printed in the local paper. Using what you have learned in *Floriculture* you will create a resume and a cover letter to apply for this position. Attached are some helpful information on how to create a Resume and cover letter.

Resume Due ______________________

Cover Letter Due ____________________

**Floral – Assistant Floral Designer**

Bristol Farms is seeking a person to work with their design team in providing their customers with high quality arrangements. Designers must have the ability to confer and plan arrangements with customers; unpack, clean, process, and re-cut fresh flowers and blooming plants per order; operate a cash register following established policies and procedures; and be able to work under the direction of the Floral Manager. Designers must have strong communication skills and experience working with the public. The job will require the candidate to work long hours standing during major events on weekends, evenings and holidays. Must be able to lift 25 pound and maintain a clean working environment. Please send résumé and letter of introduction to: Sarah Jensen; Floral Department Manager, Bristol Farms, 73401 Country Club Drive, Palm Desert, CA 92122
Floral Career 1

Job Selected: 

Nature of Work:

Working Conditions:

Training and Other Qualifications:

Job Outlook:

Earnings:
Floral Career 2

Job Selected: 

Nature of Work:

Working Conditions:

Training and Other Qualifications:

Job Outlook:

Earnings:
Floral Career 3

Job Selected: 

Nature of Work:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Working Conditions:

__________________________________________________________________________

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__________________________________________________________________________

Training and Other Qualifications:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Job Outlook:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Earnings:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
A. Name [Blank]
   Last Name [Blank] First Name, MI [Blank]
B. Gender: Male _____ Female _____
C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes _____ No _____
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   - American Indian or Alaskan Native
   - Asian Indian
   - Cambodian
   - Chinese
   - Hmong
   - Japanese
   - Korean
   - Laotian
   - Vietnamese
   - Black or African American
   - Filipino
   - Guamanian
   - Samoan
   - Tahitian
   - White

D. Year in Agriculture Program: 1st
   (1st, 2nd, 3rd, 4th)
E. Grade Level in School: 10
   (9, 10, 11, 12)
F. I Am Taking This Course Because: (Select One)
   - I plan a career in agriculture
   - Not a career, just an interest in agriculture.
   - Not interested, placed in class.

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

H. Date: 10/26/10
I. Locator Data
   Street Address: [Blank]
   City, Zip: [Blank]
   Phone Number: [Blank]
   Email: [Blank]
   Parent/Guardian Name (Print Full Name For Each):
   Mr.
   Miss/Mrs./Ms.

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      - No Further Education
      - Some College Later
   2. Go to College
      - Community College
      - Four Year College
      - Full-Time Student [X]
      - Part-Time Student
      - Agriculture Major
      - Non-Agriculture Major [X]
   3. Go Into Military Service
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: ____________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [Redacted]

B. Gender: Male _____ Female [Redacted]

C. Ethnicity/Race:
The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

- ___ American Indian or Alaskan Native
- ___ Asian Indian
- ___ Cambodian
- ___ Chinese
- ___ Hmong
- ___ Japanese
- ___ Korean
- ___ Laotian
- ___ Vietnamese
- ___ Black or African American
- ___ Filipino
- ___ Guamanian
- ___ Samoan
- ___ Tahitian
- ___ White

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

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

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

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

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

[Redacted]

H. Date: 10 OCT 2010

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Full Name For Each):

Mr.
Miss/Mrs./Ms.

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

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

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

1. Go to Work Full-Time

   - ___ No Further Education
   - [Redacted] Some College Later

2. Go to College

   - ___ Community College
   - [Redacted] Four Year College
   - __ [Redacted] Full-Time Student
   - [Redacted] Part-Time Student
   - ___ Agriculture Major
   - [Redacted] Non-Agriculture Major

3. Go Into Military Service

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

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Parents/Guardians Signature: [Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name: ____________________________
   Last Name: ________________________
   First Name, MI: ____________________

B. Gender: Male ☐ Female ☒

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ☐ No ☒

   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
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   ____________________________ White

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

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

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

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

H. Date: 10/6/10

I. Locator Data:
   Street Address: ______________________
   City, Zip: ____________________________
   Phone Number: ________________________

   Email: ____________________________

   Parent/Guardian Name: (Print Full Name For Each):
   Mr. ____________________________
   Miss/Mrs./Ms. ______________________

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      Part-Time Student
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<td>Ag. Earth</td>
<td>Ag. Welding 1</td>
<td>Wood 2</td>
<td>FFA</td>
</tr>
<tr>
<td>health/Divers Ed.</td>
<td>English 2</td>
<td>Ag. Biology</td>
<td>Study Skills</td>
</tr>
<tr>
<td>Ag. mechanics</td>
<td>Alg. B</td>
<td>Lab 4</td>
<td>Agr. Constr</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
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<td>Livestock Pens</td>
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N. Planned Department Activity (FFA)

<table>
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<th>BQA</th>
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</tbody>
</table>

Parents/Guardians Signature: ____________________________
A. Name: [Redacted]
   Last Name ________ First Name, MI

B. Gender: Male ________ Female ________

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes ________ No ________

   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   - American Indian or Alaskan Native
   - Asian Indian
   - Cambodian
   - Chinese
   - Hmong
   - Japanese
   - Korean
   - Laotian
   - Vietnamese
   - Black or African American
   - Filipino
   - Guamanian
   - Samoan
   - Tahitian
   - White

D. Year in Agriculture Program: $\frac{2}{(1st, 2nd, 3rd, 4th)}$

E. Grade Level in School: $\frac{10}{(9, 10, 11, 12)}$

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

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   - I want to go to college and study ________ or be a ________

H. Date: 01/01/10

I. Locator Data
   Street Address: [Redacted]
   City, Zip: [Redacted]
   Phone Number: [Redacted]
   Email: [Redacted]
   Parent/Guardian Name (Print Full Name For Each):
      Mr. ________ Mrs. ________

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time ________
      No Further Education ________
      Some College Later ________
   2. Go to College ________
      Community College ________
      Four Year College ________
      Full-Time Student ________
      Part-Time Student ________
      Agriculture Major ________
      Non-Agriculture Major ________
   3. Go Into Military Service ________
**STUDENT PROGRAM PLANNING FORM**

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
</thead>
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<tr>
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<td>School Year</td>
<td>School Year</td>
</tr>
<tr>
<td>Course</td>
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<td>English 2</td>
<td>English 3</td>
<td>Agr. Computer</td>
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<tr>
<td>Math 1</td>
<td>P.E.</td>
<td>P.E.</td>
<td>Econ</td>
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<tr>
<td>English</td>
<td>Social Studies</td>
<td>Spanish 1</td>
<td>Main for Business</td>
</tr>
<tr>
<td>Digital Photog</td>
<td>Digital Photo</td>
<td>Social Studies</td>
<td>English 4</td>
</tr>
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</table>

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

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

N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Quarter meeting</th>
<th>Check 1 meetings</th>
<th>Farm, Shop</th>
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</thead>
<tbody>
<tr>
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</table>

Parents/Guardians Signature: [Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name __________________________
   Last Name __________________________
   First Name, MI __________________________

B. Gender: Male [ ] Female [ ]

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes [ ] No [ ]
   The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   _________ American Indian or Alaskan Native
   _________ Asian Indian
   _________ Cambodian
   _________ Chinese
   _________ Hmong
   _________ Japanese
   _________ Korean
   _________ Laotian
   _________ Vietnamese
   _________ Black or African American
   _________ Filipino
   _________ Guamanian
   _________ Samoan
   _________ Tahitian
   _________ White

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

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

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

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

H. Date: ____________

I. Locator Data
   Street Address: __________________________________________
   City, Zip: __________________________________________
   Phone Number: __________________________________________
   Email: __________________________________________
   Parent/Guardian Name (Print Full Name For Each):
     Mr. __________________________________________
     Miss/Mrs./Ms. __________________________________________

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      _________ No Further Education
      _________ Some College Later
   2. Go to College
      _________ Community College
      _________ Four Year College
      _________ Full-Time Student
      _________ Part-Time Student
      _________ Agriculture Major
      _________ Non-Agriculture Major
   3. Go Into Military Service
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<tr>
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<td>School Year</td>
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<tr>
<td>Course</td>
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<td>Chemistry</td>
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<tr>
<td>Art</td>
<td>Ag Biology</td>
<td>Spanish I</td>
<td>Economics</td>
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<td>Spanish I</td>
<td>U.S. History</td>
<td>English II</td>
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<td>Body Tone</td>
<td>Basic Ag Hrn.</td>
<td>English IV</td>
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<td>Work History</td>
<td>Algebra II</td>
<td>Spanish II</td>
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<tr>
<td>English I</td>
<td>English II</td>
<td>Body Tone</td>
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</table>

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

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</table>

N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Chapter Meetings</th>
<th>Chapter Meetings</th>
<th>Chapter Meeting</th>
<th>Chapter Meetings</th>
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<tbody>
<tr>
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</tbody>
</table>

Parents/Guardians Signature: [Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name ____________________________ Last Name ____________________________ First Name, MI ____________________________

B. Gender: Male ___ Female ___

C. Ethnicity/Race: ____________________________________________________________________________

Are you Hispanic or Latino? (Check one): Yes ___ No ___

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

_____ Asian Indian
_____ Cambodian
_____ Chinese
_____ Hmong
_____ Japanese
_____ Korean
_____ Laotian
_____ Vietnamese
_____ Black or African American
_____ Filipino
_____ Guamanian
_____ Samoan
_____ Tahitian
_____ White

D. Year in Agriculture Program: 2nd __________

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

E. Grade Level in School: 10 __________

(9, 10, 11, 12)

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

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

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

Children’s doctor (name)

H. Date: October 06, 2010

I. Locator Data

Street Address: ____________________________________________________________________________

City, Zip: ____________________________________________________________________________

Phone Number: ____________________________________________________________________________

Email: ____________________________________________________________________________

Parent/Guardian Name (Print Full Name For Each):

Mr. ___ Mrs. ___ Ms. ___

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

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

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

1. Go to Work Full - Time __________

   No Further Education ___

   Some College Later ___

2. Go to College ___

   Community College ___

   Four Year College ___

   Full-Time Student ___

   Part-Time Student ___

   Agriculture Major ___

   Non-Agriculture Major ___

3. Go Into Military Service ___
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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<th>SENIOR YEAR</th>
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<tr>
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<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>1. Ag Earth Science</td>
<td>1. English 1</td>
<td>1. Algebra 2</td>
<td>1. No Class</td>
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<tr>
<td>3. Algebra 1</td>
<td>3. Ag Biology</td>
<td>3. Chemistry</td>
<td>3. English 1</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

<table>
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<tr>
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<td>Animal Care</td>
<td>2</td>
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<td>Garden Care</td>
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</table>

N. Planned Department Activity (FFA)

Parents/Guardians Signature: [Signature]

---
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name

B. Gender: Male ☐ Female ☒

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes ☐ No ☒

The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.

American Indian or Alaskan Native ☐
Asian Indian ☐
Cambodian ☐
Chinese ☐
Hmong ☐
Japanese ☐
Korean ☐
Laotian ☐
Vietnamese ☐
Black or African American ☒
Filipino ☐
Guamanian ☐
Samoan ☐
Tahitian ☐
White ☐

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

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

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

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

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

H. Date: 0/0

I. Locator Data
Street Address: [Redacted]
City, Zip: [Redacted]
Phone Number: [Redacted]

Email: [Redacted]
Parent/Guardian Name (Print Full Name For Each):
Mr. [Redacted]
Miss/Mrs./Ms. [Redacted]

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

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

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

1. Go to Work Full - Time

☐ No Further Education
☐ Some College Later

2. Go to College

☐ Community College
☐ Four Year College
☐ Full-Time Student
☐ Part-Time Student
☐ Agriculture Major
☐ Non-Agriculture Major

3. Go Into Military Service

☐
### STUDENT PROGRAM PLANNING FORM

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year</strong></td>
<td><strong>Course</strong></td>
<td><strong>School Year</strong></td>
<td><strong>Course</strong></td>
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<td></td>
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<td></td>
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<td></td>
<td>AVID</td>
<td>JROTC</td>
<td>J.R.O.T.C.</td>
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</tbody>
</table>

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

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<th>S.A.E</th>
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<tbody>
<tr>
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</table>

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

<table>
<thead>
<tr>
<th>Chapter Meeting</th>
<th>FFA BBQ</th>
<th>Open House Closing</th>
<th>Ag Ventures</th>
<th>Chapter Meetings</th>
<th>Farm Day</th>
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<td>Chapter Meeting</td>
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Parents/Guardians Signature: [signature]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
  Last Name
  First Name, MI

B. Gender: Male ______ Female ______

C. Ethnicity/Race:
  Are you Hispanic or Latino? (Check one): Yes ______ No ______
  The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
  ______ American Indian or Alaskan Native
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  ______ Laotian
  ______ Vietnamese
  ______ Black or African American
  ______ Filipino
  ______ Guamanian
  ______ Samoan
  ______ Tahitian
  ______ White

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

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

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

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

H. Date: 10/6/10

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

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

K. Please indicate below your plans after graduation from high school:
  1. Go to Work Full - Time
     ______ No Further Education
     ______ Some College Later
  2. Go to College
     ______ Community College
     ______ Four Year College
     ______ Full-Time Student
     ______ Part-Time Student
     ______ Agriculture Major
     ______ Non-Agriculture Major
  3. Go Into Military Service
**STUDENT PROGRAM PLANNING FORM**

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

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<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
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</tr>
<tr>
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<tr>
<td>JROTC</td>
<td>Ag Biology</td>
<td>Earth Science</td>
<td></td>
</tr>
<tr>
<td>Basic Ag Mechanics</td>
<td>World History</td>
<td>AP U.S. History (APUSH)</td>
<td></td>
</tr>
<tr>
<td>Intro to theatre</td>
<td>English 2</td>
<td>English III</td>
<td></td>
</tr>
<tr>
<td>Health/Driver's Ed</td>
<td>Spanish 1</td>
<td>(My) Floral 1</td>
<td></td>
</tr>
<tr>
<td>Algebra 1</td>
<td>JROTC</td>
<td>JROTC</td>
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</tr>
<tr>
<td>Intermediate Theatre</td>
<td></td>
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</tr>
</tbody>
</table>

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>S.A.E</td>
<td>Size</td>
<td>S.A.E</td>
<td>Size</td>
</tr>
<tr>
<td>Sheep</td>
<td>Large</td>
<td>Garden</td>
<td>Large</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pheasants</td>
<td>Large</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tend grapevines</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

N. Planned Department Activity (FFA)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GH conference</td>
<td>Home FB Game BBQ's</td>
<td>COLC</td>
<td></td>
</tr>
<tr>
<td>Opening/closing</td>
<td></td>
<td>Central Region FFA mtg.</td>
<td></td>
</tr>
<tr>
<td>State Conference</td>
<td></td>
<td>Opening/closing</td>
<td></td>
</tr>
</tbody>
</table>

Parents/Guardians Signature: ____________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name □   First Name, MI □

B. Gender: Male □   Female □
C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes _____ No □
The above part of the question is about ethnicity, not race. No matter what you selected above, please answer the following by marking one or more boxes to indicate what you believe your race to be.
   ______ American Indian or Alaskan Native
   ______ Asian Indian
   ______ Cambodian
   ______ Chinese
   ______ Hmong
   ______ Japanese
   ______ Korean
   ______ Laotian
   ______ Vietnamese
   ______ Black or African American
   ______ Filipino
   ______ Guamanian
   ______ Samoan
   ______ Tahitian
   ______ White

D. Year in Agriculture Program: 5th
   (1st, 2nd, 3rd, 4th)

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

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

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

H. Date: 10/6/10

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

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

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

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

   3. Go Into Military Service
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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</thead>
<tbody>
<tr>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
<td>School Year</td>
</tr>
<tr>
<td>Course</td>
<td>Course</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>English 1</td>
<td>English II</td>
<td>U.S. History</td>
<td>T.A.</td>
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<tr>
<td>Acc. Algebra 1</td>
<td>Ag. Bio</td>
<td>Welding</td>
<td>English III</td>
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<tr>
<td>Ag. Mechanics</td>
<td>Geometry</td>
<td>Plural 1</td>
<td>Wood 1</td>
</tr>
<tr>
<td>P.E.</td>
<td>Power AG</td>
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<tr>
<td>Drivers ED</td>
<td>Spanish 1</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
<th>S.A.E</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mowing lawns</td>
<td>Medium</td>
<td>Porch swing</td>
<td>large</td>
<td>Shelves</td>
<td>Small</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th></th>
<th>State conference</th>
<th>Football Game BBQ's</th>
<th>Chapter Meetings</th>
<th>Farm &amp; Play</th>
<th>State Conference</th>
</tr>
</thead>
</table>

Parents/Guardians Signature: [Signature]
MODESTO JUNIOR COLLEGE  
SECONDARY-POST SECONDARY ARTICULATION  
AG TECH PREP PROGRAM AGREEMENT

STATEMENT OF INTENT

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

TERMS OF AGREEMENT

This agreement shall remain in force for three years but shall be reviewed for consideration or continuation at the completion of each academic year. This review will include an examination of the current course outlines and final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Early College/Tech Prep Officer or the Principal/ROP Director of the high school.

Secondary Institution  
Weston Ranch High School

agrees to certify those students who have successfully completed the following course with a B or better grade and have met the requirements for agriculture leadership and work experience as outlined below.

Animal Science

COLLEGE DATA

Upon receipt of grades for students from the high school/district or ROP teacher from the above named secondary institution, Modesto Junior College agrees to award up to 3 units of college credit for:

ANSC 50 - Integrated Animal Science (3) or  
ANSC 200 – Introduction to Animal Science (3)  
(Must take MJC Final exam and earn a passing grade)

Maximum Articulated Agricultural Units Per Student: 3 units

Contract Date: Fall 2010 – Summer 2013

The appropriate MJC Agriculture faculty member listed on the Student Application for College Credit will award course credit upon completion and review. Credit will be recorded on the student’s transcript after s/he completes one semester at MJC following high school graduation and an advanced Agricultural related course.
Modesto Junior College

John Mendes, Faculty
3/3/11

Amanda Schnoor, Faculty
3/3/11

Mark Anglin, Dean
3/4/11

Peggy Kroll, Early College/Tech Prep
5/17/11

Weston Ranch High School

Amanda Keslow, Faculty
3/9/11

Jose Fregosi, Principal
Date
STATEMENT OF INTENT

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

TERMS OF AGREEMENT

This agreement shall remain in force for three years but shall be reviewed for consideration or continuation at the completion of each academic year. This review will include an examination of the current course outlines and final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Early College/Tech Prep Officer or the Principal/ROP Director of the high school.

Secondary Institution
Weston Ranch High School

agrees to certify those students who have successfully completed the following course with a B or better grade and have met the requirements for agriculture leadership and work experience as outlined below.

Art & History of Floral Design

COLLEGE DATA

Upon receipt of grades for students from the high school/district or ROP teacher from the above named secondary institution, Modesto Junior College agrees to award up to 3 units of college credit for:

EHS 58 – Preparatory Floral Design (3)

Maximum Articulated Agricultural Units Per Student: 3 units

Contract Date: Fall 2010 – Summer 2013
The appropriate MJC Agriculture faculty member listed on the Student Application for College Credit will award course credit upon completion and review. Credit will be recorded on the student’s transcript after s/he completes one semester at MJC and an advanced Agricultural related course.

Modesto Junior College

Gail Brumley 4-3-11
Gail Brumley, Faculty Date

Mark Anglin 4/5/11
Mark Anglin, Dean Date

Peggy Krall 5-17-11
Peggy Krall/Earn College/Tech Prep Date

Weston Ranch High School

Amanda Keslow 4/5/11
Amanda Keslow, Faculty Date

Jade Fregoso 4/5/11
Jade Fregoso, Principal Date
Weston Ranch High School
Manteca Unified
Jose Fregoso, principal

Street Address: 4606 McCuen Avenue, Stockton, CA 95206
Mailing Address: 4606 McCuen Avenue, Stockton, CA 95206

Phone: (209) 938-6245

Web Site: www.mantecausd.net/WRHS

Course Contact: Bradley Harrison
Course Contact Phone: (209) 938-6245 Ext:

Note: New School 2004

School Accreditation (WASC) Status: Yes, Full Accreditation (through 2013)

School Demographic Information Last Updated: 3/1/13 8:17 AM
Course List Last Updated: 9/5/12 8:53 PM

Course List for 2012-13

The following courses meet requirements for admission to the University of California.
★ denotes courses that have been approved for extra honors credit: a=5, b=4, c=3.
♦ denotes courses that cannot be used to fulfill the "g" elective requirement.
The 'category' column represents the specific subject requirement fulfilled by the course.

Click the year link to go to the course list for that year

a - History / Social Science - 2 years required
Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>Amer. Government</td>
<td>American Government / Civics</td>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td>AP European History ★</td>
<td>AP European Hist</td>
<td>World History / Geography / Cultures</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>AP United States History ★</td>
<td>AP U.S. History, AP US History</td>
<td>U.S. History</td>
<td>AP</td>
<td></td>
</tr>
</tbody>
</table>
### b - English - 4 years required

Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Language and Composition ⭐️</td>
<td>AP Eng. Lang/Comp, AP English Language and Comp., Advanced Placement 1</td>
<td>English</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>AP English Literature and Composition ⭐️</td>
<td>AP English Lit./Comp, AP English Literature &amp; Composition, APII</td>
<td>English</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>ELD 3</td>
<td>ELD 3</td>
<td>English-ESL/ELD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 1</td>
<td>CAJE English 1, English 1</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td>CAJE English 2, English 2</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 3</td>
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<td>English Honors 1</td>
<td>English Honors 1</td>
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</tr>
<tr>
<td>English Honors 2</td>
<td>English Honors 2</td>
<td>English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### c - Mathematics - 3 years required, 4 years recommended

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1 ⭐️</td>
<td>Accelerated Algebra 1, Algebra 1</td>
<td>Algebra 1</td>
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</tr>
<tr>
<td>Algebra 2 ⭐️</td>
<td>ADV Algebra</td>
<td>Algebra 2</td>
<td></td>
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</tr>
<tr>
<td>AP Calculus AB ⭐️</td>
<td>AP Calc AB, AP Calculus</td>
<td>Advanced Mathematics</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>AP Calculus BC ⭐️</td>
<td>AP Calc BC, AP Calculus/BC</td>
<td>Advanced Mathematics</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>AP Statistics ⭐️</td>
<td>AP Statistics</td>
<td>Statistics</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>Geometry ⭐️</td>
<td>Geometry</td>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry/Accelerated ⭐️</td>
<td>Geometry/Accel</td>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>PRE Calculus</td>
<td>Advanced Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### d - Laboratory Science - 2 years required, 3 years recommended

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Biology</td>
<td>Agriclt Biology</td>
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<td>AP Biology</td>
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<td>Biological Science</td>
<td>AP</td>
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</tr>
<tr>
<td>Astronomy</td>
<td>Astronomy</td>
<td>Interdisciplinary Science</td>
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</tr>
<tr>
<td>Biology</td>
<td>Biology, CAJE Biology</td>
<td>Biological Science</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Physics</td>
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<td>Physics</td>
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<tr>
<td>Physiology</td>
<td>PHYSIOLOGY</td>
<td>Biological Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### e - Language Other than English - 2 years required, 3 years recommended

Two years of the same language other than English.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
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</thead>
<tbody>
<tr>
<td>AP Spanish Language</td>
<td>AP Spanish, AP Spanish Language</td>
<td>LOTE Year 4+</td>
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<tr>
<td>Spanish 1</td>
<td>Spanish 1</td>
<td>LOTE Year 1</td>
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<tr>
<td>Spanish 2</td>
<td>Spanish 2</td>
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<td>LOTE Year 2</td>
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<td>Spanish Speakers 2</td>
<td>LOTE Year 4+</td>
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</tbody>
</table>

### f - Visual & Performing Arts - 1 year required

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
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<tr>
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<td>Advanced Art</td>
<td>Visual Arts (Advanced)</td>
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</tr>
<tr>
<td>Advanced Band</td>
<td>Advanced Band</td>
<td>Music (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Ceramics</td>
<td>ADV Ceramics</td>
<td>Visual Arts (Advanced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Choir</td>
<td>ADV Choir</td>
<td>Music (Intro)</td>
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<tr>
<td>Advanced Piano</td>
<td>Advanced Piano</td>
<td>Music (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Theater</td>
<td>ADV Theater</td>
<td>Visual Arts (Advanced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Studio Art: 2-D Design</td>
<td>AP Studio Art</td>
<td>Visual Arts (Advanced)</td>
<td>AP</td>
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</tr>
<tr>
<td>Band</td>
<td>Band</td>
<td>Music (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramic</td>
<td>Ceramics</td>
<td>Visual Arts (Intro)</td>
<td></td>
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<tr>
<td>Choir</td>
<td>Choir</td>
<td>Music (Intro)</td>
<td></td>
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</tr>
<tr>
<td>Digital Photography</td>
<td>Digital Photo</td>
<td>Visual Arts (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Transcript Abbreviation(s)</td>
<td>Category</td>
<td>Honors Type</td>
<td>Course Notes</td>
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<tr>
<td>Floral Design: The Art and History ♦</td>
<td>Art/Floral Design 1, Floriculture 1</td>
<td>Visual Arts (Intro)</td>
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</tr>
<tr>
<td>Guitar ♦</td>
<td>Guitar</td>
<td>Music (Intro)</td>
<td></td>
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<tr>
<td>Intermediate Theatre</td>
<td>Inter Theatre</td>
<td>Theater Arts (Advanced)</td>
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<tr>
<td>Introduction to Art ♦</td>
<td>Intro to Art</td>
<td>Visual Arts (Intro)</td>
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</tr>
<tr>
<td>Introduction to Theatre ♦</td>
<td>Intro to Theatre</td>
<td>Theater Arts (Intro)</td>
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</tr>
<tr>
<td>Jazz Band ♦</td>
<td>Jazz Band</td>
<td>Music (Intro)</td>
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<td>Orchestra ♦</td>
<td>Orchestra</td>
<td>Music (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piano ♦</td>
<td>Piano</td>
<td>Music (Intro)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**g - Elective - 1 year required**

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (♦) in Mathematics, Language Other than English, and VPA; plus the following:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Earth &amp; Env. Science</td>
<td>Ag EarthScience</td>
<td>Science-Physical</td>
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</tr>
<tr>
<td>AP Microeconomics ♦</td>
<td>AP Economics</td>
<td>History / Social Science</td>
<td>AP</td>
<td>Semester</td>
</tr>
<tr>
<td>CAJE Psychology</td>
<td>CAJE Psychology, Psychology</td>
<td>History / Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDE Animal Science</td>
<td>CDE Animal Science</td>
<td>Science-Biological</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
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<td>History / Social Science</td>
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<td>Journalism</td>
<td>Journalism</td>
<td>English</td>
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</tbody>
</table>
Agriculture Education Incentive Grant Checklist Quality Criteria

8. Program Promotion

8A. An Agriculture Educational program recruitment brochure or similar documents is used to promote the program

A recruitment brochure was designed and is used for the Weston Ranch Agriculture program. In it, the brochure contains information about the agriculture program at Weston Ranch. It includes classes offered, activities, careers, and leadership opportunities. Recruitment is also achieved through the use of a power point presentation and by showing a video of the agriculture department class offerings and activities. You can view the department video on our school web page at: http://manteca.schoolspan.com/school/westonranchhigh/index.asp

8B. Students have alternative means overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities)

Weston Ranch High School has a large student population of 1140 students of which 69.3% are in the free or reduced lunch program as well as a high number of foster students in the district. This being said, a large number of our students face financial barriers when it comes to school based activities. Our students are given opportunities to participate in many activities in FFA, SAE, and Leadership. Weston Ranch Agriculture Students with financial barriers are able to participate in local FFA activities at no cost to them with one or more activities on campus or in the local area. Students also have the opportunity to participate in several SAE’s with no cost to them. Students can join one of the several co-ops that are housed at our school’s farm including poultry, rabbits, sheep, goats and cattle. These co-ops are set up so students can still experience the livestock industry but do not have to worry about the financial responsibility. On the Weston Ranch campus students can use the facilities on our site including the AG shops and the new school garden that includes a greenhouse, shade house, and flower beds.

Students with financial barriers sit down with one of the AG teachers to discuss what their project is going to be and then fill out a business agreement in their record book. The AG department then will provide all materials that are needed for the project. Students who are interested in a shop project have the opportunity to build items in the shop. Some of these projects could include community placed orders or items needed by the AG department with all the material cost covered. Leadership activities like COLC and MFE or ALA and any FFA activities like Career Development Events are covered by the FFA chapter through fundraisers that are put on during the year. Our Ag Boosters is also helping students with financial barriers by offering for the first time a scholarship program for animal or mechanics projects. In the future a scholarship will be added for leadership events. Weston Ranch agriculture department also helps overcome financial barriers by having FFA chapter jackets available for student to use along with official uniform clothing if needed. Transportation to events can also be provided by
the AG department. We have our own school truck that can transport 5 students plus the driver or we can request one of the school vans if more seats are needed.

8C. The Agriculture Department conducts recruitment activities with local feeder schools.

The Weston Ranch Agriculture Department conducts recruitment activities with the three local feeder schools by participating in several activities including the 8th grade parent night and the 8th grade school visits and tours. Our three feeder schools schedule a day where the 8th grade students come on campus to tour the school. If teachers would like to have students visit, they can request for them to come to their classroom. We take full advantage of having students come to the Agriculture department when they are on campus. We like this better than going to the schools and talking to the students because it gives them an opportunity to see our facilities and that makes all the difference in recruiting for our program. During the 8th grade parent night, parents come to the school and get a chance to see what our program is all about as well as talk to the instructors. This highlights our program to the parents of the students. We can talk to them and explain about pathways, FFA activities, opportunity, and supervised agriculture experiences (SAE). It gives the parents a chance to see the faces that may educate their children the following year.

Recruitment at the local feeder schools is done by Weston Ranch High School counselors. Individual programs are not allowed to go in to the feeder schools for recruitment. Our counselors have a power point they use for explaining our program to potential students that include course offerings and activities. This past summer, I developed a video that we now include in recruitment. The video is about classes offered, FFA activities, and SAE's that students can be involved in. It gives the students a visual of what is offered. This video is on our department page on the Weston Ranch High School web site.
How to Become a Member of the Weston Ranch FFA!

You MUST be enrolled in an Agriculture class to become a member of the FFA!

Ag Courses and Career Pathways

**Ag Science Pathway:**
Freshmen:
Ag Earth

Sophomore:
Ag Biology
Ornamental Horticulture

Junior:
Floral I
Animal Science

Senior:
Floral II
Ag Computers

**Ag Welding Pathway:**
Freshmen:
Basic Ag Mechanics

Sophomore:
Ag Welding I

Junior:
Ag Welding II

Senior:
Power Ag
Ag Const. & Fabrication

**Ag Wood Pathway:**
Freshmen:
Basic Ag Mechanics

Sophomore:
Ag Wood I

Junior:
Ag Wood II

Senior:
Power Ag

Total Membership in the FFA
There are OVER 490,000 Members!

Scholarships
Over $2 million in scholarships are available ONLY to FFA members!!!
What is Ag?
Ag refers to agriculture, which is the study of plants, animals, mechanics and other growing, harvesting, and production related specialties.

In 2007 an estimated 36% of the world’s workers were employed in agriculture.

What is FFA?
FFA was created in 1928 as the Future Farmers of America. The name was changed in 1988 to the National FFA Organization to represent the growing diversity of agriculture.

FFA is the largest youth organization in the U.S.!!!!!!!

FFA Mission
The FFA strives to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success.

FFA Motto
Learning to do, doing to learn, earning to live, living to serve.

Chapter Officers
President: Represents the chapter in public relations and official functions; presides over meetings according to accepted rules of parliamentary procedure.

Vice President: Assumes all duties of the president if necessary; coordinates all committee work.

Secretary: Prepares and posts the agenda for each chapter meeting; prepares and presents the minutes of each chapter meeting.

Treasurer: Receives, records, and deposits FFA funds and issues receipts.

Reporter: Informs the public about the organization and up-coming events.

Sentinel: Assists the president in maintaining order and keeps the meeting room in proper condition.

Advisor: Ag teachers that advise the members in the FFA.

Agricultural Education Model
Agriculture education works to prepare students for future careers through three integral components:

Classroom

SAE

FFA

Opportunities in the FFA
• College visitations
• Attend exciting leadership conferences and conventions
• Raise an animal
• Develop plant, mechanics, or science fair projects
• Become part of a team
  o B.I.G.*
  o Creed*
  o Public Speaking
  o Job Interview
  o Small Engines
  o Welding
  o Dairy Products
• Earn money
• Meet new people and make new friends
• Travel to new places
• Become a leader
• Make positive choices
• Have fun
• * Only for freshmen members
FFA Recruitment

- What is FFA?
  - FFA is not just a "club." It is one of three integral components of an agricultural education program: Classroom instruction, supervised Agricultural experiences and the FFA. Any student between the ages of 12 and 21 that is enrolled in an agriculture class is eligible for membership.

- FFA is GREAT!

Purpose and ideals of the FFA

- FFA Mission:
  - Learning to do, Doing to learn, Living to live, Living to serve
  - The FFA Mission:
  - The National FFA Organization is dedicated to making a positive difference in the lives of young people by developing competent, ethical leaders in rural communities through the agricultural education program.

Education for the future

STATE ORGANIZATION

- California Association
  - consists of 327 chapters
  - With over 5,000 student members

- Six Regions:
  - Six Regions:
    - Central
    - North Coast
    - San Joaquin
    - South Coast
    - Southern
    - Superintendents

Benefits & Opportunities:

- Money Awards and Scholarships
- Local Chapters
  - Consists of one high school
  - A great way to network
  - We are called Mason Rams
  - The best of FFA inoculations
  - If you're not a part of the FFA GET INVOLVED!
  - There's no better way to make a difference

- Officers and elect their own members
- 6 students represent the chapter, they are known as the officers.
Chapter Activities
- Best Informed Greenhand (ONLY)
- Opening Closing Ceremonies
- Parliamentary Procedure, debate
- Officer Retreats
- Leadership Conference
- Field trips
- Career Development
- Public Speaking

Important aspects of FFA
- Great Advisors
- Active members
- Being a Part of a Competitive Team
- Leadership Involvement
- Ethics, Morals, Respect
- Pride
- FUN, FUN, FUN

Thank You
and
we hope to see you
in an
Agriculture class
next year!!!
Welcome From the Weston Ranch FFA!!!!!

Well it’s that time of year again...time to meet new people, visit with old friends, and try new things. I am very excited to welcome you to the 2010-2011 school year and to the Weston Ranch FFA.

Six outstanding high school students were elected in to the FFA Office in May and have been working hard this summer to prepare for the upcoming school year. The officers have planned various activities and fundraisers so there should be something to interest everyone! Some of the things you may look forward to this year are joining one of our competitive teams like dairy products, BIG, welding, or public speaking, participating in an Ag Venture Day, Farm Day, or joining us for a chapter meeting.

Please join us for Greenhand orientation on August 30th at 6:30pm in room 904.

I am looking forward to getting to know you this year and hopefully pass some knowledge about agriculture and FFA on to you. If you have any questions please stop by and visit me in room 904, I will do my best to point you in the right direction.

I will see you the first day of school!!!!

Mrs. Martinez
Room 904
“To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess.”

**Past Events**

Final BBQ  
Ag Venture  
Opening/Closing contest  
GreenHand Ceremony  
State Officer visit
RECIPE of the MONTH

'Don't be a turkey, use your noodle!!!'

Do you have more leftover Thanksgiving turkey than you know what to do with? Are you on a tight budget? FEAR NO MORE! I have the answer!!!

What You'll Need:
- ramen noodles (any flavor, chicken and oriental recommended)
- microwaveable bowl
- turkey
- steak knife, and fork/chopsticks
- small cooking pot

Step 1— Boil 1 and 3/4 cups of water in a small pot.

Step 2— Cut bite sized chunks of turkey into a microwaveable bowl and heat for 40-45 seconds.

Step 3— Add ramen noodles to boiling water. Reduce heat and cook for 3 minutes.

Step 4— Empty cooked noodles, the water in the pot, and seasoning packet into the bowl of hot turkey. Stir with fork or chopsticks! ENJOY!!!
Spotlight on a Member

Being a part of a team is a wonderful thing! But there are some that shine brighter than others! One of you members will have the opportunity to have your face and an article about yourself in the newsletter! Who will it be??!! It could be YOU!!

Creed Speaking Contest WINNER!!

Lena Hardy has shown excellence and dedication to the FFA. She memorized and recited the FFA creed from memory and brought home the first prize! Lena won her very own FFA jacket! She has made her chapter extremely proud and honored to have her a part of our FFA chapter! Keep up the great work! YOU GO GIRL!!!
Two of the CA FFA state officers paid WR a visit on November 30th, 2012. For those of you who were here that day, I hope you enjoyed the workshops they had! The officers only visit once every three years, so it’s a once-in-a-lifetime opportunity to host them.
UPCOMING EVENTS!!!

- Delta Cal Speaking Contest – Wednesday, December 5th
- Chapter Meeting – Thursday, December 13th
- Mid-Terms Week December 17th-20th

MERRY CHRISTMAS!!!
HAPPY HANUKKAH!!!

AND A HAPPY NEW YEAR!!!
Officers on the Go!!!

Your FFA officer's have done a lot since the school year has begun. Let's recap on what they have done.

Before the school year began your officer team went to their mandatory officer retreat at the Stanislaus National Park. The officers camped out with their advisors. They learned about their duties and responsibilities in the FFA while working together as a team. This was a fun experience for these officers. Also on October 1st and 2nd your officer team went to COLC. COLC is a two day leadership conference that teaches the officers more about being a leader and also bonds different chapter officers together.

If you have any questions or concern’s please talk to your Stockton-Weston Ranch FFA Officer Team.

Creed Speaking Contest Winner

This year we did the Creed Speaking Contest which was only open to Greenhand’s (1st year members). Current 1st year member’s who had participated in the Creed Speaking Contest had to memorize the FFA creed written by E.M. Tiffany. The FFA creed consists of five paragraphs. The winner of the Creed Speaking Contest is James Jennings. James also gets a FFA jacket bought by the chapter for winning. CONGRATULATIONS!!!!!
Upcoming Events

**PLANT SALE!!**

Not sure what to plant in your garden this year? Weston Ranch FFA is having a **GARDENS TO GO** plant sale on Saturday March 6th from 8:00am to 3:00pm at the school garden. You can choose from Salsa garden, Italian garden or herb garden. We have taken all the guess work out for you. All plants grown by FFA members. Each garden is $10.00 and all proceeds go back to the FFA chapter. We look forward to seeing you there! Happy Gardening!

New This Year!!!

A variety of other plants will be available and so will garden art!

Spotlight on Member

“Dairy products team and pheasant co-op are just a few things Matt is involved in”

Matt Conway is an active FFA member. He is currently on the Dairy Products team and is also involved in the brand new Pheasant project co-op at the school farm. Matt shows dedication and commitment in and outside of the classroom. Matt says “FFA is a great way to see and try new experiences that I would not have done otherwise”. Our hats are off to Matt for all his hard work!

Opening and Closing Contest

Opening and closing is what happens at the beginning of a meeting and at the end of a meeting.

Six of your FFA members represented the Chapter by going to the contest at the Calaveras Fair Grounds. The opening and closing team consist of a President, a Vice President, a Secretary, a Treasurer, a Reporter, and a Sentinel.

They did a fantastic job at the contest and best of all they tried their best.

GOOD JOB O/C TEAM!!!
The Plant Doctor is In! by Emily Smith

Q: Dear Plant Doctor;
What is a safe and effective way of keeping bugs out of my garden that won’t harm my children or pets?
Sincerely Tom Green

A: Dear Tom Green
This time of year we all face the dilemma of pest in our plants and garden and also are faced with a million choices on how to approach them. An easy and effective way is planting marigolds among your garden. This is a natural and safe way to keep them out and enjoy the fruits of your labor.

Q: Dear Plant Doctor;
What is a good way to use rabbit manure from my rabbit in my garden?
Sincerely Melissa Sweet
A: Dear Melissa Sweet
A great way to use rabbit droppings is to put them in a bucket and add water. Let it soak for several days and then use the rabbit “tea” as liquid fertilizer in your garden.

If you have any plant questions you would liked answered just e-mail your questions to The Plant Doctor at amartinez@musd.net. All questions answered by FFA members.

Recipe of the Month

SALSA!
You can use the fresh ingredients from your Garden to Go!

1/2 Tbsp. Paprika
1/4 tsp. lemon or lime juice
1/4 cup chopped onion
2 Tbsp. freshly chopped cilantro
2-3 large tomatoes
1/2 tsp. salt
1/4 tsp. black pepper
4 oz can chopped green chilies
5 serrano chili peppers
1 tsp. vinegar
Dash of lemon and garlic salt and red pepper flakes

Mix all ingredients in a blender or food processor. Increase or decrease ingredients to your taste. Grind until your desired texture is reached. Refrigerate for at least 30 min before serving. Fiesta!

Submitted by: Parent Gloria Villa

To summit your recipe email it to amartinez@musd.net.

Save the Date

March 5th Plant Sale
March 6th Davis Field Day
March 8th Delta-Cal Co-Op
March 10th FFA Chapter Meeting 2:45 Room 904
March 11th School Farm Clean up
March 13th Chico Field Day
March 15th School Farm Clean-up
March 20th Merced Field Day
March 27th MJC Field Day
The purpose of the Agriculture Department is to make a positive difference in the lives of our students by developing their potential for premier leadership, personal growth and career success through Agriculture Education.

When a student is enrolled in an Agriculture class they are members of the National FFA Organization which is the largest youth organization in the U.S.!!! Being a member of the National FFA Organization opens up the opportunity for your son/daughter to participate in numerous inter and extra-curricular activities.

Chapter Needs and Wants

We are looking for your unwanted plastic pots and six packs. Please drop them off after school at the ag department.

Are you a specialist in a certain plant or grading activity? If so please contact the ag department we are looking for guest speakers to come and do a mini workshop with our members!

Items we need
- Garden gloves
- Hand Spades
- Old horse shoes
- Wine barrels
- Hammers

Please contact us at amartinez@musd.net
Agriculture Education Incentive Grant Checklist Quality Criteria
9. Program Accountability & Planning

9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.

An annually updated Comprehensive Program Plan is on file with the Regional Supervisor as well as kept within our department files. This plan is updated by the teachers as well as the advisory committee.

9B. Updates of the Program Plan are sent to the regional Supervisor by November 15th. These updates include (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes

By November 15th, updates of the Program Plan were sent to the regional supervisor. When these updates were made, it was great to see how far we had come during the year when we reviewed the five year equipment acquisition schedule. We reviewed it as a department, and then again with our advisory committee. During these meetings, suggestions were made about what to add to the equipment list and what is required to be moved off the list, due to financial funding cutbacks.

The chart of staff responsibilities does not change much from year to year. Updates are completed at the beginning of each school year. Our department works together to go over and edit the chart.

The FFA program of work is started at the annual FFA Officer Summer retreat. It is then worked on by the committee when school starts.

The advisory committee roster is reviewed every year and information is updated and sent along with the Advisory Committee Minutes to the regional supervisor.

9C. A follow-up system is used which gathers the following information from program

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

An annual survey is mailed out to Weston Ranch agriculture graduate students. This can be an effective way of gathering information, but does not perform as an effective tool for our department. The reason it does not work well for our department is we usually get a high rate
of the survey returned back unopened and undelivered. This is disappointing and can be frustrating because we do not receive accurate data for our program. With limited funding, the money spent on paper and postage is wasteful. I think this is due to the fact that many people move in and out of the Weston Ranch development so often. We also have a higher than normal rate of foster students at our school and they get moved around frequently, usually without notice. Most students who age out of the foster care program move out of Weston Ranch with no forwarding address.

With today’s students being so connected with technology, I would like to create a survey that can be accessed online. This, in my opinion, would have a greater percentage of feedback. This would allow us to mail a postcard about the survey and save money on paper and postage.

9D. The Graduate Follow up Data collected was entered with the On-line R2/FFA Roster Data Entered by October 15th.

The data that is collected about our graduates was entered online to the R2/FFA roster by the 15th of October. Collection of this data is a joint effort between my teaching partner and me. Having over 260 students in our program can be a challenge in collecting this information but with team work, we are successful.

9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

Every year we look at our student retention data and try to develop strategies to help increase retention. One of the reasons we have a low retention rate with the more advanced agriculture classes is due to the fact that students in their freshman year have done poorly in a required course. They now have to repeat that course they failed in their junior or senior year. Further, they do not have room in their schedule for one of our advanced classes. Our freshmen have poor transition success and as a whole campus, that is something we are working to improve on.

9F. The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

The above listed reports are sent to our Regional Supervisor at the end of September each year such that the reports are received by the appropriate date.
DEPARTMENT CHAIRPERSONS

Definition

A Department Chairperson is a teacher who has been recommended by the Principal and approved by the Board of Trustees to provide, under the direction of the School Principal, supervisory duties and administrative procedures essential to the efficient operation of his/her department.

Basic Responsibility

The basic responsibility of a Department Chairperson is to provide professional leadership in the following areas:

1. Developing department curriculum.
2. Support of teacher success in achieving departmental goals.
3. Developing a budget and distributing supplies and materials.
4. Serving as liaison between department staff and the administration in all matters of department business.
5. Other duties as assigned by the Principal.

Specific Duties for Achieving the Above Include:

1. Developing department curriculum.
   a. Works with other schools of the District for the development of an articulated program.
   b. Provides leadership in assuring that staff is aware of materials, concepts, conferences, etc. that will keep the department abreast of the latest developments in their field.
   c. Provides leadership in an ongoing evaluation of the course offerings of the department and of the content for each course.
d. Provides leadership in the writing of course descriptions that include clear-cut objectives and that indicate both unit sequence and a listing of materials suitable for achieving the objectives of each unit.

2. Support of teacher success in achieving departmental goals.

   Upon request, assists the principal in:

   a. Screening and selecting personnel best suited to meeting the needs of the department and total program.

   b. Overseeing the orientation of new teachers to the school and the department and assisting new teachers (and substitutes) to successfully perform their classroom duties.

   c. Observing teachers in the classroom for the purposes of articulation, evaluation and providing supervisory assistance.

   d. Evaluating department teachers by assessing the success of the teachers in achieving departmental goals.

   e. Recommending the scheduling of classes and the assignment of personnel within the department.

3. Developing a budget and distributing supplies and materials.

   a. Develops the annual department budget in cooperation with staff.

   b. Sees that necessary purchase orders are typed and submitted.

   c. Confers with sales representatives concerning books, equipment, supplies, etc.

   d. Controls the distribution of textbooks and other books.

   e. Requisitions supplies for the department and controls their distribution.
4. Serving as liaison between department staff and the administration in all matters of department business.
   a. Represents the department in the formulation of school policy pertinent to the department.
   b. Plans and conducts department meetings.
   c. Participates in grade level and special meetings within the department.
   d. Participates in department chairperson meetings and relays information from such meetings to department staff.
   e. Assumes responsibility for information reports and data concerning any aspect of the department's operation.

5. Other duties as assigned by the principal.
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Activity/Event/App</th>
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<tbody>
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<td>9/11/2012</td>
<td>Fair Entries due to office</td>
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<td>8/20/2012</td>
<td>PTA Meeting</td>
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<td>8/21/2012</td>
<td>FFA Officer Parent Night</td>
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<td>FFA Officer Parent Night</td>
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<td>8/27/2012</td>
<td>Transportation Needs (Year Activities)</td>
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<td>Submission Request to Board (Aug-Jan)</td>
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<td>8/29/2012</td>
<td>Submission Request (Year Activities)</td>
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<td>Review Year Activities</td>
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**August**

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<tr>
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<td>FFA Booster &amp; Chamber Mixer</td>
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<tr>
<td>7/10/2012</td>
<td>Farm Clean up</td>
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<td>7/12/2012</td>
<td>FFA Chapter Officer Retreat</td>
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**July**

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Staff Responsibilities
AgriLife Department
Weston Ranch High School
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<td>8/14/2012</td>
<td>Registration (Opening/Closing)</td>
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<td>8/15-19/2012</td>
<td>San Joaquin County Fair</td>
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<td>8/19/2012</td>
<td>Parent Letter/Program Closeup (Greenhand Conference)</td>
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<tr>
<td>8/19/2012</td>
<td>Mail Registration and Fees (COLOR)</td>
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<tr>
<td>8/22/2012</td>
<td>Distribute Program of Work</td>
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<td>8/29/2012</td>
<td>Chapter Meeting</td>
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<td>9/1/2012</td>
<td>FFA Social</td>
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<td>Fair Rabbit Meeting</td>
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<td>Make Copies (Program of Work)</td>
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<td>9/8/2012</td>
<td>Food Hall Concessions</td>
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<td>9/4/2012</td>
<td>Sheep Pledge Chapter/Certificate/Knowledge/Closing)</td>
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<td>9/6/2012</td>
<td>Pull Together (Program of Work)</td>
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**September**

Mrs. Martinez Mr. Bridges

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<td>Back to School High</td>
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<td>8/26-8/27/2012</td>
<td>FFA Day of Work (Program of Work)</td>
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<td>8/13/2012</td>
<td>Sheep/Cattle Fair Meeting</td>
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<td>8/13/2012</td>
<td>Design Cover (Program of Work)</td>
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2012-2013
Self-Responsiblities
Agribusiness Department
Weston Ranch High School
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<td>Student Data Sheets (R-2 Report)</td>
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Mrs. Martinez

Mr. Bridges
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<tr>
<th>Mrs. Marthona</th>
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<td>12/3/2012</td>
<td>Turn in my work (Job) Finish office</td>
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<td>Christmas Parade</td>
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<td>12/7/2012</td>
<td>Review applications (Degree Ceremony)</td>
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<td>Review Executive Order Office (Graduation)</td>
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<td>Order degree plan (End of year ceremony)</td>
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<td>Admit new students (Regional Supervisor)</td>
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<td>Donate-Care-Centers (Ffa fair)</td>
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<td>Meet council bank (FFA Fair)</td>
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**December**

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<tr>
<td>X</td>
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<td>11/20/2012</td>
<td>Submit mileage log for ag clinic</td>
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<td>Holiday food building</td>
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<td>Submit Community Request to Board (January-August)</td>
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<td>Site-FFA officer visits</td>
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<td>Work on apps and recordbooks (FFA Fair FFA Record Book Show)</td>
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<td>CATA Central Region Annual Meeting</td>
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<td>Chapter meeting-Centennial Ceremony</td>
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<td>Select time and schools (in grade recruitment)</td>
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<td>Delta-Cal Opening and Closing Ceremony</td>
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2012-2013
Staff Responsibilities
Agriulture Department
Weston Ranch High School
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<td>11/17/13</td>
<td>Parent letter (MFE / ALA Conference)</td>
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<td>Farm Meeting</td>
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<td>11/27/13</td>
<td>Delia-Cali Manuscripts &amp; Resumes Due</td>
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<td>12/3/13</td>
<td>Review Applications for State FFA Degree</td>
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<td>12/4/13</td>
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<td>8th Grade Tours</td>
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<td>P.O. Registration Fees / State Leadership Conf.</td>
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<td>6/10/13</td>
<td>Farm Meeting</td>
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<td>6/30/13</td>
<td>Farm Meeting</td>
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*Note: Mrs. Martinez & Mr. Bridges*
<table>
<thead>
<tr>
<th>Activity/EvenyAPP</th>
<th>Date of Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn in Ag F Clark Milage log to district office</td>
<td>8/31/2012</td>
</tr>
<tr>
<td>Scholarship</td>
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<tr>
<td>Ag In Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>Ag Science Student/Teacher</td>
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<tr>
<td>State Advisor: Admin, &amp; Reporter</td>
<td></td>
</tr>
<tr>
<td>Nomination Committee</td>
<td></td>
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<tr>
<td>State Scholarship</td>
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<tr>
<td>National Delegate</td>
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</tr>
<tr>
<td>Support Chapter/National Delegate</td>
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</tr>
<tr>
<td>National FFA Week</td>
<td>2/18-2/213</td>
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<tr>
<td>Parent Letter/Pram Forms (UC Davis Field Day)</td>
<td>2/25/2013</td>
</tr>
<tr>
<td>Regional CTA/FFA Meeting: MVC</td>
<td>2/22/2013</td>
</tr>
<tr>
<td>Chapter Meeting</td>
<td>2/20/2013</td>
</tr>
<tr>
<td>Mail Registration and Fees (State Leadership Conf)</td>
<td>2/22/2013</td>
</tr>
<tr>
<td>Parent Letter/Pram Forms (Regional CTA/FFA Meeting)</td>
<td>2/18/2013</td>
</tr>
<tr>
<td>Date</td>
<td>Activity/Event/App.</td>
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</tr>
<tr>
<td>3/3/2013</td>
<td>Turn in Ag in/out Mileage Log to district office</td>
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<td></td>
<td>CDE BLG</td>
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<tr>
<td></td>
<td>CDE Writing</td>
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<tr>
<td></td>
<td>CDE Dairy Product</td>
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<tr>
<td>3/23/2013</td>
<td>MJC Field Day</td>
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<tr>
<td></td>
<td>Chapter Meeting</td>
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<tr>
<td>3/16/2013</td>
<td>Merced College Field Day</td>
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<tr>
<td></td>
<td>Scholastic Awards &amp; Recognition Awards - Delta College</td>
</tr>
<tr>
<td></td>
<td>Parent Letter/Ferm Rooms (Delta College Field Day)</td>
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<tr>
<td></td>
<td>CSU Chico Field Day</td>
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<td></td>
<td>Farm Meeting</td>
</tr>
<tr>
<td>3/7/2013</td>
<td>Parent Letter/Ferm Rooms (Delta College Field Day)</td>
</tr>
<tr>
<td></td>
<td>UC Davis Field Day</td>
</tr>
<tr>
<td>3/1/2013</td>
<td>Parent Letter/Ferm Rooms (Chico State Field Day)</td>
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MARCH 2012-2013
Staff Responsibilities
Agribusiness Department
Weston Ranch High School
<table>
<thead>
<tr>
<th>Activity/Event/App</th>
<th>Task Description</th>
<th>Date</th>
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<tr>
<td>x</td>
<td>Turn in Ag &amp; HSE Log to district office</td>
<td>4/30/2013</td>
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<tr>
<td>x x</td>
<td>State Leadership Conference - Fresno</td>
<td>4/20-23/2013</td>
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<tr>
<td>x</td>
<td>Officer Selection Interviews</td>
<td>4/30/2013</td>
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2012-2013
Skill Responsibilities
Agubition Department
Weston Ranch High School
<table>
<thead>
<tr>
<th>Activity</th>
<th>Date of Event</th>
<th>Activity/Event/App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn in Ag. truck mileage log to District office</td>
<td>6/0/2013</td>
<td>8/3</td>
</tr>
<tr>
<td>Food</td>
<td>9/4</td>
<td>8/3</td>
</tr>
<tr>
<td>Equipment Schedule</td>
<td>9/6</td>
<td>8/3</td>
</tr>
<tr>
<td>Location</td>
<td>9/8</td>
<td>8/3</td>
</tr>
<tr>
<td>San Joaquin County Fair</td>
<td>9/6</td>
<td>8/3</td>
</tr>
<tr>
<td>Junior Exhibits Delray (JC) Fair</td>
<td>9/7</td>
<td>8/3</td>
</tr>
<tr>
<td>SCI Fair - Pick-up Junior Exhibits</td>
<td>9/8</td>
<td>8/3</td>
</tr>
<tr>
<td>Animal Display Board</td>
<td>9/9</td>
<td>8/3</td>
</tr>
<tr>
<td>Executive Committee Retreat Set-up</td>
<td>9/10</td>
<td>8/3</td>
</tr>
<tr>
<td>Incentive Grant Applications Due - Board</td>
<td>9/11</td>
<td>8/3</td>
</tr>
</tbody>
</table>

**JUNE**

<table>
<thead>
<tr>
<th>Activity</th>
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<th>Activity/Event/App.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Marthas Mr. Bridges</td>
<td>6/11</td>
<td>6/3</td>
</tr>
<tr>
<td>Mr. Bridges</td>
<td>6/11</td>
<td>6/3</td>
</tr>
<tr>
<td>Turn in Ag. truck mileage log to District office</td>
<td>6/12</td>
<td>6/3</td>
</tr>
<tr>
<td>Food</td>
<td>6/13</td>
<td>6/3</td>
</tr>
<tr>
<td>Equipment Schedule</td>
<td>6/14</td>
<td>6/3</td>
</tr>
<tr>
<td>Location</td>
<td>6/15</td>
<td>6/3</td>
</tr>
<tr>
<td>San Joaquin County Fair</td>
<td>6/16</td>
<td>6/3</td>
</tr>
<tr>
<td>Junior Exhibits Delray (JC) Fair</td>
<td>6/17</td>
<td>6/3</td>
</tr>
<tr>
<td>SCI Fair - Pick-up Junior Exhibits</td>
<td>6/18</td>
<td>6/3</td>
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<tr>
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<tr>
<td>Executive Committee Retreat Set-up</td>
<td>6/20</td>
<td>6/3</td>
</tr>
<tr>
<td>Incentive Grant Applications Due - Board</td>
<td>6/21</td>
<td>6/3</td>
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</tbody>
</table>

**MAY**

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<thead>
<tr>
<th>Activity</th>
<th>Date of Event</th>
<th>Activity/Event/App.</th>
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</thead>
<tbody>
<tr>
<td>Mrs. Marthas Mr. Bridges</td>
<td>5/1</td>
<td>5/3</td>
</tr>
<tr>
<td>Mr. Bridges</td>
<td>5/1</td>
<td>5/3</td>
</tr>
<tr>
<td>Turn in Ag. truck mileage log to District office</td>
<td>5/2</td>
<td>5/3</td>
</tr>
<tr>
<td>Food</td>
<td>5/3</td>
<td>5/3</td>
</tr>
<tr>
<td>Equipment Schedule</td>
<td>5/4</td>
<td>5/3</td>
</tr>
<tr>
<td>Location</td>
<td>5/5</td>
<td>5/3</td>
</tr>
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<td>San Joaquin County Fair</td>
<td>5/6</td>
<td>5/3</td>
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<td>5/3</td>
</tr>
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<td>Executive Committee Retreat Set-up</td>
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<td>5/3</td>
</tr>
<tr>
<td>Incentive Grant Applications Due - Board</td>
<td>5/11</td>
<td>5/3</td>
</tr>
</tbody>
</table>
Dear 2012 Weston Ranch High School Graduate:

As a past graduate of the Weston Ranch High School Agriculture Program we would like your thoughts on the following questions. It is the answers and suggestions we receive from people like you, that allow us to continue to improve the Weston Ranch High School Agriculture Program.

Name ____________________________ Telephone # (____) ____________

Mailing Address ___________________ City, State, Zip ________________

_________________________________________________________________

How many years of Ag did you complete? __________

Please check all that apply:

Are you enrolled in a 2 year college?
Ag Major __________
Non-Ag Major __________

Are you enrolled in a 4 year college?
Ag Major __________
Non-Ag Major __________

Are you employed full time?
Ag Job __________
Non-Ag Job __________

Are you in the Military? __________

How would you rate the training you received at Weston Ranch High School?
Excellent ______ Good _______ Fair _______ Poor ______

Please include any input or comments that you feel necessary for the improvement of the program.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

"Learning To Do It"
2011 Survey Results
Weston Ranch FFA
4606 McCuen Ave. Stockton, CA. 95206
(209) 938-6245 Fax (209) 982-9172
Agriculture Instructors
Mrs. Martinez
Mr. Bridges

Dear 2012 Weston Ranch High School Graduate:

As a past graduate of the Weston Ranch High School Agriculture Program we would like your thoughts on the following questions. It is the answers and suggestions we receive from people like you, that allow us to continue to improve the Weston Ranch High School Agriculture Program.

Name_________________________ Telephone # (____)___________
Mailing Address___________________ City, State, Zip_________________

How many years of Ag did you complete?__________

Please check all that apply:

Are you enrolled in a 2 year college?
Ag Major ______
Non-Ag Major ______

Are you enrolled in a 4 year college?
Ag Major ______
Non-Ag Major ______

Are you employed full time? or part time
Ag Job ______
Non-Ag Job ______

Are you in the Military? ______ unknown ______

How would you rate the training you received at Weston Ranch High School?
Excellent______ Good______ Fair______ Poor______

Please include any input or comments that you feel necessary for the improvement of the program.

__________________________________________________________________________
__________________________________________________________________________

"Learning Ru Diene"
Weston Ranch High School
Agriculture Department
Comprehensive Program Plan
Weston Ranch High School
Agriculture Department
Comprehensive Program Plan

A. Job Market Description
B. Targeted Occupations
C. Total Program Goals and Objectives
D. Program Description if Included Course, SAE, and Leadership Development
E. Program and/or Course Matter Content Outline
F. Program Completion Standards
G. Description of Facilities and Major Equipment
H. Five-Year Facility and Equipment Acquisition Schedule
I. Staff Assignments
J. FFA Program of Activities
K. School and/or Department Policies Pertaining to:
L. Proficiency Standards for Program Completers
M. Teachers Data Sheet for Each Teacher
N. Roster of Agriculture Advisory Committee
O. Advisory Committee Minutes
P. Current Year’s Budget
Q. Signed Articulation Agreements
R. Graduate Follow-up System
S. List of Active Placement Sites
T. Recruitment Activities and Materials
U. Staff In-Service Records
V. Staff Minutes
W. Department Inventory
A. Job Market Description
A. Job Market Description

The Manteca Unified School District is situated just south of Stockton and North of Modesto. The Weston Ranch campus is located on the North West side of the city of Manteca near the South West corner of Stockton.

The fertile soil, climate, and skilled farmers and ranchers of San Joaquin County are almost limitless in the crops and agriculture products that they can produce. The value of agriculture production in San Joaquin County was over 2 billion dollars in 2010. The following table illustrates the top five commodities produced in San Joaquin County and their dollar value.

Top Commodities in San Joaquin County in 2011

<table>
<thead>
<tr>
<th>Commodity</th>
<th>$</th>
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<tbody>
<tr>
<td>Milk</td>
<td>$452,880,000</td>
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<tr>
<td>Grapes</td>
<td>$286,728,000</td>
</tr>
<tr>
<td>Walnuts</td>
<td>$278,857,000</td>
</tr>
<tr>
<td>Almonds</td>
<td>$187,748,000</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>$107,844,000</td>
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</tbody>
</table>

Agriculture continues as the major industry in San Joaquin County and is a driving force in the local economy. Due to the large impact agriculture has in this area it is evident that many jobs will be available to our students. It is the obligation of the Agriculture Education Intuitions, such as Weston Ranch, to fulfill the need of these employment opportunities.
B. Targeted Occupations
B. Targeted Occupations

The following is a list of the various jobs in agriculture that are available to students completing one of the agriculture programs at Weston Ranch High School. The list reflects the various program offerings available to students and jobs to be found in the area of San Joaquin County.

- Emphasis Area
  - Agriculture Science
  - Livestock
  - Crops
  - Agriculture Mechanics

  Jobs
  Scientist
  Researcher
  Feeder
  Milker
  Herdsman
  Ranch Manager
  Animal Scientist
  A.I. Technician
  Livestock Journalist
  Laboratory Technician
  General Livestock Laborer
  Meat Inspector
  Veterinarian Technician
  Veterinarian
  Farmer
  General Farm Laborer
  Agronomist
  Entomologist
  Pest Control Advisor
  Fruit Inspector
  Irrigation Supervisor
  Field Representative
  Equipment Operator
  Produce Salesperson
  Tree Pruner
  Vine Pruner
  Arc Welder
  Agriculture Engineer
  Machine Operator
  Tractor Mechanic
  Ag. Shop Supervisor
  Salesperson
  Metal Fabricator
  Parts Counter Manager
- Floriculture

  Truck Driver
  Dairy Equipment Repairer
  Plumber
  Electrician
  Small Engine Repair

  Gardener
  Greenhouse Technician
  Garden Center Manager
  Florist
  Floral Designer
  Botanist
  Research Technician
  Christmas Tree Grower
  Extension Specialist
  Nursery Technician
  Lawn Service Business
  Landscape Designer
C. Total Program Goals and Objectives
C. Total Program Goals and Objectives

The agriculture education program at Weston Ranch High School is a comprehensive program developed to provide students with supervised agricultural experience (SAE), leadership development (FFA), laboratory experiences, and classroom instruction. The ultimate goal of this program is to provide students with the skills and experience necessary for agriculture occupations and to pursue further education at a two-year or four-year institution.

- Agriculture Science and Production

This instructional program is designed to prepare students for employment in the area of plant and animal production, scientific research, and occupations associated with food and fiber production. Some goals of the instruction program are:
  o To supply students with the knowledge and skills required for entry into a successful progress in those agriculture science and production occupations that do not require education beyond the secondary level.
  o To prepare students for further education at post secondary level agricultural institutions.
  o To provide students with an understanding and literacy of the economic and social impact of agriculture production and science upon society and its relationship to agriculture in general.
  o To provide the agriculture production and science industry with potential employees which are adequately prepared for employment in occupations that are in need of skilled personnel.

- Agriculture Mechanics

This instructional program is designed to prepare students for employment in any agricultural area that requires primarily mechanical competencies of it employees. Some goals of the instructional program are:
  o To supply students with knowledge and skills necessary to acquire entry level positions in various mechanic occupations.
  o To prepare students for further education at post secondary level agricultural institutions.
  o To provide students with an understanding or literacy of the economic and social impact of the agriculture mechanics industry upon society and its relationship to agriculture in general.
  o To provide the agriculture mechanics industry with potential employees that are adequately prepared for employment in occupations that are in need of skilled personnel.
- Floriculture/ OH

This instructional program is designed to prepare students for employment in any agriculture area associated with horticulture, greenhouse operations and management, landscaping, nursery operations, floriculture industry and other related fields. Some goals of the instructional program are:

- To supply the students with the knowledge and skills necessary to acquire entry level positions in occupations associated with floriculture/horticulture.
- To prepare students for further education at post-secondary agricultural institutions.
- To provide the floriculture/horticulture industry with potential employees that are adequately prepared for employment in occupations that are in need of skilled personnel.
D. Program Description of Included Course, SAE, and Leadership Development
Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resource systems. All agriculture classes have hands-on labs as part of the curriculum. Students enrolled in agriculture classes are also members of the FFA and may attend various events at Community Colleges, California State Universities and University of California campuses. Students can compete in Career Development Events, livestock shows and/or leadership training conferences.

**Ag Science I - 6500**

[G] UC/CSU "A-G" Requirement

Year Course • 10 Credits • Grades 9-12
This course includes introduction to FFA, recordkeeping and farm accounting, opportunities in agriculture, basic animal husbandry, fitting and showing of livestock, parliamentary procedure, and plant science. Each student shall have a project plan as a 1st year Ag student. The school farm is available for students who do not have a space at home for animal and crop projects. All students will be members of State and National FFA organizations.

**Ag Science II - 6630**

[G] UC/CSU "A-G" Requirement

Year Course • 10 credits • Grades 10-12
Fulfills life science graduation requirement. Must take I & II for life science credit. Prerequisite: Successful completion of Ag Science I. First semester includes: feeds and feeding; nutrition; proper care of horses, sheep, swine, beef and dairy cattle; livestock diseases; basic veterinary skills are practiced in the prevention and treatment of affected animals; recordkeeping and farm accounting. Second semester includes instruction in plant growth; soil origin, formation and analysis; irrigation; weed control; and methods of producing commercial crops. Landscaping and nursery and some field work may also be included. All students will be members of State and National FFA organizations.

**Agricultural Biology - 6770**

[D] UC/CSU "A-G" Requirement

Year Course • 10 Credits • Grades 10-12
Fulfills life science graduation requirement. This course is a one-year laboratory science course designed for the college-bound student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among biological topics. This course follows the California State Standards for Biology. Students will learn recordkeeping and farm accounting. All students will be members of State and National FFA organizations.
Ag Earth and Environmental Science - 6550
[G] UC/CSU "A-G" Requirement

Year Course • Elective • 10 Credits • Grades 9-12
Fulfills physical science graduation requirement. This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. Classwork consisting of reading, writing, lab reports and group research projects will be assigned. This course is part of a series of courses to prepare students for college level entry into the various disciplines of agricultural science. All students will be members of State and National FFA organizations.

Ag Food Science - 6510

Year Course • 10 Credits • Grades 9-12 • Enrichment fee $30 per year/term
This class will study the science and processing behind food. These areas are all explored through hands-on training in the food lab. The class will do cold preservation, heat preservation, drying and dehydrating. Students will also be required to learn about bacteria in food and food safety. Products that will be made in class are as follows but not limited to; cheese, ice cream, butter, dried fruits, yogurt, sausage, and bread. All students will be members of State and National FFA organizations.

The Art & History of Floriculture - 6740
[F] UC/CSU "A-G" Requirement

Year Course • Grades 10 - 12 • Enrichment fee: $30 per year/term
Fulfills fine arts graduation requirement. This course is designed to develop an interest and awareness in Floriculture and related industries. Class activities will include: corsage and floral design construction, plant identification, principles of design, history, wedding and funeral arrangements, seasonal and holiday arrangements, introduction to greenhouse skills, recordkeeping and farm accounting. The course will contain numerous lab sections on constructing corsages and arrangements used both around the home and commercially. All students will be members of State and National FFA organizations.

The Art & History of Floriculture II - 6750

Year Course • 10 Credits • Grades 10-12 • Enrichment fee: $30 per year/term
Prerequisite: The Art & History of Floriculture. This course is designed for advanced students interested in floral design and related industries. Class activities will include: more emphasis on floral design, plant identification, purchasing and handling fresh flowers and foliage, greenhouse production, harvesting, distribution and shipping of flowers and foliage. The course will contain numerous lab sections on advanced floral arranging, wedding consulting, post harvest of flowers and florist shop management skills, recordkeeping and farm accounting. The class will participate in a field trip to a floriculture industry business. All students will be members of State and National FFA organizations.
Ornamental Horticulture - 6650

Year Course • 10 Credits • Grades 10-12
Enrollment fee: $20 per year/term + project materials
Prerequisite: Ag Science I or Floriculture I or approval of the instructor. This course is designed to develop an interest and awareness in Horticulture and related industries. Class activities will include studying and designing an irrigation system, pruning and training ornamental plants, selection, planting, and care of ornamentals, and landscape design. The course will contain numerous lab sections on propagating leaf cuttings, applications of fertilizers to nursery stock, soil mixing, transplanting plants, maintenance of tools and equipment, plant identification, and designing a landscape plan. Students will learn recordkeeping and farm accounting. All students will be members of State and National FFA organizations.

Computers in Agriculture - 6780

Year Course • 10 Credits • Grades 10-12
This course introduces the student to the basic knowledge of computer systems, software, and programs utilized in the field of agriculture. Course will also include principles, theories, and applications in areas of production practices, marketing, recordkeeping, farm accounting, agriculture related organizations, and cooperatives. Students will use the Microsoft Office program. All students will be members of State and National FFA organizations.

It is advisable to have coveralls and appropriate shop apparel.

Basic Ag Mechanics - 6700

Year Course • 10 Credits • Grades 9-12
Enrollment fee: $25 per year/term + project materials
In this beginning course, the basic skills of ag mechanics will be stressed. Included are operation and safety of hand tools, power tools, hot and cold metal work, sharpening and fitting tools, concrete, plumbing and electrical work, arc and gas welding, recordkeeping, and farm accounting. This class is an introduction to a wide variety of skills which will serve as a foundation for further development of mechanical abilities related to agriculture. All students will be members of State and National FFA organizations.

Ag Wood I - 6765

Year Course • 10 Credits • Grades 9-12
Enrollment fees: $25 per year/term + project materials
Fulfills 5 credits toward third year of math graduation requirement if taken in junior or senior year. Open to students at semester. Introduction to hand tools, FFA leadership, wood identification, basic joints, layout method, bill of material, board feet, costs configuration, purposes of drawing the project, basic power machines, fasteners and glues, preparation of stains and finishes, and safety. Course will also include recordkeeping and farm accounting. All students will be members of the State and National FFA organizations.
Ag Wood II - 6775

Year Course • 10 Credits • Grades 10-12
Enrichment fee: $25 per year/term + project materials
Prerequisite: Completion of Ag Wood I Fulfills 5 credits toward third year of math graduation requirement if taken in junior or senior year. This two-semester course provides students the opportunity to work on advanced projects according to their individual abilities. Topics covered are: machine set-up, wood identification, cutting joints, fastening methods, cabinet doors and drawers. All students are required to pass a safety test with a 100% score. All students will be members of State and National FFA organizations.

Power Ag Mechanics - 6760

Year Course • 10 Credits • Grades 10-12
Enrichment fee: $25 per year/term + project materials
Fulfills physical science graduation requirement. Prerequisite: Basic Ag Mechanics. This course is composed of topics relating to power and energy, recordkeeping, farm accounting, mechanical power, fluid power, electrical power, the use of small engines for power, and basic welding. Emphasis will be directed towards “hands-on” lab activities. All students will be members of State and National FFA organizations.

Ag Welding I - 6610

Year Course • 10 Credits • Grades 10-12
Enrichment fee: $25 per year/term + project materials
Fulfills 5 credits toward third year of math graduation requirement if taken in junior or senior year. Prerequisite: Basic Ag Mechanics. A basic classroom lab course employing skills in welding and shop math. Emphasis will be on safety, hand tools, gas and arc welding, sheet metal, fabrication, machine operations, recordkeeping and farm accounting. All students will be members of State and National FFA organizations.

Ag Welding II - 6620

Year Course • 10 Credits • Grades 11-12
Enrichment fee: $25 per year/term + project materials.
Fulfills 5 credits toward third year math graduation requirement if taken in junior or senior year. Prerequisite: Ag. Welding I. This course is a continuation of Ag Welding I. Advanced projects will be required in all areas. New areas of study include MIG and TIG welding, flame cutting, plasma cutting, machine operation, shop maintenance and blueprint reading. Basic shop drawings for personal projects are required. All students will be members of State and National FFA organizations.
Agricultural Equipment Construction - 6720

Year: Course • 10 Credits • Grades 10-12
Enrichment fee: $25 per year/term + project materials.
Prerequisite: Basic Ag Mechanics or permission of instructor. This construction course is open to students with the necessary skills to pursue advanced work in the construction and/or renovation of farm-related projects. Individual planning and designing of projects as well as actual construction, recordkeeping and farm accounting will be stressed. All students will be members of State and National FFA organizations.

Ag Government - 6560
[A] UC/CSU "A-G" Requirement

Year Course • 5 Credits • Grade 12
Prerequisite: Must have been enrolled in an agriculture class for two years or must be enrolled or concurrently enrolled in four semesters of an agriculture class.
This course fulfills the government graduation requirement. This course includes: the historical development of our government, responsibilities and rights of citizenship, voting, political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. All students will be members of the State and National FFA organizations.

Ag Economics - 6570
[A] UC/CSU "A-G" Requirement

Year Course • 5 Credits • Grade 12
Prerequisite: Must have been enrolled in an agriculture class for two years or must be enrolled or concurrently enrolled in four semesters of an agriculture class.
This course fulfills the economics graduation requirement. This course includes: macroeconomics, microeconomics, agriculture business organizations, agriculture credit, record analysis, and marketing. Students will learn recordkeeping. All students will be members of State and National FFA organizations.
Animal Science - 6580
[G] UC/CSU "A-G" Requirement

Year Course • 10 Credits • grades 11-12
Prerequisite: Ag Earth, Ag Biology or Ag Science I, Ag Science II
This course will provide the student with principles in Animal Science focusing on the
areas of livestock production, anatomy, physiology, reproduction, nutrition, respiration,
and genetics. Frequent opportunities are also given to develop and apply hands on learning
opportunities, through direct applications on the MUSD school farm. Also, there is
an emphasis on developing values, aspirations and attitudes that promote the student’s
understanding of livestock industry. These hands-on science experiences are designed
to enhance the student’s understanding of agriculture, the environment and society.
Students will maintain an FFA Recordbook. All students will be members of State and
National FFA organizations.

Ag Entrepreneurship/Farm Management Skills (see ROP Department)
E. Program and/or Course Matter
Content Outline
Weston Ranch High School
Floriculture 1 and 2
Ms. Koslow
akoslow@musd.net (209) 938-6245

Course Description:
Floriculture I/II
10 Credits
Fulfills art graduation requirements. This Course is designed to develop an interest and awareness in Floriculture and related industries. Class activities include: corsage and floral design construction, plant identification, principles of design, history, wedding and funeral arrangements, seasonal and holiday arrangements, introduction to greenhouse skills, recordkeeping and farm accounting. The course will contain numerous lab sections on construction corsages and arrangements used both around the home and commercially. All students will be members of the State and National FFA organizations.

There is a $32.00 dollar lab associated with this class. Please pay Beverly Vaughn in the office and bring me the receipt. This money allows you to take home the projects that are constructed in the class. If you cannot afford this fee please see me privately and we can discuss it at that time.

You will be compiling a portfolio at the end of each semester that showcases the projects you have completed.

Material:
The following materials will be needed by the second week of school at the latest.
- 3 ring binder, needs to be 2 inches in size
- Binder dividers
- College ruled paper
- Composition notebook
- pencil
- pen- blue/black
- ruler
- color pencils or crayons
- Book cover- (could use a paper bag)
- $32.00 Lab fee

Classroom Behavior, Rules and Expectations:
I expect you to........
- follow all school rules
I hope you enjoy this class, while learning the importance of agriculture and the endless opportunities that are available to you in the field of agriculture.

Course Description:
**Fulfills physical science graduation requirements.** This course will include earth science, chemistry, forces, work, energy, waves, alternative energy sources and nuclear energy as it pertains to agriculture. Students are expected to function in both lab and lecture situations and to work basic equations. Homework consists of reading, writing, lab reports, etc. Ag Earth meets the physical science requirement and is part of a series of courses to prepare the student for college level entry into the various disciplines of agricultural science. In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a part of the FFA. An approved Supervised Agricultural Experience Project or Plan is a requirement for this course. Record Books are maintained based on this project or plan.

Materials:
The following materials will be needed by the second week of school at the latest.
- binder
- 5 dividers
- pencil
- pen- blue/black
- book cover- (could use a paper bag)

Classroom Behavior, Rules and Expectations:
I expect you to........
- follow all school rules
- be in your seat and ready to work when the bell rings
- complete and turn in all assignments
- participate in class activities and discussions
- ask me questions
- behave professionally
- stay in your seat during class unless you have permission to be up
- keep all cell phones, MP3 players, and CD players off and in your bag or out of sight
- keep your hands to yourself in class
- not have food, drinks, or gum while in class
- not wear hats or hoods in class
- not write on desks or other school property
- not yell
- not throw things
- not sit on desks or counters
- not disturb those around you
- not apply make-up or perfume nor brush your hair in class
- have a Supervised Agriculture Experience Project (SAEP) and keep a record book on that/those projects. This is required by the State when you are enrolled in an agriculture class. Since the SAEP and record book is an extension of the class, it will be graded.
- attend at least 2 FFA activities per quarter (4 per semester) and actively participate in the FFA
- TREAT EVERYONE THE WAY YOU WOULD LIKE TO BE TREATED!!
- BE RESPECTFUL OF EACH OTHER
Weston Ranch High School
Agriculture Biology
Ms. Koslow
akoslow@musd.net (209) 938-6245

Course Description:
Agriculture Biology
10 credits
Grade 10-12
Fulfills life science graduation requirement. This course is a one-year laboratory science course designed for the college-bound students with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationship among biological topics. This course follows the California State Standards for Biology. Students will learn recordkeeping and farm accounting. All students will be members of State and National FFA organizations.

Material:
The following materials will be needed by the second week of school at the latest.
• 3 ring binder, needs to be 2 inches in size
• Binder dividers
• College ruled paper
• Composition notebook
• pencil
• pen- blue/black
• ruler
• color pencils or crayons
• Book cover- (could use a paper bag)

Classroom Behavior, Rules and Expectations:
I expect you to.......
• follow all school rules
• be in your seat and ready to work when the bell rings
• complete and turn in all assignments
• participate in class activities and discussions
• ask me questions
• behave professionally
• stay in your seat during class unless you have permission to be up
• keep all cell phones, MP3 players, and CD players off and in your bag or out of sight
• keep your hands to yourself in class
• not have food, drinks, or gum while in class
• not wear hats or hoods in class
• not write on desks or other school property
• not yell
• not throw things
Weston Ranch High School
Animal Science Syllabus
Ms. Koslow
akoslow@musd.net (209) 938-6245

Course Description:
Animal Science
10 credits
Grade 11-12
Meets the UC “g” Admission Requirement
Prerequisite: Algebra and Ag Biology or Biology with a C or better. This course will provide the student with principles in Animal Science focusing on the areas mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Students will learn recordkeeping and farm accounting. All students will be members of State and National FFA organizations.

Material:
The following materials will be needed by the second week of school at the latest.
• 3 ring binder, needs to be 2 inches in size
• Binder dividers
• College ruled paper
• Composition notebook
• pencil
• pen- blue/black
• ruler
• color pencils or crayons
• Book cover- (could use a paper bag)

Classroom Behavior, Rules and Expectations:
I expect you to......
• follow all school rules
• be in your seat and ready to work when the bell rings
• complete and turn in all assignments
• participate in class activities and discussions
• ask me questions
• behave professionally
• stay in your seat during class unless you have permission to be up
• keep all cell phones, MP3 players, and CD players off and in your bag or out of sight
• keep your hands to yourself in class
Course Description: Computers in Agriculture
10 credits
Grade 10-12

This course introduces the student with the basic knowledge of computer systems, software and programs utilized in the field of agriculture. In addition the course offers leadership building activities that specifically relate to the agriculture student organization (FFA). It will include principles, theories, and applications in areas of production practices, marketing, farm records, Ag related organizations, and cooperatives. This course will encompass word processing, spreadsheets, database, programming, macros, commercial farming programs, accounting programs, Internet access, video productions, computerized record books, and graphic design. Leadership development will include an emphasis on accomplishing assigned tasks by using advanced communication skills, interaction with the community, and working with different groups. All students will be members of the FFA.

In addition, students will participate in leadership training activities, public speaking, and have the opportunity to be a part of the FFA. An approved Supervised Agricultural Experience Project or Plan is a requirement for this course. Record Books are maintained based on this project or plan for both semesters.

Materials:
The following materials will be needed by the second week of school at the latest.
- 3 ring binder, needs to be 1.5-2 inches
- Binder dividers
- notebook paper
- pencil
- pen - blue/black
- 1GB flash drive
- Internet consent

Classroom Behavior, Rules and Expectations:
I expect you to........
- Come to class prepared to work
- Have a pencil, pen, and paper
- TREAT EVERYONE THE WAY YOU WOULD LIKE TO BE TREATED!!!
- BE RESPECTFUL OF EACH OTHER AND ME

Tardies and Cuts:
- you are tardy if you are not in the class and in your seat when the bell rings
- you are cutting if you are not in attendance of this class with a legitimate reason

Make-ups and late assignments:
- All tests, quizzes, quests, labs, and other assignments must be completed within one week of the original date on which they were assigned.
  ~ any test not made-up by this time will be considered a “0”
  ~ major exams that are missed will be given on the 1st day of the students return. If you were not aware of the of the exam due to an extended absence, you will be given 2 days to catch up on notes and the exam will be given on the 3rd day.
- Late assignments may be turned in on the Monday after they were due; however, they will receive half credit. An assignment is considered late if it is handed in after, I, the teacher, have collected the assignment.
- There is no make-up allowed for unexcused absences
Small Engines
Course Outline

I. Safety (shop)
   a. Safety Colors
   b. Focal Colors
   c. Protective Clothing
   d. Basic Clothing
   e. Rules and Regulations

II. Engine Operating Principles
    a. Four-Stroke Cycle
    b. Two-Stroke Cycle

III. Measuring and Testing Instruments
     a. Micrometers
     b. Thickness Gauges
     c. Torque Wrenches
     d. Compression Testers
     e. Tachometers

IV. Compression System
    a. Power Conversion
    b. Power Train
       i. Cylinder, crankshaft, connecting rod, piston
       ii. Valve Train
          1. Valve Configurations
          2. Valves, seats, camshaft, valve springs
          3. Valve timing
     c. Components of Engine Power
        i. Bore, stroke, compression ratio, RPM, displacement

V. Comparison of 4-stroke and 2-stroke cycle engines
    a. Slide vs. Poppet valves
    b. Valve configurations
    c. Power strokes
    d. Lubrication
    e. Port designs
    f. Engine teardown and reassembly
Course Description:

Ag Wood covers topics from shop safety, tool and equipment safety, plan reading and drafting, wood identification and project construction. The year will be spent learning to use the different pieces of equipment in the shop to build a variety of wood projects. Completion of the project is critical to obtain a passing grade in the class. Ag Wood is based on a “hands on” approach and your grade will reflect the amount of time and effort put into the projects. **There is a $25.00 materials fee for this class which will allow you to take home the projects that you build.** (You will also be able to enter these projects in the San Joaquin County Fair in June.) **Students are also required to wear safety glasses at all times while in the shop. Coveralls are recommended but are not mandatory.**
COURSE OF STUDY

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Agricultural Welding I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>10th-12th</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Basic Agricultural Mechanics or Equivalent</td>
</tr>
<tr>
<td>Length of Course:</td>
<td>One Year</td>
</tr>
<tr>
<td>Credits</td>
<td>Five Per Semester</td>
</tr>
</tbody>
</table>

1. Course Description: (Fulfills 3rd Year Math Requirement.)
   Ag Welding provides individualized instruction in developing fabrication skills in arc and oxy-acetylene welding along with oxy-acetylene cutting methods. Selection of welding method, welding rod, metals, and equipment are discussed. Students have the opportunity to develop skills in welding metal in the flat, horizontal, and vertical positions. One grading quarter (45 days) is allotted for students to design, construct, and evaluate an agriculture related project of their choice. At this time students develop their creative thought and refine their learned skills. Students will be encouraged to exhibit their projects at the local county fair and the California State Fair. Personal Protective Equipment (Safety Goggles), Lock and an enrichment fee will be required.

2. Instructional Materials

   TEXT AND MATERIALS: Modern Welding, Althouse, Turnquist, Bowditch

3. Course Goals:

   1. To teach design and fabrication skills to make students employable in equipment shops, manufacturing shops, and specialty welding shops.
   2. To teach safety in a way that makes it an integral part of the students' work habits.
   3. To apply skills learned in class to their own project design and construction situations.

4. Course Objectives:

   1. To analyze a cutting list, procure materials, layout and fabricate parts for a project.
   2. To demonstrate quality-welding skills.
   3. To undertake a project, assemble it, and follow it through to the finished product.
   4. To recall the fundamentals of Shielded Metal Arc Welding.
   5. To recall the fundamentals of Oxy-Acetylene Welding.
   6. To recall the fundamentals of Oxy-Acetylene cutting operations.
COURSE OF STUDY

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Agricultural Welding II</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>10th-12th</td>
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<tr>
<td>Prerequisites</td>
<td>Agriculture Welding I</td>
</tr>
<tr>
<td>Length of Course</td>
<td>One Year</td>
</tr>
<tr>
<td>Credits</td>
<td>Five Per Semester</td>
</tr>
</tbody>
</table>

1. **Course Description:** (Fulfills 3rd Year Math Requirement.)
   This course is a continuation of Ag. Welding I. Advanced projects will be required in all areas. New areas of study include MIG and TIG welding, AC/DC out-of-position welding, and Plasma Cutting. One grading quarter (45 days) is allotted for students to design, construct, and evaluate an agriculture related project of their choice. At this time students develop their creative thought and refine their learned skills. Students will be encouraged to exhibit their projects at the local county fair and the California State Fair. **Personal Protective Equipment (Safety Goggles), A Lock and an enrichment fee will be required.**

2. **Instructional Materials**

   TEXT AND MATERIALS: Modern Welding, Althouse, Turnquist, Bowditch

3. **Course Goals:**

   1. To teach design and fabrication skills to make students employable in equipment shops, manufacturing shops, and specialty welding shops.
   2. To teach safety in a way that makes it an integral part of the students’ work habits.
   3. To apply skills learned in class to their own project design and construction situations.

4. **Course Objectives:**

   1. To analyze a cutting list, procure materials, layout and fabricate parts for a project.
   2. To demonstrate quality-welding skills.
   3. To undertake a project, assemble it, and follow it through to the finished product.
   4. To recall the fundamentals of Shielded and Gas Metal Arc Welding.
   5. To recall the fundamentals of Oxy-Acetylene Welding.
   6. To recall the fundamentals of different cutting operations (Plasma Arc, Air Carbon Arc, and Oxy-Acetylene).
COURSE OF STUDY

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Equipment Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>11th-12th</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Agriculture Welding I and Agriculture Welding II</td>
</tr>
<tr>
<td>Length of Course:</td>
<td>One Year</td>
</tr>
<tr>
<td>Credits</td>
<td>Five Per Semester</td>
</tr>
</tbody>
</table>

1. **Course Description:** (Fulfills 3rd Year Math Requirement.)
   This course is a continuation of Ag. Welding II. Advanced projects will be required in all areas. Continuing areas of study include MIG and TIG welding, AC/DC out-of-position welding, Plasma Cutting, and Oxy-Acetylene flame cutting. One Grading Semester (90 days) is allotted for students to design, construct, and evaluate an agriculture related project of their choice. At this time students refine their creative thought and learned skills. Students will be encouraged to exhibit their projects at the local county fair and the California State Fair. **Personal Protective Equipment (Safety Goggles)**, **A Lock** and an **enrichment fee** will be required.

2. **Instructional Materials**

   TEXT AND MATERIALS: Modern Welding, Althouse, Turnquist, Bowditch

3. **Course Goals:**

   1. To teach advanced design and fabrication skills to make students extremely employable in equipment shops, manufacturing shops, and specialty welding shops.
   2. To teach safety in a way that makes it an integral part of the students’ work habits.
   3. To apply skills learned in class to their own project design and construction situations.

4. **Course Objectives:**

   1. To analyze a cutting list, procure materials, layout and fabricate parts for a project.
   2. To demonstrate quality-welding skills.
   3. To undertake a project, assemble it, and follow it through to the finished product.
   4. To recall the fundamentals of Shielded and Gas Metal Arc Welding.
   5. To recall the fundamentals of Oxy-Acetylene Welding.
   6. To recall the fundamentals of Gas Tungsten Arc Welding.
   7. To recall the fundamentals of different cutting operations (Plasma Arc, Air Carbon Arc, and Oxy-Acetylene).
F. Standards for Program Completion

Every student in the Agriculture Education Program at Weston Ranch High School must meet minimum standards for program completion. The program is structured to follow the Basic Core Curriculum, with advanced clusters.

The Agriculture Education Department at Weston Ranch High School offers the following courses:

**Agriculture Science Courses**

- Agriculture Science 1 9th – 12th grade
- Agriculture Earth Science 9th – 12th grade
- Agriculture Science 2 10th – 12th grade
- Agriculture Biology 10th – 12th grade
- Animal Science 10th – 12th grade

**Ornamental Horticulture Course**

- Floriculture I 10th – 12th grade
- Floriculture II 11th – 12th grade

**Agriculture Mechanics Course**

- Introduction to Agriculture Mechanics 9th – 12th grade
- Agriculture Wood I 9th – 12th grade
- Agriculture Welding I 9th – 12th grade
- Power Agriculture 10th – 12th grade
- Agriculture Wood II 10th – 12th grade
- Agriculture Welding II 10th – 12th grade
- Agriculture Equipment Construction 11th – 12th grade

**Elective Courses**

- Agriculture Computers
- Farm ROP

**SAEP Requirements for Completion**

By the end of their first year in the Agriculture program, each student must have either plans for or already be engaged in an SAE program.

In their second through fourth years in Agriculture, students must have at least 300 hours of either ownership or non-ownership project related to agriculture.

**FFA Requirement for Completion**

Each student is required to participate in at least four FFA activities at the chapter level each semester to meet the minimum participation for completion.
G. Description of Facilities and Major Equipment
G. Description of Facilities and Major Equipment

Agriculture Science Classes and Computer Lab

The Ag Science facility consists of two classrooms that hold 34 seats but is able to accommodate 56 people in each room; they have counter and storage space, and a sink. Room 904 is wired for access to the school’s main hub for the internet and also will contain our department’s computer lab.

Office

All shops and room 904 contain an office space. We do not have a common office area so most meetings and files are kept in room 908. Each teacher has a desk and storage facility in their main working area/class.

Agriculture Mechanics Shop

There are three Agriculture Mechanics shops. One shop is dedicated to welding it contains: a metal shear, eight oxy-acetylene and arc welding booths, six MIG welders, a plasma cutter, and plasma cam, storage facilities, and various other tools necessary to run a metal shop. The wood shop consists of: two table saws, two band saws, a jointer, planer, belt, horizontal, and spindle sander, radial arm saw, and other various woodworking tools. The cold metal shop is fairly empty at this time. We use this room to teach the small engines class and sometimes the basic Ag mechanics classes. At the end of last year we plumbed the shop to contain a few oxy-acetylene booths; no further action has been taken on making the booths useful. In addition, each shop has an office area and equipment/supply storage area. Each shop has a ventilation system; however, they are hooked to the schools air/heating system so they power down at five pm each day.

Storage

The main storage for the department and is kept in room 906. In the storage room we have shelves and a refrigerator. In each room there is a filing cabinet and additional cabinet space. The shops also have an area for tools and supplies in them.
H. Five-Year Facility and Equipment Acquisition Schedule
Five Year Acquisition Schedule

2013-2014

➢ Set of Gas Cylinders for shops
➢ Benches for Greenhouse
➢ 15 Auto Darkening Welding Shields
➢ Hydroponics growing system

2014-2015

➢ Replace Welder
➢ Soil Cooker
➢ Ban Saw
➢ Replace 2 computers in AG computer lab

2015-2016

➢ Replace MIG Welder
➢ Replace Department Printer
➢ Replace 2 computers in AG computer lab

2016-2017

➢ Replace Welder
➢ Purchas 3 Cordless Drills
➢ Replace 15 welding jackets

2017-2018

➢ Replace or repair wood shop table saws
➢ Replace Garden Beds
➢ Replace Welder
➢ Replace Dissection Equipment

Revised Martinez 2013
I. Staff Assignments
Staff Assignments

Gregg Bridges
Period 1 – Ag Earth
Period 2 - Prep
Period 3 - Welding I & II
Period 4- Basic Ag Mec
Period 5- Basic Ag Mech
Period 6- Wood I & II

Amanda Martinez- Department Chair and FFA Advisor
Period 1- Ag Computers
Period 2 - Prep
Period 3- Ag Biology
Period 4- Ag Earth
Period 5- Floral I & II
Period 6- Floral I & II
<table>
<thead>
<tr>
<th>Date of Activity</th>
<th>Activity/Event/App.</th>
<th>Mrs. Martinez</th>
<th>Mr. Bridges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JULY</strong></td>
<td></td>
<td></td>
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<tr>
<td>7/2-3/12</td>
<td>FFA Chapter Officer retreat</td>
<td>x</td>
<td>x</td>
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<tr>
<td>7/10/2012</td>
<td>Farm Clean up</td>
<td>x</td>
<td>x</td>
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<tr>
<td>7/11/2012</td>
<td>FFA Booster &amp; Chamber Mixer</td>
<td>x</td>
<td>x</td>
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<td><strong>AUGUST</strong></td>
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<tr>
<td>8/7/2012</td>
<td>Review Year Activities</td>
<td>x</td>
<td>x</td>
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<tr>
<td>8/7/2012</td>
<td>Substitute Request (Year Activities)</td>
<td>x</td>
<td>x</td>
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<td>8/7/2012</td>
<td>Transportation Request (Year Activities)</td>
<td>x</td>
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<td>8/7/2012</td>
<td>Submit Overnight Request to Board (Aug-Jan)</td>
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<td>8/7/2012</td>
<td>Facilities Request (Year Activities)</td>
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<td>8/7/2012</td>
<td>FFA Officer Parent Night</td>
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<td>8/9/2012</td>
<td>Farm Meeting</td>
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<td>8/9/2012</td>
<td>District Advisory Meeting</td>
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<tr>
<td>8/11/2012</td>
<td>Fair Entries due to office</td>
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<tr>
<td>Date</td>
<td>Activity/Event/App.</td>
<td>Mrs. Martinez</td>
<td>Mr. Bridges</td>
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<tr>
<td>8/13/2012</td>
<td>Design Cover (Program of Work)</td>
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<td>8/15/2012</td>
<td>Small Animal Fair Meeting</td>
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<td>8/18/2012</td>
<td>Fair Work Day</td>
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<td>8/20/2012</td>
<td>Farm Clean up</td>
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<td>8/20/2012</td>
<td>Ag Boosters Meeting</td>
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<td>8/23/2012</td>
<td>Chapter Meeting and Greenhand Orination</td>
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<td>8/24/2012</td>
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<th>Mrs. Martinez</th>
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**OCTOBER**

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**NOVEMBER**

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<td>Submit Overnight Request to Board (January-August)</td>
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<td>Holiday Float building</td>
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<td>Submit milage logg for ag truck</td>
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**DECEMBER**

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<td>Ag Insentive Chick List due to Regional Supervisor</td>
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**Date of Activity/Event/App.**

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Weston Ranch High School
Agriculture Department
Staff Responsibilities
2012-2013
<table>
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**Date of Activity/Event/App.**

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## MARCH

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<th>Activity/Event/App.</th>
<th>Mrs. Martinez</th>
<th>Mr. Bridges</th>
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<tr>
<td>4/1/2013</td>
<td>P.O. Motel Rooms (State Judging Finals Cal Poly)</td>
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<td>Mail Registration and Fees (State Judging Finals Cal Poly)</td>
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<td>4/26/2013</td>
<td>Set Times, Questions (Officer Slating Interviews)</td>
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<td>Date</td>
<td>Activity/Event/App.</td>
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<td>4/30/2013</td>
<td>Officer Slating Interviews</td>
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<td>Activity</td>
<td>MAY</td>
<td>Mrs. Martinez</td>
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<td>5/2/2013</td>
<td>Program (FFA Awards Banquet)</td>
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<td>Student Help/Sign-Up Sheets (FFA Awards Banquet)</td>
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<td>5/4/2013</td>
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<td>5/3/2013</td>
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<td>5/6/2013</td>
<td>Banquet Copies Made- placemat, script, program</td>
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<td>5/8/2013</td>
<td>Delta-Cal CATA/FFA Elections</td>
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<td>Decorations (FFA Awards Banquet)</td>
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<td>5/18/2013</td>
<td>MUSD Pre-Show</td>
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<td>5/9/2013</td>
<td>San Joaquin Entry Forms Due</td>
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<td>5/8/2013</td>
<td>Sectional Officer Applications Due (Delta-Cal CATA/FFA Elections)</td>
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<td>Rehearsal-Script (FFA Awards Banquet)</td>
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<th>Mrs. Martinez</th>
<th>Mr. Bridges</th>
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<td>JUNE</td>
<td>Incentive Grant Applications Due- Board</td>
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<td>Executive Committee Retreat Set-up</td>
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<td>Animal Display Boards</td>
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<td>6/11/2013</td>
<td>SJC Fair - Pick-up Junior Exhibits</td>
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<td>6/7/13</td>
<td>Junior Exhibits Delivery (SJC Fair)</td>
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<td>6/8-15/13</td>
<td>San Joaquin County Fair</td>
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<td>Location</td>
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<td>Agenda/Schedule</td>
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<tr>
<td></td>
<td>Food</td>
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<tr>
<td>8/30/2013</td>
<td>Turn in Ag truck Milage logg to district office</td>
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</table>
J. FFA Program of Activities
FFA Chapter

Program of Activities

2012-2013

Weston Ranch High School
4606 McCuen Avenue
Stockton, CA 95206
209-938-6245
NAME ___________________________ DATE ________________

ADDRESS ____________________________

AGRICULTURE TEACHER(S) ____________________________

PERIOD(S) OF AGRICULTURAL CLASS(ES) ____________________________

SAEP SUPERVISOR:
    Ms. Koslow
    Mr. Bridges

Weston Ranch FFA
CHAPTER # 521

WESTON RANCH HIGH SCHOOL
4606 McCuen St.
Stockton, CA 95206
Weston Ranch FFA Chapter #521

The Weston Ranch FFA Chapter received its charter 2002-2003 and was recognized at the 2003 State FFA Conference as an official FFA chapter.

FFA Presidents Since its Beginning in 2003

2003-2004: Comfort Elendu
2004-2005: Mohammad Aktar
2005-2006: George Robertson
2006-2007: Nazira Harooni
2007-2008: Nazira Harooni
2008-2009: Toni Sanchez
2009-2010: Kevin Pakingan
2010-2011: Kevin Pakingan
2011-2012: Monica Castillo
2012-2013: Abel Villa

Weston Ranch Agriculture Instructors Since 2003

MHS transfer Fall 2003-2007
2004-2008
2005-2009
2006-2008
2007-Present
2008-Present

Daniel Vannest
Sabrina Olivas-Henry
Tristyn Silva
Jaime Sanchez
Gregg Bridges
Amanda Koslow
2012-2013 Weston Ranch FFA Chapter Officers

President: Thomas Cornell
Vice President: Abel Villa
Secretary: Bellamaria Madrigal
Treasurer: Jazzmen Blackwell
Reporter: Kiah McClure
Sentinel: Cody Simerley

Weston Ranch FFA Chapter Advisors

Mr. Gregg Bridges
Mrs. Amanda Martinez

Weston Ranch High School Administration

Principal: Jose Fregoso
Assistant Principal: Brad Harrison
Dean of Students: Jonathon Preston

MUSD Board of Trustees

President: Evelyn Moore
Vice President: Don Scholl
Clerk: Rex Holiday
Trustee: Michael Sleeve
Trustee: Manuel Medeiros
Trustee: Wendy King
Trustee: Nancy Teicheira

District Administration

Superintendent: Jason Messer
Dir. Business Serv.: Steve Trantham
Dir. of Personnel Serv.: Don Halseth
Dir. of Secondary Ed.: Clara Schmiedt
What is the FFA?

FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth and career success. Although FFA was created in 1928 as Future Farmers of America, the name was changed in 1988 to the National FFA Organization to represent the growing diversity of agriculture. Today, almost half a million student members are engaged in a wide range of agricultural education activities, leading to over 300 career opportunities in the food, fiber and natural resources industry. Student success remains the primary mission of FFA.

The FFA Mission and Strategies

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

To accomplish this mission, FFA will:

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

FFA Motto:

Doing to Learn,
Learning to do,
Earning to Live,
Living to Serve.

FFA Colors
National Blue
Corn Gold
FFA History

The original inspiration for the FFA organization began after the Smith-Hughes National Vocational Education Act of 1917. It established vocational agriculture education courses that were offered in the high school setting. In 1928 the Future Farmers of America (FFA) organization began and in 1988, the official name of the organization was changed from the Future Farmers of America to the National FFA Organization.

The FFA is structured on the local, state and national level. The local level is known as the Stockton-Weston Ranch FFA Chapter and is led by the agriculture advisors and an officer team comprised of six agriculture students. The state level is known as the California State FFA. It is led by a state advisor and six State FFA officers that are elected into office each April at the State FFA Convention. The National FFA Organization is led by a board of directors and six officers from throughout the nation. Delegates representing the state associations vote on recommendations and policy issues at the National FFA Convention. National FFA staff members carry through the policies and provide programs and services while the national officers represent the members and guide the organization.

FFA Emblem

The emblem represents the history, goals, and future of the organization. The six symbols of the emblem are: the cross section of the ear of corn, the rising sun, the plow, the eagle, the owl, and the words Agriculture Education FFA.
THE FFA CREED

Written by: E.M. Tiffany

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

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

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

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

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

I. The Weston Ranch FFA Chapter will sponsor a leadership training seminar for its newly elected officers.

II. The Weston Ranch FFA Chapter will compete in the opening and closing ceremonies contest.

III. The Weston Ranch FFA will have competitors in the prepared, extemporaneous, or creed speaking contests.

IV. The chapter will field a Jr. Varsity and Varsity parliamentary procedure team.

V. Chapter officers and other selected members will participate in Fall Leadership Conference.

VI. The chapter president, members serving as a sectional or regional officer, and any other members wishing to pay their own expenses will attend the Made for Excellence Conference or Advanced Leadership Academy Conference.

VII. Chapter members will speak to area service clubs on a variety of issues.

VIII. Chapter members will be encouraged as individuals to participate in the school, community, state, and national political process.

IX. The chapter will recognize members at the End of the Year Awards Banquet that have exhibited outstanding leadership qualities throughout the year with the chapter leadership pin.

X. The chapter will give members the opportunity to serve as committee chairpersons throughout the year.

XI. The Ag. Department will continue an Ag Leadership Technology class for the FFA Officers.

XII. Greenhand officers will be elected annually by the Greenhands of the chapter.

XIII. Provided funds are available, the chapter will send the two sophomores placing highest in the points award contest to the Made for Excellence Conference the following year.
Cooperation

I. The chapter will cooperate with the associated student body to conduct a school wide Football Concession Stand.

II. The chapter will cooperate with the Manteca Bulletin and Stockton Record to publicize FFA Week.

III. The chapter will cooperate with the newspaper in publishing articles for various FFA activities.

IV. The chapter will cooperate with the other FFA chapters in holding sectional and regional activities.

V. The chapter will cooperate with the other chapters in participating in project competition.

VI. The chapter will cooperate with the local elementary schools in conducting a local Farm Days to educate the public about agriculture.

VII. The chapter will cooperate with the local 4-H club.

Fundraising

I. The chapter will conduct various fundraising events to be able to have a source of revenue in order to pay for chapter events/activities.
Conduct of Meeting

I. MEETINGS
   a. Hold regular meetings that are well planned for general chapter interest and participation.
   b. Have regular monthly chapter meetings or activities.
   c. Call special meetings when necessary.
   d. Schedule regular executive committee meetings.
   e. Provide refreshments for meetings.
   f. Have frequent committee reports.
   g. Invite parents or other interested persons to the meetings.
   h. Orderly conduct of meetings is the duty of the sentinel.
   i. Properly greet each member or guest at general meeting.

II. SPECIAL MEETINGS
   a. Hold a degree ceremony for the greenhand recipients.
   b. Hold an end of the year awards banquet in the spring.

III. USE OFFICIAL CEREMONIES AT ALL MEETINGS
   a. FFA officers will have their opening and closing part of the official ceremonies memorized.
   b. Officers wear official uniform at all meetings.
   c. All necessary paraphernalia will be used at all meetings.
WESTON RANCH FFA CHAPTER CONSTITUTION

ARTICLE 1 Name
Section A. The name of this organization shall be the "Weston Ranch FFA Chapter."

ARTICLE 2 Purpose
The major purpose of this organization is to improve agriculture in the Weston Ranch area by the following means:

1. To develop competent, aggressive, rural, and agriculture leadership.
2. To create and nurture a love for country life.
3. To strengthen the confidence of young men and women in themselves and their work.
4. To create more interest in the intelligent choice of agriculture occupations.
5. To encourage members in the development of individual agricultural experience programs and establishment in agriculture.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertaking for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To encourage and practice thrift.
10. To participate in cooperative efforts.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

ARTICLE 3 Organization
Section A. The Weston Ranch Chapter of the FFA is a chartered local unit of the California Association of FFA, which is chartered by the National FFA Organization.

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

ARTICLE 4 Emblems
Section A. The emblems of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the national organization of FFA.

ARTICLE 5 Membership
Section A. Membership in this chapter shall be of three kinds:

1. Active
2. Associate
3. Honorary, as defined by the national FFA constitution.
Section B. The regular work of this chapter shall be carried on by the active membership.

Section C. Honorary membership in this chapter shall be limited to Honorary Chapter FFA Degree.

Section D. Active members in good standing may vote on all business brought before the chapter and will be eligible to show at the local county fair if all other requirements are met, an active member shall be considered in good standing when:

1. They attend 6 out of 9 of the local chapter meetings.
2. They show an interest and take part in the affairs of the chapter.
3. They fulfill the duties of an active member by their membership on a standing or temporary committee.

ARTICLE 6 Membership Degrees
Section A. There shall be four degrees of active membership in this chapter. These degrees are:

1. The Greenhand Degree
2. The Chapter FFA Degree
3. The Golden State FFA Degree
4. The American FFA Degree

All Greenhands are entitled to wear the regulation Bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin. All members holding the Golden State Degree are to wear only their degree charm on their jacket. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

ARTICLE 7 Officers and Privileges
Section A. The officers of the chapter shall be as follows:

President, Vice-President, Secretary, Treasurer, Reporter, and Sentinel. There may also be a historian and parliamentarian if the officer team or advisors so desire. The Advisor or Advisors shall be the teacher or teachers of agricultural education in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section B. Officers shall be elected annually by a majority vote of the members present at a regular chapter meeting, at the end of the school year.

Section C. The officers of the chapter, together with the chairmen of the standing committee in charge of the major sections of the annual program of work shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the Weston Ranch chapter in accordance with action taken from time to time.
Section D. Honorary members will not vote nor shall they hold any office in the chapter except that of Advisor.

Section E. Chapter officers must hold the degree of Chapter FFA.

Section F. The duties of Chapter FFA officers are stated in the State FFA Constitution.

Section G. The members have the privilege of wearing a FFA jacket, if caught smoking in it or drinking, the person will have his jacket removed by 2/3 vote of the officers.

ARTICLE 8 Meetings
Section A. Regular chapter meetings will be held once a month during the school year. At such time and place as is designated by the chapter executive committee. Special meetings may be called at any time.

Section B. The members present at a regular chapter meeting shall constitute a quorum and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

ARTICLE 9 Amendments
Section A. Amendments to the Chapter Constitution shall be submitted in writing to the Executive Committee for consideration at least one week before the regular monthly meeting. A two-thirds majority of those present at any meetings is required for adoption.

Section B. Bylaws may be adopted by a majority vote at any meeting with a quorum present.
GENERAL RULES GOVERNING WESTON RANCH FFA MEMBERS
AT CHAPTER ACTIVITIES AND WHILE
WEARING THE OFFICIAL FFA JACKET

I. Procedure

A. Prior to entering an FFA activity governed by the rules or the
acquisition of the official FFA jacket, each FFA member will read a
copy of the rules and sign a statement indicating their intent to
follow the prescribed rules.

B. Each student entering a chapter activity must be accompanied by an
instructor or chaperon, and this person must be with their student
during the night, preventing noise or other disturbances that may
interfere with the welfare of other individuals. Every effort must
be made to maintain orderliness, quiet, and proper conduct at all
times. Any violations will be considered cause for disciplinary
action determined by the Chapter Executive Committee.

C. The activities that the Weston Ranch FFA members will be allowed to
participate in are outlined in the Chapter Program of Activities.

II. General Rules

A. Members are prohibited from tobacco use and drinking alcoholic beverages while
wearing the FFA jacket, officially representing the organization, and taking part in any
official activity.

B. The use of, or possession of firecrackers or other explosives will be
grounds for immediate expulsion from the show or activity.

C. No member is to leave the grounds without the permission of his/her
instructor. No cars are to be used at any time without the approval
of the instructor in charge.

D. Gentlemen and Ladylike conduct is expected at all times. Obscene
language and roughhousing will not be tolerated at any time.

E. Students who are reported to the committee for neglect of stock will
be brought before the committee for appropriate action.

F. Appropriate dress will be required at activities participated in by
FFA. Girls shall be expected to use good judgment in dress and shall wear the recognized
uniform for girls when applicable. Shirts without sleeves, shirts or T-shirts with insignia
other than the FFA or acceptable names are forbidden.

G. Any display of overly affectionate attention between boy and girl
members shall be discouraged by advisors. Persistent abuse of this
rule shall be cause for suspension from the show.
H. It is highly recommended that any items that are valuable or will be a problem to lock-up, or be left at home; such as - large radios, rings, more money than needed for the week, cowboy hats, expensive cowboy boots, etc.

I. Students must attend Pancake Breakfast, students who do not participate on Sunday of the Pancake Breakfast will not show. Prior arrangements can be worked out with Advisor if there is an extreme reason for not attending. This attendance is required because the FFA supports the County Fair financially for its members. This is our number one fund raiser and we expect everyone to help out.

III. Official FFA Jackets

A. The jacket should only be worn by persons who are members in good standing of the chapter.

B. It should always be kept clean and neat at all times.

C. The jacket should have only a large emblem on the back and a small emblem on the front; the name of the State Association and the name of the local chapter on the back; and the name of the individual on the front.

D. It should be worn by officers and members on the official FFA occasions, as well as other occasions where the chapter is represented. It may be worn to school and other appropriate places.

E. The jacket should be worn only to places that are appropriate for members to visit.

F. School letters and insignia of other organizations should not be attached to or worn on the jacket.

G. The jacket should not be worn with garments bearing the insignia of other organizations.

H. When the jacket becomes to faded and worn to wear in public, it should be discarded or the emblems and lettering removed.

I. The emblems and lettering should be removed if the jacket is given or sold to a non-member.

J. When jackets are worn by members they should conduct themselves in a gentlemanly or ladylike fashion.

K. Members are prohibited from tobacco use and drinking alcoholic beverages while wearing the FFA jacket, officially representing the organization and taking part in any official activity.
L. All chapter degree, office, and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and the American FFA Key should be worn above the name or attached to a standard key chain.

M. Violation of the above rules governing the use of the Official FFA Jacket, will warrant the Executive Committee to revoke the member's ownership of the jacket.

IV. Fair Exhibits & Exhibitors

A. You, your animal, and your chapter are on exhibit during the entire show. You will be expected to keep our exhibit area and adjacent aisles clean at all times.

B. Stalls must be cleaned, with old bedding put into the designated areas by 7:00 a.m.,(This may change according to species). Keep the aisles clean at all times--this is a safety and health factor as well as a feature of your exhibit.

C. Each exhibitor is responsible for his or her own animals at all times. If he cannot be present he must have prior approval of his instructor to leave. The person designated to care for the animals must then be present at the fair.

D. Destruction of property, not cooperating with employees of the show or cooperating groups all add up to a bad image--not that of a FFA member; thus, you will be expected to cooperate at all times. Exhibitors will be held responsible for damage to any facilities or equipment.

V. Dormitory

A. Each fair has written dormitory rules as to the time each member is to be checked in. It is the member's responsibility to familiarize himself or herself with these rules and abide by them.

B. You are expected to keep your dormitory area clean of garbage, your bed made, and the bunk area policed.

VI. Disciplinary Action

A. Individuals who have been found to have violated any of these rules will be subject to disciplinary action by the Chapter Executive Committee and the advisors of the chapter.

B. If the violation warrants it, this committee has the authority to immediately bar the individual or individuals involved from any further FFA activities, ownership of official FFA jacket, and membership of the organization.
VII. Members in Good Standing

(The following policy is being implemented to protect the rights and opportunities of FFA students in the Agriculture Education program. Due to some very serious violations by students in the past, our chapter and department found it necessary to outline proper procedure for a member to be in good standing.)

Every member will start out in good standing. Only by their actions will their standing become unsatisfactory. We hope this statement will provide a clear understanding of acceptable conduct, attitude and procedure on the part of members.

VIII. Officer Responsibilities

All officers are to participate in all FFA executive meetings and regular meetings. If an officer misses 2 of those meetings unexcused then they will be removed from office. Also any officer that does not maintain a 2.0 GPA will be asked to leave office.

Officers must participate in the following activities, when they apply, based on time of election into office:

*Summer Officer Retreat
*Opening/Closing Contests
*COLC/Fall Leadership Conference
*FFA Banquets
*Football Concessions

Officers must learn to work together as a team along with the advisors to accomplish the goals of the Program of Activities.
Duties of the
President
Rising Sun

Presides over and conducts Chapter meetings
Represents the chapter in official and public relations functions
Appoints committees
Calls special meetings when necessary
Coordinate chapter functions and evaluate the progress of the program of activities
Presides over awards banquet
Fill out appropriate facilities requests
Assist in coordinating farm days
Assist at all football concessions
Duties of the
Vice President
Plow

Assist the President and assume all duties of the president if necessary
Develop the program of activities with the executive committee
Coordinate all committee work
Presides at meetings in absence of President
Preside over initiation (Greenhand) banquet
Oversee recruitment activities
Assist at all football concessions
Duties of the
Secretary
Ear of corn

Prepare agenda for each chapter meeting and submit to ASB secretary
Prepare and present minutes of chapter meetings at each subsequent meeting
Send out thank you notes
Keeps permanent records of the chapter
Prepare and submit the membership roster to the National FFA with assistance of the Treasurer by October 10th
Read official correspondence and communications at meetings and keep on file
Maintain member attendance and activity records
Assist at all football concessions
Have the following items available at each meeting:
   - Minutes of the previous meeting
   - Official FFA Manual
   - Chapter Constitution and Bylaws
Duties of the Treasurer
Bust of Washington

Receives, records, and deposits FFA funds and issues receipts
Present monthly treasurer’s report at executive meetings
Helps prepare chapter budget
Prepare and submit the membership roster and dues to the National FFA Organization with the assistance of the secretary by October 10th
Act as cashier at all football concessions and Back to School Night
Fill out appropriate forms for all money making activities
   Requisitions
   Deposits
Duties of the
Reporter
American flag

Prepare and publish a monthly newsletter, which will also be sent to Mrs. George
Submit morning announcements
  Awards
  Meetings
  Fundraisers
  Activities
Release news and information to local news media
Prepare and maintain a chapter scrapbook with the assistance of the historian
Submit articles and photos to the *FFA New Horizons* (minimum 2 per year)
Serve as the chapter photographer
Organize and produce the FFA slideshow with the assistance of the Historian
Assist at all football concessions
Duties of the
Sentinel
Clasped hands

Set up meeting room
Attends door and welcomes visitors and guests
Assists the president in maintaining order
Keep the meeting room, chapter equipment, and supplies in proper condition and in the proper place
Keep the meeting room comfortable
Take charge of candidates for degree ceremonies
Assist with refreshment at all meetings
Oversee the sign in sheet at all meetings
Assist at all football concessions
Duties of the Historian

Assist the Reporter in writing news articles
Assist the Reporter in submitting morning announcements
  Awards
  Meetings
  Fundraisers
  Activities
Assist in maintaining the chapter scrapbook
Act as chapter photographer
Research and document chapter history
Prepare displays
Assist in writing and submitting New Horizons articles (at least 2)
Assist the Reporter with the chapter slideshow
Assist at all football concessions
Duties of the Parliamentarian

Be proficient with parliamentary Procedure
Rule on all questions of parliamentary conduct at chapter meetings
Assist the sentinel in maintaining order
Help with refreshments at all chapter meetings
Help the president and vice president with all committees
Assist at all football concessions
Duties of the
Chaplain

Conduct reflections at meetings and Conferences
Assist with refreshments at all chapter meetings
Help the president and vice president with all committees
Maintain the point awards
Assist at all football concessions
Weston Ranch FFA Activities 2012-2013

**August 2012**
7th Parent Orientation for officers
23rd Welcome back Chapter meeting
25th Pre Show @ School Farm
27th Back to School Night

**September 2012**
3rd No School Labor Day
7th Home FB Game vs Tokay
13th MUSD FFA Softball & BBQ
19th FFA Chapter meeting
21st Home FB Game vs Sonora
20th-26th County Fair

**October 2012**
5th Homecoming
6th & 7th Central COLC
3rd Greenhand Conference
12th Home FB Game vs Lathrop
15-19 Break
24th Chapter FFA Meeting
26th Home FB Game vs Kimball
30th Trunk-or-Treat

**November 2012**
2nd Home FB Game vs Sierra
7th Ag Venture
8th O/C contest
15th Greenhand Ceremony 6:30 pm
12th No School Veterans Day
21-23 Thanksgiving Break

**December 2012**
5th Speaking Contest at Linden HS
12th Chapter FFA Meeting
24-7th Winter Break

**January 2013**
9th Back to School
24th Chapter FFA meeting
24th Delta-Cal FFA recordbook scoring

**February 2013**
8th & 11th & 16th No School
15th-16th MFE/ALA Conference
19th Mandatory Turkey Meeting 3pm
19th WR Fair Meeting 6pm
19th-22 National FFA Week
20th Chapter FFA Meeting
23rd Central Region FFA meeting
26th Fair Farm Meeting

**March 2013**
1st State Conference Registration Due
2nd UC Davis Field Day
9th Chico Field Day
16th Merced College Field Day
19th State Degree Banquet-Delta College
20th Chapter FFA meeting
23rd Modesto JC Field Day
26th-29th Spring Break

**April 2013**
4th Planet Party
17th Chapter FFA meeting
19th State Speaking Finals- Fresno
26th Fresno Field Day
21-23rd State FFA Conference- Fresno

**May 2013**
3rd Great Valley Farm Day
4th FFA State judging Finals- San Luis Obispo
8th Delta Cal Sectional FFA meeting and officer elections- 3:30 Lodi

9th End of the Year banquet 6:00pm- Parents and guests are welcomed!
24th Graduation!

*All dates are subjected to change*
K. School and/or Department Policies
STUDENT DISCIPLINE

Grounds for Suspension and Expulsion

Students may be suspended or expelled for acts enumerated herein and related to school activity or school attendance, which occur at any time, including but not limited to, while on school grounds, while going to or coming from school, or during a lunch period whether on or off campus, during or while going to or coming from a school sponsored activity. Ed. Code (48900)(p)

(Education Code 48900, Board Policy 5144), Students may be subject to suspension or expulsion for having committed any of the acts listed below:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any such object of this type, the student had obtained written permission to possess the item from a certificated school employee with the principal or designee’s concurrence.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage, or intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance defined in Health and Safety Code 11053 et seq., alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as controlled substance, alcoholic beverage or intoxicant. This restriction shall not prohibit the student from using or possessing, with approval of the principal (see page 40), his/her own prescription products.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property* or private property.

(g) Stole or attempted to steal school property* or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property* or private property.

(m) Possessed an imitation firearm so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

(r) A pupil may not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including but limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

(s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aide and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(t) As used in this section, "school property* includes, but is not limited to, electronic files and databases.

Unless enrolled in kindergarten or grades 1 through 3, students are also subject to suspension or recommendation for expulsion for any of the acts listed below:

a. Committed sexual harassment as defined in Education Code 48900.2

b. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233(c) (Education Code 48900.3). A pupil shall neither intimidate, oppress, threaten, nor deface property because of another person’s race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

*school property includes electronic files and databases.
c. Intentionally harassed, threatened or intimidated a student or school district personnel to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student or school personnel rights by creating an intimidating or hostile educational environment (Education Code 48900.4)

D. A student may be recommended for expulsion for making a terrorist threat against school officials or property.

Suspension by Teacher (EC 48910) - requires a teacher to ask parent/guardian to attend a parent-teacher conference regarding a suspension of a student from class by that teacher; requires a school administrator to attend the conference upon teacher or parent/guardian request.

Suspension (EC 48911) - Permits principal or designee or superintendent to suspend for specific reasons for no more than five consecutive school days; requires informal conference (unless it is determined that emergency situation exists) and requires parent/guardian to respond without delay; requires reasonable effort to contact parent/guardian and mandates written notice; requires report to Board of Education or superintendent; when expulsion or suspension from continuation school for balance of semester is being considered, allows superintendent or designee, if danger or threat of disruption exists, to extend suspension until Board of Education has rendered decision.

Supervised classroom suspension (EC 48911.1[d]) - requires at the time a pupil is assigned to supervised suspension that a school employee shall notify, in person or by telephone, the pupil's parents or guardian. If the pupil is assigned to supervised suspension for longer than one class period, a school employee shall notify the parent or guardian in writing.

Expulsion (EC 48915)

a) The principal or the superintendent shall recommend the expulsion of a student for any of the following acts committed at school or at a school-related activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

(1) Causing serious physical injury to another person, except in self-defense.

(2) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(3) Unlawful sale or possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) or Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoidiunois ounce of marijuana, (other than concentrated cannabis).

(4) Robbery or extortion;

(5) Assault or battery upon any school employee.

b) The principal or the superintendent shall recommend expulsion of a student that has committed any of the following acts at school or at a school activity off school grounds:

(1) Possess, sell or furnish a firearm.

(2) Brandish a knife at another person.

(3) Unlawfully sell a controlled substance.

(4) Commit or attempt to commit a sexual assault or commit sexual battery.

(5) Possess an explosive.

Expulsion Hearing (EC 48918) - specifies right of student to a hearing to determine whether student should be expelled, permits student to request in writing that the hearing be postponed; requires hearing notice to be sent at least 10 days prior to hearing date and include: (1) date and place of hearing, (2) facts and changes, (3) copy of related district discipline rules, and (4) rights of student or parent/guardian to appear in person, to employ and be represented by counsel, to inspect and obtain copies of all hearing documents, to confront and question all witnesses, to question all evidence presented, and to present oral and documentary evidence, including witnesses; requires non public hearing unless student or parent/guardian requests a public hearing; requires written notice of any decision to expel to be sent to the student or parent/guardian, including the right to appeal such expulsion to the County Board of Education.

Education Code 48918 (f) allows for witnesses' statements to be considered by the Disciplinary Review Board panel as non-hearsay evidence, if the witnesses believe that revealing their identity would endanger or cause them psychological harm.

A Shared Responsibility

Board Philosophy

The Board of Education adheres to the philosophy that a student's behavior should contribute to the maintenance of a suitable school learning environment for all students.

Responsibility of the Student

Students will be properly instructed by their teacher or site administrators on the rules and regulations of acceptable conduct; students shall then be responsible for understanding and complying with the standards. A student must:

1. Apply him/herself to the studies that are required:
   - Complete homework and assignments promptly.
   - Attend classes regularly and punctually.
   - Discuss progress with teachers or counselors.
   - Know and obey the school rules.

2. Show respect for school personnel and for other students:
   - Respect the personal and property rights of others.
   - Speak courteously at all times.
   - Cooperate with faculty and student leaders.
   - Assume responsibility for the care of school property.

3. Obey school rules and regulations:
   - Maintain proper conduct on the way to and from school.
   - Adhere to the school's standards of classroom and social behavior.
   - Maintain appropriate school dress, personal cleanliness, and safety habits.
Responsibility of the Parent

Parents will cooperate with school authorities regarding the behavior of their children and hold their children accountable for maintaining District and school standards of student conduct. Parents will:

1. Hold frequent discussions with their children regarding:
   - Responsibilities listed under “Responsibilities of students.”
   - Report cards and achievement.
   - The importance of a good education and of the work being done in school.
   - Daily work and assignments.
   - Need to maintain high standards of behavior.
   - Acceptance of responsibility for their actions.

2. Communicate with school by participating in conferences with teachers or counselors on the academic and behavioral issues of their children.

3. Provide supportive action:
   - Assuring the regular and punctual attendance of their children.
   - Making sure that children have enough sleep, adequate breakfast, and appropriate clothing before coming to school.
   - Maintaining consistent and adequate control over their children.
   - Helping to plan time and space for completing homework and other assignments.
   - Confirming appropriate absences through direct contact or written notes within five days.

Responsibility of the Teacher

Teachers will be responsible for the instruction of students on rules and regulations of proper conduct, as well as being responsible for proper and adequate supervision of students. In meeting the educational needs of the students, the teacher is responsible for:

- Conducting a well-planned and effective classroom program.
- Initiating and enforcing a set of classroom regulations commensurate with school and District policies.
- Taking appropriate steps in handling discipline problems for which he/she is directly responsible.

The classroom teacher, under California law, is given the authority to act in the place of the parent during the time the student is under the teacher’s direction. To ensure suitable control, teachers will take appropriate disciplinary action as authorized by the education code and school procedures.

Responsibility of the Administration

The administration will implement necessary procedures, rules, and regulations relating to the standards of student behavior. The administration is also responsible for providing leadership which will establish, encourage, and promote good teaching and effective learning. It is the responsibility of the school administration to:

- Establish, publish, and enforce school rules that facilitate effective learning and promote attitudes and habits of good citizenship among students.
- Support the entire school staff in carrying out adopted policies and regulations by removing from the classroom or school those students who interfere with an orderly instructional program.
- Hold students accountable for their conduct in school, at school activities, and on their way to and from school.
- Communicate with students and parents in a timely manner regarding behavior problems and proposed solutions.
- Enlist assistance of the District staff in matters concerning serious instructional, behavioral, emotional, health, or attendance problems.
- Refer students with behavioral and attendance problems to the Disciplinary Review Board.

Whenever a student’s behavior prevents others from learning or endangering the well-being of self or others, appropriate disciplinary action will be taken.

The administrator, under California law, is given the authority to act in the place of the parent during the time the student is under the teacher’s direction. To ensure suitable control, administrators will take appropriate disciplinary action as authorized by education code and school procedures.

Disciplinary Action for Less Serious Offenses

Disciplinary action for less serious offenses may include:
- Saturday School, Detention, and/or Teacher Suspension. These rules apply during times related to school activities on or off campus, during lunch, on the way to and from school activities, or during school-related activities.

Prohibited Activities & Items

Student Violence and Reporting Requirements

School safety is of paramount concern as is the welfare of our students and staff. To assure that our schools are safe, we must all work together to immediately notify the school of potential security risks. The District will not tolerate student threats, acts of violence, hate crimes, or the starting or spreading of rumors alleging pending violence. Please work with your child(ren) to report any rumor directly to the office during school time. After school and on weekends, a call to Crime Stoppers at 823-4636 will assist us in keeping our community and schools safe. Please inform us:

- when a person is acting in a suspicious manner in or around the school;
- when you know, suspect, or have heard that an individual has a weapon or dangerous object at school;
- when you know, suspect, or have heard of any violent or potentially violent incidents, threats, threats of violence, or other disturbance, and
- when you believe the school is otherwise not secure or safe,
The school will investigate and discipline students who breach this policy, up to and including suspension and/or expulsion. A student’s failure to report the possibility of risk will be viewed as defiance of the school’s valid authority under Education Code 48900(k) and will result in discipline against the student who failed to report, including but not limited to, suspension, expulsion, and/or police referral as a possible accomplice. By working together we can keep our campuses safe for our students and staff.

STUDENT DRESS

The Governing Board of the Manteca Unified School District believes that it is a responsibility of the schools and parents to develop socially responsible standards of dress and personal grooming. The Board further directs that the schools maintain standards of dress and grooming that support a positive and safe learning environment. Accordingly, the Board of Education requires that the student’s clothing shall not: (Board Policy 5132):

- create a safety hazard for the student or others;
- be disruptive of school operations and the educational process in general;
- be offensive or unusually distracting to others;
- convey profane, offensive language, or illustrations;
- be contrary to the law;
- advertise alcoholic beverages, tobacco products, or controlled substance, or
- include any apparel, jewelry, accessory, notebook or manner of grooming which by virtue of its color, arrangement, trademark, or any other attribute suggests gang membership (caps, rags, sagging pants, or clothing with gang lettering and messages).

Examples of Unacceptable Clothing or Attire

- Short shorts or skirts which are above mid-thigh length.
- Tank tops or crop tops, tube tops, halter tops, open sided shirts, net or see-through shirts, attire exposing too much cleavage, or midriff, or exposing underwear.
- Sagging pants.
- Clothing or buttons with profane, racial, or other disruptive words or graphics that promote hate or illegal items for others.
- Jewelry which could cause harm to the student or others.
- Red and blue shoelaces.
- Headbands or belt buckles with punched out letters.
- Hats that are not approved by the school site.
- Blue or red belts
- More than one blue or red article of clothing (excluding jeans).

Any student whose dress is in violation of the District dress code will be referred to the administration. Parents will be contacted in order to assist in correcting the problem.

SECTION 504 OF THE REHABILITATION ACT OF 1993

It is the intent of the District to provide a free appropriate education to every student. This goal is achieved through the provision of services designed to meet the educational needs of students identified as having a disability as adequately as those of non-disabled students.

Section 504 policies and procedures can be obtained from the Assistant Superintendent of Educational Services (825-3200, ext. 761); who acts as the District 504 coordinator, or from the vice principal who is the school site 504 coordinator.

Parents/guardians can request a 504 team meeting examine relevant records, or request an impartial hearing by contacting the vice principal at the school site.

NO CHILD LEFT BEHIND ACT OF 2001—

PARENT RESOURCES

A parental information and resource center was established in California to provide training, information and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under Title I, Part A. The following resource centers have been established, and parents are encouraged to contact them for information and assistance.

Salinas Parent Empowerment Project
1441 Del Monte Avenue
Salinas, California 93905
Phone: (831) 753-5748
Fax: (831) 753-5273
E-mail: healthy.start@alials.org

American Indian Parental Assistance Program (Project AIPAP) P.O. Box 1470
Valley Centre, California 92082
Phone: (760) 751-7676
Fax: (760) 751-7678
Email: lorosco@sctdnet.net
Website: http://www.scta.net

California PARENT Center
6310 Alvarado Court
San Diego, CA 92120
Phone: (619) 594-4756
Fax: (619) 284-6756
Website: http://parent.sdsu.edu

SEXUAL HARASSMENT (Education Code 48900.2)

It is the policy of the Manteca Unified School District to prohibit sexual harassment. It is the intent of our District to maintain an academic environment that protects individual dignity and promotes the mutual respect of all people.

Sexual harassment is technically defined as what an average person of the same gender would view as offensive in any of the following circumstances:

- Any unwanted or unwelcome sexual advance or proposition;
- Any request for a sexual favor;
- Any verbal, physical or visual conduct which is sexually-oriented, offensive, or which creates an intimidating, hostile environment;
- Any sexual slur, threat, derogatory comment or sexually degrading description;
- Any sexual joke, story, drawing, object, picture, gesture;
- Any touching of a person's body or clothes in a sexual way;
- Any purposeful cornering or blocking normal movements;
- Any limiting of a student's access to educational tools; and
- Any spreading of sexual rumors.

Whenever a student feels that any of these kinds of behavior has occurred, he/she should immediately notify any school staff member of the problem or incident so that it can be investigated as soon as possible. Specific reporting procedures are as follows:

- Immediately report your concern or complaint in writing or verbally;
- An investigation will be conducted within two days of receiving the report or complaints;
- The complaint will be investigated in a way that respects the privacy of all parties concerned to the extent permitted by law; and wherever practical and appropriate for the circumstances;
- The person investigating the complaint will communicate his/her findings to all concerned;
- At the conclusion of the investigation, the investigator will report findings to the Assistant Superintendent of Educational Services within a week, or however soon it is possible thereafter; and
- Reports of harassment complaints will be kept by the school and the District in a file separate from student files.

It is important to note the following:

- Any student who engages in the sexual harassment of anyone at school or at a school-related activity shall be subject to disciplinary action up to and including expulsion.
- Any student who engages in false accusations of sexual harassment of anyone at school or at a school-related activity shall be subject to disciplinary action up to and including expulsion.
- The District prohibits retaliatory behavior against any person filing a complaint or any participant in the complaint process.

All parties involved in the investigation of a harassment complaint shall keep information confidential and not discuss the matter outside the investigation process.

More information regarding sexual harassment is available from the school office.

In resolving the situation, no negative consequences will be imposed upon the victim.

**DRUG FREE/GANG FREE**

To ensure that ALL students have the right to attend a school that is safe and secure, Manteca Unified School District is a Drug Free/Gang Free District Zone. Manteca Unified School District maintains a strict policy that prohibits, drug sales, use, or possession.

No gang-related behavior will be tolerated on or about the school within 1,000 feet of any campus. Students who identify themselves as gang members through dress, colors, signing, or other gang-related behavior will be referred to the District Disciplinary Review Board for disciplinary action.

Based on the juvenile Drug Free Zone Act of 1990, and Manteca Municipal Code Chapter 9.32, Manteca Unified campuses have been designated a Drug Free/Gang Free Zone. Students and parents are advised that illegal substance possession or use on a campus or within 1,000 feet of a campus will result in disciplinary action as called for by Manteca Unified School District and enhanced criminal penalties as specified in the Juvenile Drug Free Zone Act of 1990.

Non-students who loiter on or about a school campus, who exhibit gang symbolism or behavior will be arrested and charged with violation of the Manteca Municipal Code and/or vagrancy, a violation of the California State Penal Code depending on the circumstances.

**CHARACTER COUNTS!**

All schools promote the six pillars of character identified by the Character Counts! Coalition. The six pillars are trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Please join our staff in helping students understand and exemplify these character traits. See your teacher or administrator for more information.

**DETECTION DOGS**

To assure that alcohol, drugs and other items that pose a danger to students are not brought onto the school campus, unscheduled checks will be made during the year using specially trained dogs.

These friendly, non-aggressive dogs are trained to check lockers, vehicles, and school grounds for alcohol, drugs and gun powder. They do not check students.

The ultimate goal of this program is to assist in providing a safe learning environment and campus that is free from contraband.

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**Tobacco Free Policy**

The Board of Education prohibits the use of tobacco products at all times on District property and in District vehicles. This prohibition applies to all employees, students, visitors and other persons at any school, school-sponsored activity, athletic event and applies to any meeting on any property owned, leased, or rented by or from the District.

Community members who smoke on District property shall be informed of the District's tobacco-free policy and be asked to refrain from smoking. If the person fails to comply with this request, the following actions may take place:

1. The matter may be referred to the superintendent or designee responsible for the area or the event;
2. The superintendent or designee may direct him/her to leave school property;
3. If necessary, the superintendent or designee may request local law enforcement assistance in removing the person from school premises; and
4. When individuals repeatedly violate the tobacco-free schools policy, the superintendent or designee may prohibit them from entering District property for a specific period of time.
Elementary Student Academic Expectations

Promotion/Retention

Students in grades 1-8 are expected to meet course requirements and pass all proficiency tests. Those students in 4-8 grades who do not meet these requirements may have an opportunity to make up deficits during summer school or intersession. Parents will be informed as soon as possible if a student is at risk of failing to meet proficiency standards. The teacher determines and recommends whether a student is to be retained or promoted.

Students in grades 1-8 who fail to meet grade level standards shall be retained unless the student’s regular classroom teacher specifies in writing that retention is not an appropriate intervention. This written documentation shall specify: (a) the reasons that retention is not appropriate; and (b) recommendations for available school site interventions other than retention (i.e. tutorial programs, supplementary assistance programs, support in specific academic areas, referrals to Student Success Team, or other school assistance programs). During the first reporting period or when it becomes evident to the teacher that the student is in danger of not achieving the District’s requirements for promotion, the teacher shall request a parent conference or will send the parent a written report stating the recommended intervention plan for the student. The refusal of the parent or guardian to attend the conference or to respond to a written report shall not preclude retaining or promoting the student.

Homework/Make-up Work and Home Instruction

Homework is an integral part of the student’s grade. The intent of homework is to develop student self-discipline, efficient study habits, and critical thinking skills. Homework helps develop responsibility in students and gives parents an opportunity to be involved with their child’s education. Parents are encouraged to look over their child’s homework for neatness, completeness, following of directions, and understanding of the assignment. The following daily time recommendations (i.e. total homework given for all subjects) by grade level are made:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>K—1</td>
<td>20—30 minutes</td>
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<tr>
<td>2—3</td>
<td>30—45 minutes</td>
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<tr>
<td>4—6</td>
<td>45—60 minutes</td>
</tr>
<tr>
<td>7—8</td>
<td>60—90 minutes</td>
</tr>
<tr>
<td>9—12</td>
<td>90—180 minutes</td>
</tr>
</tbody>
</table>

It is the responsibility of the student to request and complete school work missed because of absences. Parents may request homework whenever the student is absent from school for several days. Parents are asked to give the school 24 hours notice to enable the teacher(s) sufficient time to assemble any make-up work. If a student will be absent from school due to injury or illness for more than two weeks, parents may request home instruction for the student. Students will be given an appropriate amount of time to make-up homework determined by the teacher and/or school practice. An application must be completed with a written recommendation for home instruction signed by a physician.

Grading Policy for Grades 4—8

Grades: Grades are assigned in two parts. A progress grade (i.e. A to F) is assigned for the quality of school work completed. An effort grade (i.e. E, S, and U) is assigned to indicate the degree to which the student applies himself/herself in completing work.

For an “A” grade, the student’s current skill development indicates he/she should be able to substantially exceed the competency standard established for the grade level (language, math, and reading). The student demonstrates exceptional performance in achieving curriculum objectives in the textbook(s) and related materials established for the subject and grade. The student also completed daily in-class and homework assignments at an exceptional level of quality.

For a “B” grade, the student’s current skill development indicates he/she should be able to meet the standards established for the grade level. The student demonstrates an outstanding performance in achieving curriculum objectives in the textbook(s) and related materials established for the subject and grade. The student also completes daily in-class and homework assignments at a level substantially above average.

For a “C” grade, the student’s current skill development indicates he/she should be able to meet the standards established for the grade level. The student performs satisfactory in achieving the curriculum objectives in the textbook(s) and related materials established for the subject and grade. The student also completes daily in-class and homework assignments at a satisfactory level.

For a “D” grade, the student’s current skill development indicates he/she is having difficulty in meeting the standards established for his/her grade level. The student’s performance is very limited in achieving curriculum objectives in the textbook(s) and related materials established for the subject and grade. The student also undertakes a majority of daily in-class and homework assignments with limited success. Work which the student does complete is usually unsatisfactory.

For an “F” grade, the student’s current skill development indicates he/she is NOT meeting standards established for his/her grade level. The student fails to achieve curriculum objectives in the textbook(s) and related materials established for the subject and grade. The student also seldom undertakes daily in-class and homework assignments. Work which the student does complete is usually unsatisfactory.
Citizenship

Citizenship grades (E, S, and U) are also assigned to indicate the level of proper conduct by the student and attitude toward school work. Students will receive a quarterly trimester citizenship grade of “excellent,” “satisfactory,” or “unsatisfactory.” Citizenship grades may be based upon, but not limited to, the following criteria:

- attending class regularly and on time;
- arriving to class prepared to work;
- habitually inappropriate behavior will result in an unsatisfactory citizenship grade, and respecting students, teachers, and other school personnel;
- completing class assignments and homework;
- observing safety rules. Intentional destruction/theft/misuse of school property shall result in unsatisfactory citizenship grades.

Eighth Grade Promotion

Graduation requires satisfactory academic proficiency, grades, attendance, and citizenship. Students must demonstrate a minimum level of proficiency in written language, reading, and math. Students should not wait until the end of the school year to begin to work hard on their proficiency. Students must earn a “D” grade or better in each subject for each trimester to graduate. For each “F” grade, students must successfully complete thirty (30) hours of remediation instruction. Those eighth grade students with poor attendance or citizenship problems may be withheld from all graduation activities. Eighth grade students who fail to meet requirements may not participate in graduation or any graduation activities, including the graduation trip. Administrative Regulation No. 5127 covers graduation requirements in detail.

Honor Roll, Grades 4-8, in Academic Subjects

Students who have earned a 3.0 GPA will be listed on the School Honor Roll. Honor roll lists will also be submitted to the newspaper. Students in grades 4-8 who earn a 3.5 cumulative GPA will be listed as receiving High Honors and may receive additional recognition or rewards at their school.

Student Study Team (SST)

The SST brings parents, teachers, administration, and support personnel together in a supportive and problem-solving atmosphere to support student having difficulties at school. Students may be referred by a parent/guardian, teacher, or community agency to the school SST for a team approach to problem solving strategies for the student’s individual needs. If you have any questions regarding this process, please contact your child’s teacher or the school administration.

TESTS AND EXAMS

Proficiency Testing

State law requires that all students demonstrate basic skills in reading, writing, and math prior to graduation from any California high school. Students not passing the initial test are given opportunities for retesting.

California Achievement Test, Sixth Edition (STAR)

Students in our District will participate again this spring in the California Standardized Testing and Reporting (STAR) Program. The STAR Program is an important part of the California assessment system for students in grades 2-11, was initially authorized by state law (Senate Bill 376) in 1997. In 2004, the STAR Program was reauthorized until 2011.

The purpose of the STAR Program is to measure how well students are learning the knowledge and skills identified in the California academic standards. The academic standards describe what students at each grade level should know and be able to do in English-language arts, mathematics, history-social science, and science.

California Standards Tests

The second part of the STAR Testing is the California Standards Test. The California Standards Tests in English language arts, mathematics, science and history-social science are comprised of items that were developed specifically to assess students’ performance on California’s content standards. The State Board of Education adopted the content standards that specify what all California children are expected to know and be able to do. The content standards are grade and course specific.
Intervention Programs

Manteca Unified School District provides intensive instructional programs for students who are not meeting grade level expectations. Intervention programs are designed to improve student performance in the regular classroom and to enhance learning and personal success in the school environment.

Intersession is a two-week language arts and math program for students in grades 2-6 attending year-round schools. Year Round Education (YRE) students may have the opportunity to attend intersession three times during the school year. Students in grades 7-8 may earn missing credits by attending F-remediation classes in language arts, math, social studies, and science during Intersession.

A six-week summer school program offers similar instruction and opportunities for students attending traditional schedule schools.

Students in grades 7-8 also may earn missing credits by attending Saturday school and additional programs offered at school sites.

Gifted and Talented Education (GATE)

Each school in the Manteca Unified School District has a California Department of Education approved program for gifted and talented pupils currently enrolled in grades 3-12 (pending state funding). In order to qualify for this program, a pupil must be screened and meet the GATE Program criteria for placement. Typically, a GATE student tests within the top 2% on standardized tests. If you have any questions regarding test scores, you may contact your child’s teacher.

Every parent has the opportunity to refer his/her child for screening. Screening for placement is a very thorough process that includes testing of intelligence and achievement, as well as teacher, parent, counselor, and administrator input. Should a parent want his/her child screened for placement in the GATE Program, he/she will need to call the child’s school to discuss the qualifying procedures with the child’s teacher and submit the request to the school’s GATE Coordinator prior to the end of the third week of school.

Indian Education

Manteca Unified School District received an Indian Education grant through the U.S. Department of Education, and the funds are being used to provide programs above and beyond the regular academic school services for Manteca Unified School District students of Native American heritage. In order to participate in the Indian Education program, a Native American/Alaskan Indian student must complete a Student Eligibility Certification (506) form. This form is available in the school office, and is also included in this handbook on page 56.

Extra Curricular Activities

Students are encouraged to participate in a variety of extra-curricular activities including academic pentathlon, athletics, student council, and dances. Students are responsible for all missed assignments and make-up work due to participation in extra curricular activities.

Students are ineligible to participate for any of the following reasons:

- Having earned less than a 2.0 or “C” grade point average during the preceding grading period with more than one “F” grade (ineligible for the following grading period).
- Receiving more than two “U’s” during a reporting period from two or more teachers shall be ineligible for the following grading period.
- Receiving a five-day suspension or who are absent without the knowledge of their parents shall be immediately ineligible for the balance of the grading period.
- Receiving a second suspension or second unexcused absence shall be immediately ineligible for the rest of the trimester.
- Receiving a third suspension or third unexcused absence shall be immediately ineligible of the remainder of the school year.

Student Insurance

The California Education Code requires that every student have $1,500 accidental medical insurance in order to participate in athletics (Education Code Sections 32220-24 and 35330-31) (Board Policy 5143). The high schools have separate insurance enrollment forms for interscholastic tackle football. You may also call Health Services to enroll in low or no cost insurance plans, (209) 825-3200, Ext. 782.

PARENT ATTENDANCE

Unless otherwise directed by the staff in charge, students must sit with and be supervised by their parent or guardian at ALL evening and/or off campus events.

This includes: choir concert, band concert, talent show, basketball games, and graduation ceremonies.
Manteca Unified School District
Procedures for Administering and Utilizing School Farm

Entrance to the School Farm
• Enter by front gate only.

Hours of School Farm Operation
• The gate will be open as follows:
  
  + School Months
    Monday thru Friday  7 a.m. to 4 p.m.
    After 4 p.m. gate will be locked.
    Students may use pedestrian passage gate to enter but must leave by 8 p.m.

  + Saturday, Sunday and School Holidays
    Gate will be locked. Walk in only.
    Students may use pedestrian passage gate to enter but must leave by 8 p.m.
    Front gate will be opened from 8 a.m. to 8 p.m.

  + Spring Break and Summer Months
    Monday thru Friday  6 a.m. to 2:30 p.m.
    After 2:30 p.m. gate will be locked.
    Students may use pedestrian passage gate to enter but must leave by 8 p.m.

• Students must be off the school farm by 8 p.m. unless accompanied by an instructor.
• Students are encouraged not to enter farm after dark, alone.
• Crops – 8 a.m. to 7 p.m. Monday through Saturday (for all work except power equipment). Other times only by arrangement with Ag staff.
• Use of power equipment only with supervision of the Ag staff. Hours to be arranged.

Use of Equipment
• No district equipment will be loaned for personal use.
• Electronic scales are to be used with supervision of the Ag staff with prior arrangements only.
• In order to operate district power equipment, a student must (1) pass safety test supervised by Ag staff and (2) hold a valid Tractor Operation Certificate. Hazardous operation will result in the permit being revoked.
• Hand tools must be checked out from and returned to a staff member and must be returned in satisfactory condition. Cost for abused equipment will be charged to the student.

MAINTENANCE OF SCHOOL FARM

Barn Facility Use
• All animal projects at the school farm must be under contract with the Ag department.
• All trash must be kept in proper receptacle. Aisle ways must be kept clean at all times.
Pasture and Pen Usage
- Fences must be maintained.
- Panels and gates must be maintained.
- No structures will be placed or built without permission.
- Prior approval of any species to be housed at school farm.
- No stock brought to school farm prior to approval of Ag instructor.
- Teachers assign pens for animals were they will remain for the entire project. Contact school farm foreman or ROP Farm Skills instructor for space availability.
- Animals must have proper vaccinations with dated paperwork when shots were given.
- Disease control, outside breed subject to a 30 days quarantine.

Use of Equipment Storage Area
- All machinery will be returned to designated storage areas.
- The machine shed will be off limits unless used under supervision.
- Machinery will be returned in proper condition.

Crops Area
- Land must be maintained at all times through use of approved cultural practices.

Irrigation
- Students shall not irrigate without supervision.
- All irrigation facilities are to be maintained.
- Student shall maintain control of their irrigation water.

Conduct of Students
- The school farm is an integral part of the Manteca Unified School District and all regulations and District policies will be enforced.
- No hunting allowed.

Moving of Stock
- Stock will not be moved to or from the farm without the permission from the staff member in charge of livestock. Under specific circumstances, a supervisor will be required.

Sales
- Stock will not be sold without the approval of the Ag staff. (For the protection of the project owners.)
- The staff member in charge must approve the sale or contract of any crops.
- Students will not receive checks until final accounting and their thank you note to the buyer has been mailed.

Purchasing
- Livestock
  - No purchasing of stock for school farm projects without prior consent from Ag staff and approval of person in charge of farm livestock.

TW
12/2003
Manteca Unified School District

LARGE LIVESTOCK PROJECT AGREEMENT

Name: __________________________ Phone #: ______________________

(Name of Student)

Type of Project: ____________________ Project Advisor: ______________________

School: ____________________________

I. GENERAL TERMS

A. Pen rent will be $3.00 for pigs, sheep and goats and $5.00 for beef & dairy cattle per month. Pen rent that includes the cost of hay will be $20.00 for beef and $40.00 for dairy cattle per month or portion thereof, payable the first of the month to MUSD Farm and collected by your advisor. At end of any sale, students are responsible for repaying any outstanding expenses or a fine card will be issued.

B. This agreement shall begin on the _______ day of _______ 20____, until such time as the student terminates the project either by sale or voluntary removal from the premises or if the tenant is notified to vacate the project farm because of violation of the agreement rules. Notification of voluntary removal of the student’s livestock from the farm must be made to the agriculture instructor and to the school farm manager prior to removal. No animals are to be brought on to the farm or removed from the farm without the approval of your agriculture instructor.

C. The Manteca Unified School District Project Farm is located on school property; therefore, all school rules apply.

D. Any malicious tampering with livestock, feed, facilities, equipment, or crops will be cause for immediate disciplinary action and removal of any student animals from the farm.

E. Failure to follow these rules will result in loss of farm privileges and cancellation of this agreement. All animals must be removed within 10 days of written notice of contract cancellation.

Revised: 12/2011
Purchasing (continued)

- Crops
  - No seed or any crop may be purchased for use on the school farm without prior consent of the Ag staff member in charge.
  - No fertilizer, herbicides, insecticides, etc. may be purchased for the school farm use without prior consent of the Ag staff in charge.

Slaughtering

- Slaughtering is prohibited and is no longer allowed at the school farm.

Projects Identification

- The projects must be identified in approved manner and kept in designated areas.

F.F.A. and District Stock

- This stock is to be kept at the school farm in accordance with contract provided.

Applications for Student Projects on the Farm

- Applications will be based on an early or seasonal schedule.
- Space allotted will be considered in accordance with number of applications and students records.
- Applications for graduating seniors will not be accepted after September 1st of the year following their graduation.

Contracts

- Contracts will be necessary for all projects on the school farm.
- Contracts must be adhered to at all times.
- A contract will be declared void if a student withdraws from the program.
II. **RESPONSIBILITIES OF THE DISTRICT FARM**
   A. All permanent facilities shall be maintained by the farm.

   B. The school farm shall assume responsibility of maintaining and repairing the buildings and equipment belonging to the farm.

   C. There will be no charge for use of equipment so long as there is no misuse. All tools are to be returned to proper locations.

   D. The school district and the school farm are not responsible for the loss of animals, feed, or personal equipment of the student.

   E. The school farm will provide for the disposal of manure from the manure bin. All straw and sawdust MUST be transported to this location.

   F. Any personal equipment or personal construction involving the school farm must receive the permission of the agriculture instructor committee.

III. **RESPONSIBILITIES OF THE STUDENT**
   A. Students using said facility will be responsible for its general cleanliness, while they are using the equipment and buildings. Each pen shall be kept clean. This includes the outside area of the pen as well as the inside area. It is of prime importance that each and every pen appears as neat and clean as possible at all times. The pens are to be left for the next occupants in the same as or better condition than they were received for the next occupant.

   B. Upon removal of animal, a one week grace period will be given to clean said pen. After this date, a $5.00 cleaning fee will result and loss of future pen use may result.

   C. Feed and feeding, is the responsibility of EACH student, in the pen.

   D. The animals must be fed, cared for, and kept as clean as possible on a daily basis.

   E. Any equipment or part of the facility that is damaged due to negligence on the part of the student will be replaced by the student, at his/her expense.

Revised: 12/2011
Manteca Unified School District

LARGE LIVESTOCK PROJECT AGREEMENT

STUDENT NAME_________________________________ SCHOOL_____________________

SPECIES_______________________________________

BREED________________________________________

# OF ANIMALS___________________________________

RENT/ANIMAL___________________________________

($3.00 / swine, sheep, goat - $5.00 / beef or dairy cattle)

RENT/HAY_______________________________________

($20.00 beef / $40.00 dairy cattle / $7.00 sheep & goats)

Total amount due, in advance $__________________________

I have read the Manteca Unified School District School Farm policy and agree to follow all policies. I realize failure to follow policy will result in the termination of the contract. I further agree to follow the conditions set forth in this contract and realize failure to comply with the conditions in this contract is cause for the forfeiture of the privileges available to me at the district farm.

______________________________________________  ______________________________________
(Student)                                        (Parent or Guardian)

______________________________________________  ______________________________________
(Date)                                           (Project Advisor)
General Guidelines and Procedures
For the Agriculture Mechanics Shop

1. The instructor must approve all work done in the shop.

2. Safety Glasses must be worn at all times in the shop; Students will receive one warning if they fail to wear the safety glasses. You will receive a referral every time after the first warning.

3. Leave machinery and equipment alone unless you are using it or preparing to use it.

4. The instructor must approve all special set-ups on any piece of machinery before the machine in turned on.

5. Eating and drinking is not allowed in the AG shop.

6. Students are not to leave the shop area without the instructor’s permission and written pass.

7. Students must obtain special permission from the instructor to work in the shop before or after school.

8. If a student is not enrolled in the shop class period, which is currently in session, then he or she is to stay out of the shop building.

9. Students will furnish their own paint and hardware except when building required projects.

10. All accidents and injuries must be reported to the instructor immediately.

11. Students are not allowed in the agriculture office without the instructor’s permission.

12. All projects built in the shop must be paid in full before the student may take it home.

13. Students will obtain permission from the instructor before painting or staining any project.
L. Proficiency Standards for Program Completers
The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

**FOUNDATION STANDARDS**

**1.0 Academics**

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

*(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history-social science content standards adopted by the State Board of Education.)*

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**1.1 Mathematics**

Specific applications of Algebra I standards (grades eight through twelve):

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

12.0 Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Geometry standards (grades eight through twelve):

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.f) Distinguish between hypothesis and theory as scientific terms.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History-Social Science

Specific applications of Principles of Economics standards (grade twelve):

(12.2) Students analyze the elements of America’s market economy in a global setting.
(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

### 2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

*(The standards listed below retain in parentheses the numbering as specified in the English-language arts content standards adopted by the State Board of Education.)*

#### 2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

(2.8) Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).
Specific applications of Reading Comprehension standards (grades eleven and twelve):

(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

(2.4) Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:
   a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
   b. Convey information and ideas from primary and secondary sources accurately and coherently.
   c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
   d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
   e. Anticipate and address readers’ potential misunderstandings, biases, and expectations.
   f. Use technical terms and notations accurately.

(2.5) Write business letters:
   a. Provide clear and purposeful information and address the intended audience appropriately.
   b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
   c. Highlight central ideas or images.
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents’ readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
   a. Report information and convey ideas logically and correctly.
   b. Offer detailed and accurate specifications.
   c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
   d. Anticipate readers’ problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:
   a. Provide clear and purposeful information and address the intended audience appropriately.
   b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
   c. Modify the tone to fit the purpose and audience.
   d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:
   a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
   b. Select an appropriate medium for each element of the presentation.
   c. Use the selected media skillfully, editing appropriately and monitoring for quality.
   d. Test the audience’s response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:
   a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
   b. Convey information and ideas from primary and secondary sources accurately and coherently.
   c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
   d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
   e. Anticipate and address the listener’s potential misunderstandings, biases, and expectations.
   f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:
   a. Prepare and ask relevant questions.
   b. Make notes of responses.
   c. Use language that conveys maturity, sensitivity, and respect.
   d. Respond correctly and effectively to questions.
   e. Demonstrate knowledge of the subject or organization.
   f. Compile and report responses.
   g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

(1.8) Use effective and interesting language, including:
   a. Informal expressions for effect
   b. Standard American English for clarity
   c. Technical language for specificity

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles’ radio broadcast “War of the Worlds”).
(2.4) Deliver multimedia presentations:
   a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
   b. Select an appropriate medium for each element of the presentation.
   c. Use the selected media skillfully, editing appropriately and monitoring for quality.
   d. Test the audience’s response and revise the presentation accordingly.

3.0 Career Planning and Management
Students understand how to make effective decisions, use career information, and manage personal career plans:

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology
Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

4.3 Understand the influence of current and emerging technology on selected segments of the economy.

4.4 Understand geographic information systems (G.I.S.).

4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.

4.6 Differentiate among, select, and apply appropriate tools and technology.
5.0  Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1  Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2  Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3  Use critical thinking skills to make informed decisions and solve problems.

6.0  Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1  Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2  Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.3  Understand how to locate important information on a material safety data sheet.

6.4  Maintain safe and healthful working conditions.

6.5  Use tools and machines safely and appropriately.

6.6  Know how to both prevent and respond to accidents in the agricultural industry.

7.0  Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1  Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2  Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3  Understand the need to adapt to varied roles and responsibilities.

7.4  Understand that individual actions can affect the larger community.

7.5  Understand the importance of time management to fulfill responsibilities.

7.6  Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.
8.0 Ethics and Legal Responsibilities
Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
8.3 Understand the role of personal integrity and ethical behavior in the workplace.
8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork
Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills
Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
10.2 Manage and actively engage in a career-related, supervised agricultural experience.
10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.
10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.
PATHWAY STANDARDS

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:
A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
A1.3 Understand the advantages and disadvantages of the four types of business ownership.
A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
A1.5 Analyze physical production relationships to determine optimum use levels.
A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:
A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
A2.2 Know basic agricultural economic terminology.
A2.3 Understand the law of supply and demand as it effects price determination.
A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
A2.5 Differentiate between elastic and inelastic supply and demand.
A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:
A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).
A3.2 Know the criteria lenders use to evaluate repayment capacity.
A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.
A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:
A4.1 Understand the differences between cash and accrual accounting systems.
A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
A4.5 Understand how to determine property values and how to complete a depreciation schedule.
A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:
A5.1 Understand environmental responsibility and its impact on agribusiness.
A5.2 Understand the concept of liability and the economic impact of being held liable.
A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:
A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:
A7.1 Understand how marketing functions in a free market society.
A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
A7.3 Understand how the law of comparative advantage affects agricultural production.
A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
A7.5 Understand how promotion trends for agricultural products influence individuals.
A7.6 Understand how to develop a marketing plan for an agricultural product or service.
A8.0 Students understand the sales of agricultural products and services:
A8.1 Determine the most effective methods for assessing customer needs and wants.
A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:
A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
A9.2 Know how governmental, economic, and cultural factors affect international trade.
A9.3 Compare and contrast United States trade policies with those of other important trading partners.
A9.4 Understand how biotechnology affects trade and global economies.
A9.5 Understand how different cultural values affect agricultural production and marketing.
A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
A9.7 Analyze agricultural marketing strategies in other parts of the world.
B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:
B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:
B2.1 Know how to identify common wood products, lumber types, and sizes.
B2.2 Know how to calculate board feet, lumber volume, and square feet.
B2.3 Know how to identify, select, and implement basic fastening systems.
B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:
B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
B3.5 Interpret basic agricultural electrical plans.

B4.0 Students understand plumbing system practices commonly used in agriculture:
B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).
### B4.0 Equipment and Systems Management

**B4.3** Know how various plumbing and irrigation systems are used in agriculture.

**B4.4** Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

### B5.0 Students understand agricultural cold metal processes:

**B5.1** Know how to identify common metals, sizes, and shapes.

**B5.2** Know basic tool-fitting skills.

**B5.3** Know layout skills.

**B5.4** Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).

**B5.5** Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

### B6.0 Students understand concrete and masonry practices commonly used in agriculture:

**B6.1** Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.

**B6.2** Know proper bed preparation, concrete forms layout, and construction.

**B6.3** Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

### B7.0 Students understand oxy-fuel cutting and welding:

**B7.1** Understand the role of heat and oxidation in the cutting process.

**B7.2** Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.

**B7.3** Know how to flame-cut metal with an oxy-fuel cutting torch.

**B7.4** Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.

**B7.5** Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

### B8.0 Students understand electric arc welding processes:

**B8.1** Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

**B8.2** Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

**B8.3** Weld a variety of joints in various positions.

**B8.4** Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.
B9.0 **Students understand advanced metallurgy principles and fabrication techniques:**

B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.

B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.

B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.

B9.4 Understand how to design project plans by using mechanical drawing techniques.

B9.5 Understand how to finish a metal project by implementing proper sequencing.

B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).

B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 **Students understand small and compact engines:**

B10.1 Understand engine theory for both two- and four-stroke cycle engines.

B10.2 Know different types of small engines and their applications.

B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).

B10.4 Know how to troubleshoot and solve problems with small engines.

B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.

B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 **Students understand the principles and applications of various engines and machinery used in agriculture:**

B11.1 Understand how to identify common agricultural machinery.

B11.2 Operate and maintain equipment safely and efficiently.

B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).

B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.

B11.5 Troubleshoot common problems with engines and agricultural equipment.

B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).
B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).

B12.2 Know how to draw and interpret architectural plans.

B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.
C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:
C1.1 Understand the history of the agricultural industry in California.
C1.2 Understand how California agriculture affects the quality of life.
C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
C1.4 Understand the economic impact of leading California agricultural commodities.
C1.5 Understand the economic impact of major natural resources in California.
C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:
C2.1 Understand important agricultural environmental impacts on soil, water, and air.
C2.2 Understand current agricultural environmental challenges.
C2.3 Understand how natural resources are used in agriculture.
C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:
C3.1 Understand how an agricultural commodity moves from producer to consumer.
C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:
C4.1 Understand the evolution and roles of domesticated animals in society.
C4.2 Know the differences between domestication and natural selection.
C4.3 Understand the modern-day uses of animals and animal by-products.
C4.4 Understand various points of view regarding the use of animals.
C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:
C5.1 Understand the purpose and anatomy of cells.
C5.2 Know how cell parts function.
C5.3 Understand various cell actions, such as osmosis and cell division.
C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:
C6.1 Know the names and locations of the external anatomy of animals.
C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:
C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).
C7.4 Understand the fertilization process.
C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:
C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.
C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Students understand basic animal health:
C9.1 Assess the appearance and behavior of a normal, healthy animal.
C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.
C9.3 Understand the causes and control of common animal diseases.
C9.4 Understand how to control parasites and why.
C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 Students understand soil science principles:
C10.1 Recognize the major soil components and types.
C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.
C10.3 Understand water delivery and irrigation system options.
C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 Students understand plant growth and development:
C11.1 Understand the anatomy and functions of plant systems and structures.
C11.2 Understand plant growth requirements.
C11.3 Know annual, biennial, and perennial life cycles.
C11.4 Examine plant sexual and asexual reproduction.
C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 Students understand fundamental pest management:
C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).
C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.
C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Students understand the scientific method:
C13.1 Understand the steps of the scientific method.
C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.
C13.3 Use the scientific method to conduct agricultural experiments.
D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and specialty animals. Students explore the necessary elements—such as diet, genetics, habitat, and behavior—to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

**D1.0 Students understand the necessary elements for proper animal housing and animal-handling equipment:**

D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.

D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.

D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and Twitches.

D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

**D2.0 Students understand key principles of animal nutrition:**

D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.

D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.

D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.

D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

**D3.0 Students understand animal physiology:**

D3.1 Understand the major physiological systems and the function of the organs within each system.

D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.
D4.0  Students understand animal reproduction, including the function of reproductive organs:
   D4.1  Understand animal conception (including estrus cycles, ovulation, and insemination).
   D4.2  Understand the gestation process and basic fetal development.
   D4.3  Understand the parturition process, including the identification of potential problems and their solutions.
   D4.4  Understand the role of artificial insemination and embryo transfer in animal agriculture.
   D4.5  Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

D5.0  Students understand animal inheritance and selection principles, including the structure and role of DNA:
   D5.1  Evaluate a group of animals for desired qualities and discern among them for breeding selection.
   D5.2  Understand how to use animal performance data in the selection and management of production animals.
   D5.3  Research and discuss current technology used to measure desirable traits.
   D5.4  Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.
   D5.5  Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

D6.0  Students understand the causes and effects of diseases and illnesses in animals:
   D6.1  Understand the signs of normal health in contrast to illness and disease.
   D6.2  Understand the importance of animal behavior in diagnosing animal sickness and disease.
   D6.3  Understand the common pathogens, vectors, and hosts that cause disease in animals.
   D6.4  Understand prevention, control, and treatment practices related to pests and parasites.
   D6.5  Apply quality assurance practices to the proper administration of medicines and animal handling.
   D6.6  Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.
   D6.7  Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.
D7.0 Students understand common rangeland management practices and their impact on a balanced ecosystem:

D7.1 Understand the role of rangeland use in an effective animal production program.
D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Students understand the challenges associated with animal waste management:

D8.1 Understand animal waste treatment and disposal management systems.
D8.2 Understand various methods for using animal waste and their environmental impacts.
D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:

D9.1 Know the early warning signs of animal distress and how to rectify the problem.
D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):

D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.
D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals.

D12.0 Students understand how animal products and by-products are processed and marketed:

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

D12.6 Understand the value of animal by-products to nonagricultural industries.
E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 Students understand the importance of energy and energy cycles:
- E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.
- E1.2 Understand the difference between renewable and nonrenewable energy sources.
- E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.
- E1.4 Compare the effects on air and water quality of using different forms of energy.
- E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Students understand air and water use, management practices, and conservation strategies:
- E2.1 Understand the government’s role in regulating air, soil, and water use management practices and conservation strategies.
- E2.2 Understand air and water conservation issues.
- E2.3 Understand appropriate water conservation measures.
- E2.4 Understand the component of a plan that monitors water quality.
- E2.5 Understand the component of a plan that monitors air quality.
- E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Students understand soil composition and soil management:
- E3.1 Understand the systems used to classify soils.
- E3.2 Understand the reasons for and importance of soil conservation.
- E3.3 Understand how to analyze soils found in the different natural resource management areas.
- E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.
E4.0  Students understand rangeland management:
E4.1  Know the locations of major U.S. and California rangeland areas.
E4.2  Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
E4.3  Understand practices used to improve rangeland quality.
E4.4  Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
E4.5  Distinguish among different browse and forage species in California rangelands.
E4.6  Understand the components of a rangeland monitoring plan.
E4.7  Understand the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).

E5.0  Students understand wildlife management and habitat:
E5.1  Understand the relationship between habitat and wildlife population.
E5.2  Understand habitat requirements for different species and identify factors that influence population dynamics.
E5.3  Understand the methods for determining existing wildlife species populations.
E5.4  Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.
E5.5  Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
E5.6  Analyze the economic and environmental significance of sport hunting and fishing industries.
E5.7  Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0  Students understand aquatic resource use and management:
E6.1  Understand the different types of aquatic resources.
E6.2  Know the major body parts, digestive systems, and reproductive organs of aquatic species.
E6.3  Understand a variety of methods to determine the populations of existing aquatic species.
E6.4  Analyze the relationship between water quality and aquatic species habitat.
E6.5  Understand a variety of management practices for managing aquatic species for sport fishing and other purposes.
E6.6  Understand how to make financial and production decisions and maintain growth and management records for a selected aquatic species.
E7.0  Students understand the outdoor recreation industry:
E7.1  Understand the potential environmental impacts of recreational activities and how to manage the resources affected.
E7.2  Understand basic survival skills and first-aid procedures.
E7.3  Understand appropriate trail construction and maintenance techniques.
E7.4  Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
E7.5  Know how to set up a campsite for minimum environmental impact.

E8.0  Students understand basic plant physiology, anatomy, and taxonomy:
E8.1  Understand the scientific method of animal classification, including order, family, genus, and species.
E8.2  Know how to use a dichotomous key to identify plants and animals.
E8.3  Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
E8.4  Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0  Students understand the role of fire in natural resource management:
E9.1  Understand the role of fire in forest and rangeland ecosystems.
E9.2  Understand the significance of each of the components of the “fire triangle.”
E9.3  Know appropriate wildland fire-suppression practices.
E9.4  Understand the components of a fire-control plan.
E9.5  Know how to use fire-control tools safely.
E9.6  Know the training requirements for fire-suppression certification.

E10.0 Students understand forest management practices:
E10.1 Understand how social, political, and economic factors can affect the use of forests.
E10.2 Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.
E10.5 Understand Silvicultural systems and skills, including appropriate tool use.
E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.
E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

E11.1 Understand the Public Land Survey System.
E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.
E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.
E12.3 Analyze the production of specialty and seasonal products from natural resources.
E12.4 Know different wood types and their uses.
E12.5 Know lumber manufacturing processes.

E13.0 Students understand public and private land issues:

E13.1 Understand the differences between publicly and privately held lands.
E13.2 Understand the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
E13.3 Understand the role of public and private property rights and how they affect agriculture.
E13.4 Understand the role of government in managing public and private property rights.
F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

**F1.0 Students understand plant classification and use principles:**

F1.1 Understand how to classify and identify plants by order, family, genus, and species.
F1.2 Understand how to identify plants by using a dichotomous key.
F1.3 Understand how common plant parts are used to classify the plants.
F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
F1.5 Understand plant selection and identification for local landscape applications.

**F2.0 Students understand plant physiology and growth principles:**

F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
F2.2 Understand the seed’s essential parts and functions.
F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
F2.6 Understand the factors that affect plant growth.

**F3.0 Students understand sexual and asexual plant reproduction:**

F3.1 Understand the different forms of sexual and asexual plant reproduction.
F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

**F4.0 Students understand basic integrated pest management principles:**

F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
F4.2 Understand how pesticide regulations and government agencies affect agriculture.
F4.3 Understand common horticultural pests and diseases and methods of controlling them.
F4.4 Understand the systematic approach to solving plant problems.
F5.0  **Students understand water and soil (media) management practices:**
- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0  **Students understand ornamental plant nutrition practices:**
- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0  **Students understand the selection, installation, and maintenance of turf:**
- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

F8.0  **Students understand nursery production principles:**
- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0  **Students understand the use of containers and horticultural tools, equipment, and facilities:**
- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.
F10.0 Students understand basic landscape planning, design, construction, and maintenance:
  F10.1 Know the terms associated with landscape and design and their appropriate use.
  F10.2 Understand the principles of residential design, including how to render design to scale.
  F10.3 Understand proper landscape planting and maintenance practices.
  F10.4 Prune ornamental shrubs, trees, and fruit trees.
  F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:
  F11.1 Understand the use of plant materials and tools.
  F11.2 Apply basic design principles to products and designs.
  F11.3 Handle, prepare, and arrange cut flowers appropriately.
  F11.4 Understand marketing and merchandising principles used in the floral industry.
G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:
   G1.1 Understand how to classify and identify plants by order, family, genus, and species.
   G1.2 Understand how to identify plants by using a dichotomous key.
   G1.3 Understand how common plant parts are used to classify the plants.
   G1.4 Understand the differences between and uses of native and nonnative plants.
   G1.5 Understand the differences between monocots and dicots.
   G1.6 Understand the differences between plants under production and weeds.

G2.0 Students understand cell biology:
   G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
   G2.2 Understand plant cellular function reactions when plants are grown under different conditions.
   G2.3 Understand what functions organelles play in the health of the cell.
   G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.
   G2.5 Understand plant inheritance principles, including the structure and role of DNA.
   G2.6 Understand which organelles in plant cells carry out photosynthesis.

G3.0 Students understand plant physiology and growth principles:
   G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
   G3.2 Understand the seed’s essential parts and functions.
   G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
   G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
   G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
   G3.6 Understand the factors that affect plant growth and predict plant response.
G4.0 Students understand sexual and asexual reproduction of plants:
G4.1 Understand the different forms of sexual and asexual plant reproduction.
G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 Students understand pest problems and management:
G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
G5.5 Understand how biotechnology can be used to manage pests.

G6.0 Students understand soils and plant production:
G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
G6.3 Understand soil biology and diagram the soil food chain.
G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 Students understand effective tillage and soil conservation management practices:
G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 Students understand effective water management practices:
G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.
G8.3 Understand the definition of a watershed and how it is used to measure water quality.

G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an "agrosystem" approach to production:

G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Understand the elements of conventional, sustainable, and organic production systems.

G9.3 Understand the components of "whole-system management."

G10.0 Students understand local crop management and production practices:

G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

G10.2 Understand common marketing and shipping characteristics of local commodities.

G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 Students understand plant biotechnology:

G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.

G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).

G11.3 Know how herbicide-resistant plant genes can affect the environment.

G11.4 Understand how genetic engineering techniques have been used to improve crop yields.

G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.
M. Teachers Data Sheet for Each Teacher
R2 Teacher Information
Weston Ranch HS, Stockton
Year: 2012

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<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Gender</th>
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Printed: 2/7/2013 9:15:20 AM

Site developed and maintained by the California FFA Association.
To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: MARTINEZ
First Name: AMANDA
Middle Name: ELAINE

Document Information:

Document Number: 090142739
Document Title: Single Subject Teaching Credential
Term: Clear
Status: Valid
Issue Date: 7/1/2009
Expiration Date: 8/1/2014
Original Issue Date: 5/31/2007
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

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<td>This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.</td>
<td>AGRI</td>
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</tr>
<tr>
<td>R142</td>
<td>This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.</td>
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Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requin

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<td>R20</td>
<td>To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.</td>
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Employment Restrictions

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**
- Last Name: MARTINEZ
- First Name: AMANDA
- Middle Name: ELAINE

**Document Information:**
- Document Number: 120538454
- Document Title: Specialist Instruction Credential (Agriculture)
- Term: Clear
- Status: Valid
- Issue Date: 6/1/2012
- Expiration Date: 8/1/2014
- Original Issue Date: 5/31/2007
- Grade:
- Special Grade:
- SB1969 (Title 5 §80487):

**Authorization / Subjects**

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<td>R3A1</td>
<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.</td>
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**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

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BRIDGES, GREGORY > Document:

Latest Name: BRIDGES  Last Known County of Employment:  
First Name: GREGORY  Adverse and Commission Actions Indicator:  
Middle Name: STEVEN  
Note: Please verify County of Employment is current  
Note: If flag is displayed, click on Adverse and Commission Actions tab below

1 - 1 of 1

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Authorization/Subjects

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<td>This document authorizes the holder to provide the following services to English learners: (1) Instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.</td>
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Employment Restrictions

No Records

California Commission on Teacher Credentialing

Selected Credential Held

The application status and credential information was last updated on 10/26/2010. Local employing agencies have the flexibility to assign individuals to serve in subject areas other than those authorized on credentials. The Commission, at one time, issued documents without assigning any document number. Assigning a document number to these records was necessary to be able to display them online. The document numbering assigned to display those records will appear as "NONE1, NONE2, NONE3, etc."

Details of Selected Credential

**Name:** BRIDGES, GREGORY STEVEN

**Document Title:** Clear Single Subject Teaching Credential

**Document Number:** 090225813

**Authorization Code(s):** R159

This document authorizes the holder to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject-matter (departmentalized) courses as authorized on this document. This authorization also covers classes authorized by other valid, non-emergency credentials held, as specified in Education Code Section 44253.3.

**Renewal Code(s):** R20

To renew this credential, the holder needs to submit only an application and fee to the Commission prior to the expiration date. The renewal period is five years.

**Issuance Date:** 09/01/2009

**Expiration Date:** 09/01/2014

Agriculture

https://teachercred.ctc.ca.gov/teachers/PublicDetailProxy?credential=3&teacher=52

10/26/2010
N. Roster of Agriculture Advisory Committee
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<thead>
<tr>
<th>Name</th>
<th>Address</th>
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<tbody>
<tr>
<td>David Strecker</td>
<td>Strecker Ranch</td>
<td>(209) 479-5285</td>
</tr>
<tr>
<td></td>
<td>1655 Vasco Street</td>
<td></td>
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<tr>
<td></td>
<td>Manteca, CA 95337</td>
<td></td>
</tr>
<tr>
<td>Alan</td>
<td>California Welding Supply Co.</td>
<td>(209) 466-8604</td>
</tr>
<tr>
<td></td>
<td>817 South Center St.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stockton, CA 95206</td>
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</tr>
<tr>
<td>Jean Youngblood</td>
<td>California Welding Supply Co.</td>
<td>(209) 466-8604</td>
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<tr>
<td>Elmer &amp; Diana Muller</td>
<td>Muller Ranch</td>
<td>(209) 401-2775</td>
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<tr>
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<td>Stockton, CA 95206-9660</td>
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<tr>
<td>Max Jones</td>
<td>Holt of California</td>
<td>(916) 991-8234</td>
</tr>
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<td>Training Development, Think BIG</td>
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<tr>
<td></td>
<td>7310 Pacific Ave</td>
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<tr>
<td></td>
<td>Pleasant Grove, CA 95668</td>
<td></td>
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<tr>
<td>Amy Bohlken</td>
<td>Bohlken Ranch</td>
<td>(209) 405-1993</td>
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<tr>
<td>Stuart Farrell (Counselor)</td>
<td>Weston Ranch High School</td>
<td>(209) 938-6245</td>
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<tr>
<td>Janeen George (Counselor)</td>
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<tr>
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O. Advisory Committee Minutes
Weston Ranch High School Agriculture
Advisory Committee Agenda
February 21, 2013 @ 5:00 p.m.

Old Business

1. New AG Advisory Committee Members
2. Ag Venture
3. Greenhand Ceremony

New Business

1. San Joaquin County Fair – Change of Dates
2. FFA/Department Report
3. Equipment Acquisition – 5 year plan
4. Other
The meeting of the Weston Ranch Agricultural Advisory Committee was called to order at 5:20 pm February 21, 2013 by Chairperson Amanda Martinez. Committee members present were: Diana Muller, Elmer Muller, Allen Wood, Gregg Bridges, Amanda Martinez, Gene Youngblood, Amy Bohlken and David Strecker.

Martinez opened the meeting by welcoming some of the new advisory committee members of Amy Bohlken and David Strecker. She stated that we are still looking for someone from the horticulture industry to sit on the committee. Martinez talk to several local nursery companies but they could not participate at this time. Amy Bohlken suggested contacting Fredrick’s Nursery to see of any one there would be interested.

Bridges gave a report on Ag Venture that was on November 7th 2012. 4000 third grades from our school district attended this year. We had 25 students that were involved in various responsibilities including putting on presentations, setting up, cleaning and demonstrations. It was a huge success and the students who were involved enjoyed the experience.

Martinez gave a report on the Greenhand Ceremony that was on November 15th at 6:30pm. She stated that 80 students had applied for and received their degree. There was a great turnout by parents and students.

Bridges gave a report on the San Joaquin County Fair. The fair has been moved back to June. This was due to the lack of participation in entries and protest from the community. With it being back in June, it will be easier to have student participation. Bridges stated that it will be more cost effective because we will not have to pay for subs and students will not be missing classes. For animal projects this year we have 4 rabbits, 6 turkeys and 4 pigs. There will be various AG mechanics and floral projects.

Martinez gave a Garden project update. The greenhouse was up and the garden would be open after the meeting to take a look at the facility. Students cannot use the greenhouse just yet because we are waiting for the electrical inspection and gas inspection. We have 25+ students who have plans or are using the garden for their SAE projects this year.

Bridges gave a report on the shops. The students in the welding classes are contracted to build livestock panels for a local rancher. Every student has to make 20 panels. There have been a few challenges in the project but, they have been a great learning experience for the students.

Martinez brought out the past equipment acquisition report to look at. It was examined and discussed as to what was acquired in the past and if it was not acquired yet, why? David Strecker suggested we recreate the list based on our current funding to make it more realistic. Working school year by school year suggestions were made by Amy Bohlken, Elmer Muller, Gene Young Blood, Gregg Bridges, Allen Wood and Amanda Martinez. The attached list is the revised five year acquisition schedule.
The meeting of the Weston Ranch Agricultural Advisory Committee was called to order at 5:14 pm October 10th 2012 by Chairperson Amanda Martinez. Committee members present were: Diana Muller, Elmer Muller, Allen Wood, Gregg Bridges, Amanda Martinez, and Gene Youngblood.

Gregg opened with course offerings and sections for the 2012-2013 school year. Martinez has the following courses: 1 period of Ag Earth, 1 period of Ag Bio, 1 period of Ag Computers and 2 periods of Floral I & II combo classes. Bridges has: 1 period of Ag Earth, 1 period of Welding I & II combo class, 2 periods of Basic Ag Mech and 1 period of Ag Wood I & II combo class. This year Bridges is teaching a Ag Earth class. It was given to him to accommodate the two periods of floral design. There was lower enrollment than expected in the Ag Mech. Allen asked if we knew why the enrollment was lower than last year in Ag Mechanics advanced classes. Martinez discussed the loss of students in the advanced classes because of students having to remediate to classes to make up credits for graduation.

Martinez gave a report on the San Joaquin County Fair. The September fair had a decrease of livestock projects with 2 lambs and 4 pigs. There were no turkey or goat projects. 5 students were involved in the market rabbits but only one made weight and was able to sell at the auction. There was not any AG mechanics project because of the fair being in September. We did have an increase in participation in floral design with 7 entries. It was hard to get subs for fair and was a great expense to the department.

Martinez gave a Garden project update. The students have been working hard in the garden as of the meeting date; they have harvested 300 lbs. of tomatoes and 50 lbs. of bell peppers. We expect to have a total of 600 lbs of tomatoes at the end of the season. The tomatoes were sold to food services on campus and were served in student lunches. Putting up the shade house had been delayed due to the fact that a greenhouse is on its way. The greenhouse is 30’ x 36’ and will be delivered around December. The installation will begin during Christmas break. We now have to find a new location for the shade house because the greenhouse is going wear the shade house was originally going.

Diana proposed replacing several of the vacant spots opened on our advisory committee. Discussion followed and Martinez stated that due to the fact that several members were laid off or have moved out of the area that this was a good idea. Elmer suggested Amy Bohlken and David Strecker as possible committee members. Gene suggested we contact some of the local nurseries to see if any of them would be interested.

Diana moved to close the meeting. It was seconded by Gene. Meeting was adjourned at 6:25 by unanimous vote.

Respectfully Submitted,
Gregg Bridges
Agriculture Instructor WRHS
Martinez discussed the subject of needing a committee chair person. The responsibilities and duties were discussed. Diana Muller nominates David Strecker. It was second by Gene Young Blood. Discussion followed and voted that David is now the new committee chair.

Amy moved to close the meeting. It was seconded by Gene. Meeting was adjourned at 6:45 by unanimous vote.

Respectfully Submitted,
Gregg Bridges
Agriculture Instructor WRHS
Five Year Acquisition Schedule

2013-2014

➤ Set of Gas Cylinders for shops
➤ Benches for Greenhouse
➤ 15 Auto Darkening Welding Shields
➤ Hydroponics growing system

2014-2015

➤ Replace Welder
➤ Soil Cooker
➤ Ban Saw
➤ Replace 2 computers in AG computer lab

2015-2016

➤ Replace MIG Welder
➤ Replace Department Printer
➤ Replace 2 computers in AG computer lab

2016-2017

➤ Replace Welder
➤ Purchas 3 Cordless Drills
➤ Replace 15 welding jackets

2017-2018

➤ Replace or repair wood shop table saws
➤ Replace Garden Beds
➤ Replace Welder
➤ Replace Dissection Equipment

Revised Martinez 2013
MANTECA UNIFIED SCHOOL DISTRICT
District Ag Advisory Committee Meeting
August 9, 2012 – 4:30 p.m.
Minutes

Present
John Hopper, Mike Harnden, Mark Chaffin, Jerry Ruble, Jaime Sanchez, Janet Dyk, Ryan Costa, Clara Schmiedt, Amanda Martinez, Kristen Buck, Marty Harris, Allen Wood, Dani Aiaz.

Call to Order – Public Comment
Mike Harnden called the meeting to order at 4:34 p.m. and asked if there were any public comments. Ryan informed the committee members that Mrs. Mattfeld, Department Supervisor for Secondary Education, is out ill; therefore, the minutes from the March 8, 2012, meeting will be on the next agenda for review and approval. Janet welcomed everyone back to school including the teachers. She also asked for an update regarding license plates that were discussed at the previous meeting. Mr. Hopper responded that they are scheduled to arrive March of 2013. The proceeds will go toward FFA.

High School Updates
Weston Ranch High School said that Gregg Bridges is out today. The school garden is ready to go. Nutrition Services is currently selling on campus. The shade and green house are near completion. It was noted that Susan Bell, Director of Facilities, who replaced Michael Gart, has been well received by the site. Mrs. Bell promptly responds to the e-mails and listens to their needs. The communication has improved between the site and the Facilities Department. Mrs. Schmiedt added that the CTE building is almost ready for student use.

Kristin Buck

East Union High School reported that Mrs. Gonzales is subbing for Kristyn Silva. This year they added Science Ag. It was asked if the number of students have increased or decreased. The number of students has not increased at Lathrop High or East Union. The freshmen numbers are down. Janet suggested putting effort toward the 8th grade students. Amanda added that she had an 8th grade student sign up.

Lathrop High School reported that so far they are doing well. The CTE building is coming along really well and may be complete in October. Overall, the program is going well. Former students are returning and working very well. They gained three ninth grade students for the rabbit program and are hopeful they may pick-up more freshmen. She gave an update on the fair. Dani is positive that they will do well with the rabbit program.

Amanda responded to Mr. Harris that they choose not breed rabbits. The number of rabbits can go up or down. They sell approximately 100 rabbits. One school purchased 35 rabbits totaling $450. Janet asked if the co-op could be opened to the public and suggested contacting the local 4-H clubs so that they can include in their newsletters. They would be a good source to spread the word. Mr. Harris commented that he purchased rabbit meat and he was impressed with the packaging. Dani stated that the meat (rabbit) is processed by Fagundes in Manteca and they do a good job. There is a cost associated with it which can be a challenge.

Marty asked how many rabbits would be entered at the fair. Dani responded they have more of the younger crowd involved this year. Unfortunately, turkeys, chickens and pigs are down. They hope to gain enough support.
Sierra High School reported that Rex is now full-time. They have received more students in grades 10-12 for the rabbit project. They are excited about the floral cooler and the different types of species going at the fair. The program is going well so far. They currently have 37.

Amanda reported that the Rabbit Co-op is doing well. She said that Lodi and Tracy have expressed an interest in purchasing rabbits from their program since our program is different than theirs. At the Colusa Fair the rabbits raised won supreme overall. There are positive feelings about the program.

There was a brief update regarding the recent Manteca Chamber of Commerce Coffee held at the School Farm on July 13 hosted by Tuff Boy Trailers. Approximately 1,000 people attended the event and they received a great deal of positive feedback including donations. The Carpenters Union expressed a desire to donate $500. The Coffee was very successful.

**MUSD Pre-Show, August 25, 2012**

Ryan gave a report on the upcoming District Pre-Show scheduled for Saturday, August 25. They are excited that Amy Cambra has agreed to coordinate the car show (fundraiser) along with the Ag Boosters. The Preshow will be from 9 a.m. to 1 p.m. at the District School Farm. Some of the activities include a car/motorcycle show, farmers market, and silent auction including Ag Mechanics, floral and wood projects. The proceeds will support the Ag Boosters. Mr. Costa reviewed the list of items:

- No Band this year.
- Jaime Sanchez agreed to MC.
- Decided not have a tour of the facilities.
- Rex will oversee the sheep/goat.
- Showmanship protocol.
- Advertise newspaper.
- Will need to verify with Fagundes for the BBQ.
- Amanda will take care of the flyer. She will have a student do the announcement.
- Ryan Costa will take care of the signs.
- Will need to discuss paper products.
- Jaime Sanchez will take care of the sponsors’ banners.
- No participants’ ribbons – not necessary.
- Suggested by Janet to have picnic tables/benches for sale.

**Other-Update**

Ryan announced that earlier in the week he resigned as the Director of MUST. He will remain the contact person between Ag Boosters and MUST. Ag Boosters and MUST have joined together developed a loan program for students. The Ag Boosters donated $1,000 and MUST matched the donation and the funds will be deposited into an account to be used for the Ag students. Currently there is $4,000 in the account.

**General Industrial Technology (MUVA)**

C. Schmiedt reported that the proposed Industrial Technology course will be the second phase of MUVA (charter school) for the 2013-2014 school year. Ryan Costa will oversee the program. The program will incorporate what we currently have - keeping the Ag class. Ryan said that they anticipate
starting with a minimum of 30 students. We are currently in the planning stages. More information will follow.

Marty asked for clarification if the students enrolled in the program would receive a certificate. Affirmative. Janet asked what will happen to the students who are currently enrolled (non-charter). Ryan said that the Charter students will be on a block schedule and given an assessment. Janet asked if the program is for MUSD students. Clara responded that MUSD students will be given priority in enrollment but the program will be open to anyone in the County provided that there is room. Ryan reported that they visited a charter school in Paso Robles and it was very impressive. The idea is to mimic that program. The program will emphasize in Dyno-torch training and Ryan will be trained in that area. It was noted that GECAC has developed a mentoring program and Tuff Boys will provide students training/internship for six weeks. Through this grant students who participate and work with a local participating business will be paid a certain percentage. This will be for the first year. The CAD engineering students will benefit immensely with the new program. The role of the Charter will be Ag and it will be housed on the School Farm.

Update on New Almond Planting
The ten acres of alfalfa will be replaced with almonds. Burchell nursery donated the trees. Bill Van Ryn did the labor free of charge by donating his time. The District will pay $800 per acre to fumigate. The almonds will be removed in phases over a course of three years.

Upcoming Events
San Joaquin County Fair, September 20-30, 2013: Marty said that the funds for the fair are up ($7,400) and there is more to come from Ag Boosters. There will be special price for those who donate the most.

AgVenture November 7, 2012: Janet reported that they are on schedule for November 7. She will meet with staff for the specifics.

Other
Election for officers- Steve was asked to come on board. It was suggested to add to the next agenda who would like to serve on the committee and be included for election. It would be good to have new members. There was a suggestion to meet quarterly. The CTE building requires approval from Ag and Jaime will provide a report.

Next Meeting-Adjournment
As there was no further business to discuss Janet made the motion which was seconded by Marty to adjourn the meeting at 5:34 p.m. The next meeting of the District Ag Advisory Committee will be Thursday, December 6, 2012, at 4:30 p.m., at the District School Farm Classroom, located directly adjacent to the District Administration Building on 2271 West Louise Avenue, Manteca.

Respectfully submitted by,
Chelo De Leon c/o Janet Mattfeld
MANTECA UNIFIED SCHOOL DISTRICT

District Ag Advisory Committee Minutes
March 8, 2012

Present
John Hopper, Mike Harnden, Mark Chaffin, Jerry Ruble, Jaime Sanchez, Janet Dyk, Ryan Costa, Clara Schmiedt, Gene Youngblood, Amanda Martinez, Kristen Buck, Marty Harris, Allen Wood, Bill van Ryn, Dani Ariaz.

Call to Order
Mike Harnden called the meeting to order at 4:33 pm and asked if there were any public comments. Janet Dyk responded that she was at the Lodi AgVenture event yesterday and was pleased to inform that MUSD programs were also at this AgVenture to help out and that they were outstanding. She added that it will be mentioned at the next Board Meeting. Marty Harris mentioned that he didn’t see anything about the fair update to today’s agenda. Ryan added it to the agenda.

District Ag Advisory Committee Minutes
The District Ag Advisory Committee Minutes of December 13, 2011 were reviewed. Marty Harris made a motion to accept the minutes and Mike Chaffin seconded the motion. The motion passed.

Recap of School Farm Reconstruction
Ryan gave a report on the status of the School Farm Reconstruction:

- The greenhouse structure was completed today (3-8-12). They will be making it a hothouse for vegetables and will sell the produce through District Nutrition Services who will, in turn, use it in the school cafeterias. Ryan thanked the committee for all of their efforts and support in bringing this project to life. He added that Nutrition Services will be outfitting the inside of the greenhouse. Mike Harnden said good job to everyone involved and Clara mentioned that his meeting with the superintendent helped a great deal.

- Shop Ventilation – The Air Control Board came out to check out the shop ventilation. As a result, we had to obtain a permit for the plasma cutter and had to filter it at the top. We have finally received an exemption, but it took almost 3 months. A big thanks was extended to Gene Youngblood for his efforts to achieve the end result.

- Vet. Tech. – Ryan reported that with the existing amount of funding available, the Vet. Tech. class will be funded through ROP and housed at Lathrop High School, not at the School Farm as originally planned. Interested students from all high schools will be
able to go to Lathrop for this class. In actuality, Lathrop High School has a classroom specifically designated for science so it makes more sense to have the class there.

- Wash Racks – Ryan has cemented the wash racks and came up with a solution to make it work. Clara funded the project.
- Tack Rooms – Ryan's class has been building the bins for the tack rooms and Mark Chaffin was able to obtain lockers from JROTC. Clara paid for the lumber in this project.

In conclusion, all the projects in question have been completed.

Ag Shows/Protocol
So far, the School Farm has been used for a chicken, pig, and goat show. All of them were very successful. The new School Farm is starting to get a lot of use. Marty asked about the requirements of having a show out at the School Farm. The Ag teachers just had a meeting where the protocol was discussed for all future shows in order to keep the integrity of the School Farm. There will be a minimum charge of $300 to use the facility or $10 a head for a livestock show. They will also require a $300 cleaning deposit and at least one Ag teacher will have to be connected with the show and be out at the School Farm as a representative. Once the facility requests are submitted, that Ag teachers would have to approve the event and the show will need to be Ag-related. The Ag teachers can also waive the fee if it is Ag-educational for the students. Janet recommended that the cleaning deposit be at least $500. She felt that $300 was very low. Clara mentioned that the show has to benefit our students and be Ag-related somehow. Janet said that the farm is a show place and we should have another article in the papers.

Update on Lathrop High School Ag Facility
Mike Harnden asked about the new facility at Lathrop and the facility management team. Clara informed that the district has hired a new facilities person as Michael Garr has taken a new position at Delta College. The new facilities person, Susan Bell, is very familiar with the Lathrop High School facility as she is coming from the architect's office that has done the plans for the Ag facility. The slab was poured two weeks ago. Walls are being set next week and the roofs will follow. The target date for completion is October 15. Both Jaime Sanchez and Dani Ariaz are working on the equipment list for this facility. Dani reported that the original equipment allocation was for $360,000, but it was lined out to be $140,000. They were also supposed to have a computer room but the computers have been lined out also. Both Dani and Jaime attend the update meetings every two weeks. They have worked with Susan for the last 4 years on this project and feel that she is very knowledgeable. Clara added that the update for that project will also be done in the CTE meetings that Kathy Ruble runs. The equipment was built into the contract.

Jerry Ruble recounted that we accepted a job that wasn't complete at the School Farm and asked if we going down the same road so we would end up getting less than what we should be getting as a result. What are we doing to make sure that we get the $140,000? Clara responded that Jerry was asking the wrong person. Clara doesn't work in facilities. She felt in the case of the School Farm, it was a personnel issue and now our district is moving forward. Ryan added that we tried to get the students in as soon as we possibly could; otherwise, we
could have waited until the next school year to put the kids in these rooms. The construction company used that to their advantage. Clara added that the grant for this project was developed at least 5 years ago, and prices have since gone up. The committee asked about the procedures for signing off on a project. Clara said she would find out the procedure. Committee members Allen Wood and Janet Dyk both said that the teachers involved should also have a say in the final sign off and to let the committee know if they felt that that the project was slipping away.

Promote Ag Plates for Ag Education
Dani discussed the Ag license plates. March 15 is the deadline. They are looking for people who are willing to switch their license plates to Ag plates for a $40 renewal fee. The first year would come at no cost. They are trying to find a way to fund their FFA trips. The plates are tax deductible. They are asking for each high school to sell at least 20 plates. Unless there are 7500 plates are sold, they won’t give them out at all. They were advised to see Dani if they are interested. Mike suggested letting the Farm Bureau know about the plates.

Bio-security Protocol
Jaime reported that they came up with a protocol to reduce or stop the transmission of disease or hazards through the animals, and they are currently working on the plan. It was just discussed at today's Ag Teachers' Meeting.

Fair Update
Jaime said they still don’t have a livestock schedule yet for the Fair. Janet said they are probably showing Monday - Wednesday and then the fair will open on Thursday. Ryan mentioned that Jason Messer sent out a memo stating that 4H kids will be excused for any absence to attend the fair. They are hoping to be able to receive ada when the students are at the fair since it is educational. Marty said last year they had 71 kids trying to raise money. He asked if they had an estimate on the number of kids interested this year. Ryan responded that after April 12, they should have a better estimate. That’s when they have their Exhibitor Meeting. Marty requested to be invited to that meeting.

Restructuring Current School Farm Plantings
Ryan has been having discussions among the Ag teachers and Jason Messer and Clara about the future plantings at the School Farm. With the current almond trees being over 28 years old, they need to think about the future of the farm land. They can get almond trees free and would like to take out the alfalfa at some point for the trees. Bill van Ryn said he would be able to help out. They may need to fumigate and Bill said he had a good alternative for that also. Ryan would like to add a drip irrigation system. They would still have 1 1/2 acres of grapes that he would like to keep to instruct students on the pruning. The plan is to add more almond trees, keep the ones we have, and as the old trees go out, put in some alfalfa. Bill said that putting almonds in where the alfalfa is would be a good idea. Ryan said that all of their suggestions would be appreciated. Mike asked if the irrigation would be donated. Ryan said he would donate it and is working with Golden State. The timeline is for one more year of alfalfa, and then start replacing with the almond trees. There was some discussion on the variety of almonds that they should get and Bill agreed that the Fritz nonpareil variety was
the most favored and didn't need bees to pollinate. Janet reminded that next year's AgVenture would be held on November 7 and asked that the farm stay intact until after AgVenture as the farm has never looked better.

**Child Labor Law Update**
Amanda Martinez discussed the child labor bill. The federal government recently announced that they are withdrawing some of the rules. There was an article in the Capital Press about it. It's still up in the air right now. It discusses children, but doesn't go into the exact regulations.

**Ag Education**
Amanda also discussed some information regarding the categorical funding and the possibility of taking the funds away. This includes the Ag area. Committee Members were urged to meet with their democratic leaders to discuss this issue. This funding includes ROP, Special Ed, etc. All categorical areas are in jeopardy. Janet recommended inviting Gary Proust to an activity. He always comes to AgVenture. The committee also mentioned Bill Berryhill, Dennis Cardoza, Lois Wolk, Caesar Luna, and Karen Ross as possible contacts.

**Adjourn**
Marty Harris made a motion to adjourn the meeting and Jerry Ruble seconded the motion. It was agreed that the next District Ag Advisory Committee Meeting take place on August 9 at the School Farm at 4:30 pm. Ryan asked if we should revise the membership list of this committee as there are some people on the list who never come to the meetings. Jaime said it needs to be reevaluated. He suggested that Ryan call up all the current members to see if they still want to be included and to get suggestions of names from the Ag teachers. Ryan said to also see if anyone would like to be on the Ag Booster Club. Marty Harris was congratulated for being nominated for the Hometown Hero award. The meeting adjourned at 6:05 pm.

Respectfully submitted by,

*Janet Mattfeld*

Janet Mattfeld, Department Supervisor for Secondary Education
P. Current Year's Budget
<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Xerox-Charges</td>
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<td>Toner</td>
<td>$160.00</td>
</tr>
<tr>
<td>ink</td>
<td>$160.00</td>
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<tr>
<td>Print Shop</td>
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</tr>
<tr>
<td>California Welding</td>
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<td>Tank Rental</td>
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<td>Ag Incentive Overage</td>
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<td>MUSD GAS</td>
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<td>Credit From Block</td>
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<td>Student Fees Collected</td>
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<td>Total</td>
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<td>AG Block</td>
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<tr>
<td>Allocation</td>
<td></td>
</tr>
<tr>
<td>Lease to Spend</td>
<td></td>
</tr>
<tr>
<td>Subject: Amanda Martinez</td>
<td></td>
</tr>
<tr>
<td>To:</td>
<td></td>
</tr>
<tr>
<td>Sent:  Beverly Vaughn</td>
<td></td>
</tr>
<tr>
<td>From:  Amanda Martinez</td>
<td></td>
</tr>
<tr>
<td>Re: Question</td>
<td></td>
</tr>
<tr>
<td>Tuesday, March 05, 2013 9:45 AM</td>
<td></td>
</tr>
</tbody>
</table>
Amanda Rosario Martinez

Thank you so much!

1. Can I get a student fee discount for honor and all the AP exam accounts?
2. Can I please get an updated budget?
3. Has the home depot new PO go in for $500.00?
4. Did my office max order go in?

Beverly

Subject: Question
To: Beverly Vaughan
Sent: Tuesday, March 05, 2013 7:50 AM
From: Amanda Martinez

<table>
<thead>
<tr>
<th>479.50</th>
<th>549.59</th>
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</table>

Total Left to Spend: 
Total: 

Home Depot
Q. Signed Articulation Agreements
MODESTO JUNIOR COLLEGE
SECONDARY-POST SECONDARY ARTICULATION
AG TECH PREP PROGRAM AGREEMENT

STATEMENT OF INTENT

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

TERMS OF AGREEMENT

This agreement shall remain in force for three years but shall be reviewed for consideration or continuation at the completion of each academic year. This review will include an examination of the current course outlines and final examination. College faculty may require a discussion of current teaching methodologies. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Early College/Tech Prep Officer or the Principal/ROP Director of the high school.

Secondary Institution
Weston Ranch High School

agrees to certify those students who have successfully completed the following course with a B or better grade and have met the requirements for agriculture leadership and work experience as outlined below.

Animal Science

COLLEGE DATA

Upon receipt of grades for students from the high school/district or ROP teacher from the above named secondary institution, Modesto Junior College agrees to award up to 3 units of college credit for:

ANSC 50 - Integrated Animal Science (3) or
ANSC 200 – Introduction to Animal Science (3)
(Must take MJC Final exam and earn a passing grade)

Maximum Articulated Agricultural Units Per Student: 3 units

Contract Date: Fall 2010 – Summer 2013

The appropriate MJC Agriculture faculty member listed on the Student Application for College Credit will award course credit upon completion and review. Credit will be recorded on the student’s transcript after s/he completes one semester at MJC following high school graduation and an advanced Agricultural related course.
Weston Ranch High School
Page Two – Articulation – Animal Science

Modesto Junior College

John Mendes, Faculty 3/2/11

Amanda Schmoor, Faculty 3/3/11

Mark Anglin, Dean 3/4/11

Peggy Kroll, Early College/Tech Prep 5-17-11

Weston Ranch High School

Amanda Keslow, Faculty 3/9/11

Jose Fregoso, Principal 3/9/11

Date

Date

Date
STATEMENT OF INTENT

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

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Secondary Institution
Weston Ranch High School

agrees to certify those students who have successfully completed the following course with a B or better grade and have met the requirements for agriculture leadership and work experience as outlined below.

Art & History of Floral Design

COLLEGE DATA

Upon receipt of grades for students from the high school/district or ROP teacher from the above named secondary institution, Modesto Junior College agrees to award up to 3 units of college credit for:

EHS 58 – Preparatory Floral Design (3)

Maximum Articulated Agricultural Units Per Student: 3 units

Contract Date: Fall 2010 – Summer 2013

The appropriate MJC Agriculture faculty member listed on the Student Application for College Credit will award course credit upon completion and review. Credit will be recorded on the student's transcript after s/he completes one semester at MJC and an advanced Agricultural related course.

Modesto Junior College

Gail Brunley 4-3-11
Gail Brunley, Faculty  Date

Mark Anglin 4-12-11
Mark Anglin, Dean  Date

Peggy Kroll 5-17-11
Peggy Kroll, Early College/Tech Prep  Date

Weston Ranch High School

Amanda Keslow 4/5/11
Amanda Keslow, Faculty  Date

Jose Fregoso 4/5/11
Jose Fregoso, Principal  Date
Weston Ranch High School  
Manteca Unified  
Jose Fregoso, principal  

Street Address: 4606 McCuen Avenue, Stockton, CA 95206  
Mailing Address: 4606 McCuen Avenue, Stockton, CA 95206  

Phone: (209) 938-6245  
Web Site: www.mantecausd.net/WRHS  

Course Contact: Bradley Harrison  
Course Contact Phone: (209) 938-6245 Ext:  

Note: New School 2004  

School Accreditation (WASC) Status: Yes, Full Accreditation (through 2013)  
School Demographic Information Last Updated: 3/1/13 8:17 AM  
Course List Last Updated: 9/5/12 8:53 PM  

Course List for 2012-13  

The following courses meet requirements for admission to the University of California.  
☆ denotes courses that have been approved for extra honors credit: a=5, b=4, c=3.  
✦ denotes courses that cannot be used to fulfill the "g" elective requirement.  
The 'category' column represents the specific subject requirement fulfilled by the course.  

Click the year link to go to the course list for that year  

a - History / Social Science - 2 years required  
Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.  

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>Amer. Government</td>
<td>American Government / Civics</td>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>AP European History ☆</td>
<td>AP European Hist</td>
<td>World History / Geography / Cultures</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>AP United States History ★</td>
<td>AP U.S. History, AP US History</td>
<td>U.S. History</td>
<td>AP</td>
<td></td>
</tr>
</tbody>
</table>

ATP/CEEB code: 053839  
CDS code: 39 68593 0101576  

School Governance: Public  
Primary School Type: Comprehensive HS (classroom based)  
Secondary School Type: Comprehensive HS  

Special Program(s): Career Pathways/Academies; Migrant Education  
Term Type:
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History</td>
<td>US History</td>
<td>U.S. History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td>World History</td>
<td>World History / Geography / Cultures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b - English - 4 years required**
Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Language and Composition ⭐</td>
<td>AP Eng. Lang/Comp, AP English Language and Comp., Advanced Placement 1</td>
<td>English</td>
<td>AP</td>
<td>Allow max. of 1 unit for ESL/ELD courses</td>
</tr>
<tr>
<td>AP English Literature and Composition ⭐</td>
<td>AP English Lit./Comp, AP English Literature &amp; Composition, APII</td>
<td>English</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>ELD 3</td>
<td>ELD 3</td>
<td>English-ESL/ELD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 1</td>
<td>CAJE English 1, English 1</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td>CAJE English 2, English 2</td>
<td>English</td>
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<td></td>
</tr>
<tr>
<td>English 3</td>
<td>CAJE English 3, English 3</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 4</td>
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<tr>
<td>English Honors 1</td>
<td>English Honors 1</td>
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<td></td>
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</tr>
<tr>
<td>English Honors 2</td>
<td>English Honors 2</td>
<td>English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**c - Mathematics - 3 years required, 4 years recommended**
Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1 ⭐</td>
<td>Accelerated Algebra 1, Algebra 1</td>
<td>Algebra 1</td>
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</tr>
<tr>
<td>Algebra 2 ⭐</td>
<td>ADV Algebra</td>
<td>Algebra 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Calculus AB ⭐</td>
<td>AP Calc AB, AP Calculus</td>
<td>Advanced Mathematics</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>AP Calculus BC ⭐</td>
<td>AP Calc BC, AP Calculus/BC</td>
<td>Advanced Mathematics</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>AP Statistics ⭐</td>
<td>AP Statistics</td>
<td>Statistics</td>
<td>AP</td>
<td></td>
</tr>
<tr>
<td>Geometry ⭐</td>
<td>Geometry</td>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry/Accelerated ⭐</td>
<td>Geometry/Accel</td>
<td>Geometry</td>
<td></td>
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</tr>
<tr>
<td>Pre-Calculus</td>
<td>PRE Calculus</td>
<td>Advanced Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**d - Laboratory Science - 2 years required, 3 years recommended**

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
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<td>AP Biology</td>
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<td>Biological Science</td>
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<tr>
<td>Astronomy</td>
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<td>Interdisciplinary Science</td>
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<tr>
<td>Biology</td>
<td>Biology, CAJE Biology</td>
<td>Biological Science</td>
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<tr>
<td>Chemistry</td>
<td>CAJE Chemistry, Chemistry</td>
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<tr>
<td>Physics</td>
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<td>Physiology</td>
<td>PHYSIOLOGY</td>
<td>Biological Science</td>
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**e - Language Other than English - 2 years required, 3 years recommended**

Two years of the same language other than English.

<table>
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<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
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</thead>
<tbody>
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<td>AP Spanish Language ⭐</td>
<td>AP Spanish, AP Spanish Language</td>
<td>LOTE Year 4+</td>
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<tr>
<td>Spanish 1 ◆</td>
<td>Spanish 1</td>
<td>LOTE Year 1</td>
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<td>Spanish 2</td>
<td>Spanish 2</td>
<td>LOTE Year 2</td>
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<td>Spanish 3</td>
<td>Spanish 3</td>
<td>LOTE Year 3</td>
<td></td>
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<tr>
<td>Spanish for Spanish Speakers</td>
<td>Spanish Speakers</td>
<td>LOTE Year 2</td>
<td></td>
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<tr>
<td>Spanish for Spanish Speakers 2</td>
<td>Spanish Speakers 2</td>
<td>LOTE Year 4+</td>
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**f - Visual & Performing Arts - 1 year required**

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<tr>
<td>Advanced Art</td>
<td>Advanced Art</td>
<td>Visual Arts (Advanced)</td>
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<tr>
<td>Advanced Band</td>
<td>Advanced Band</td>
<td>Music (Intro)</td>
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<tr>
<td>Advanced Ceramics</td>
<td>ADV Ceramics</td>
<td>Visual Arts (Advanced)</td>
<td></td>
<td></td>
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<tr>
<td>Advanced Choir</td>
<td>ADV Choir</td>
<td>Music (Intro)</td>
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</tr>
<tr>
<td>Advanced Piano</td>
<td>Advanced Piano</td>
<td>Music (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Theater</td>
<td>ADV Theater</td>
<td>Visual Arts (Advanced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP Studio Art: 2-D Design ⭐</td>
<td>AP Studio Art</td>
<td>Visual Arts (Advanced)</td>
<td>AP</td>
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</tr>
<tr>
<td>Band</td>
<td>Band</td>
<td>Music (Intro)</td>
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</tr>
<tr>
<td>Ceramic</td>
<td>Ceramics</td>
<td>Visual Arts (Intro)</td>
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<tr>
<td>Choir</td>
<td>Choir</td>
<td>Music (Intro)</td>
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<tr>
<td>Digital Photography</td>
<td>Digital Photo</td>
<td>Visual Arts (Intro)</td>
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<tr>
<td>Course Title</td>
<td>Transcript Abbreviation(s)</td>
<td>Category</td>
<td>Honors Type</td>
<td>Course Notes</td>
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<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td>Floral Design: The Art and History ✧</td>
<td>Art/Floral Design 1, Floriculture 1</td>
<td>Visual Arts (Intro)</td>
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<tr>
<td>Guitar ✧</td>
<td>Guitar</td>
<td>Music (Intro)</td>
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<tr>
<td>Intermediate Theatre</td>
<td>Inter Theatre</td>
<td>Theater Arts (Advanced)</td>
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</tr>
<tr>
<td>Introduction to Art ✧</td>
<td>Intro to Art</td>
<td>Visual Arts (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Theatre ✧</td>
<td>Intro to Theatre</td>
<td>Theater Arts (Intro)</td>
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<tr>
<td>Jazz Band ✧</td>
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<td>Music (Intro)</td>
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</tr>
<tr>
<td>Orchestra ✧</td>
<td>Orchestra</td>
<td>Music (Intro)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piano ✧</td>
<td>Piano</td>
<td>Music (Intro)</td>
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</tr>
</tbody>
</table>

**g - Elective - 1 year required**

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (✧) in Mathematics, Language Other than English, and VPA; plus the following:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Transcript Abbreviation(s)</th>
<th>Category</th>
<th>Honors Type</th>
<th>Course Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Earth &amp; Env. Science</td>
<td>Ag EarthScience</td>
<td>Science-Physical</td>
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</tr>
<tr>
<td>AP Microeconomics ✡</td>
<td>AP Economics</td>
<td>History / Social Science</td>
<td>AP</td>
<td>Semester</td>
</tr>
<tr>
<td>CAJE Psychology</td>
<td>CAJE Psychology, Psychology</td>
<td>History / Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDE Animal Science</td>
<td>CDE Animal Science</td>
<td>Science-Biological</td>
<td></td>
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<tr>
<td>Economics</td>
<td>Economics</td>
<td>History / Social Science</td>
<td>Semester</td>
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<td>Journalism</td>
<td>Journalism</td>
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Begin a New Search
Return to Doorways Home Page
Return to UC Home Page

Send e-mail to: hsupdate@ucop.edu

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R. Graduate Follow-Up System
Dear 2012 Weston Ranch High School Graduate:

As a past graduate of the Weston Ranch High School Agriculture Program we would like your thoughts on the following questions. It is the answers and suggestions we receive from people like you, that allow us to continue to improve the Weston Ranch High School Agriculture Program.

Name ___________________________ Telephone # (___)___________

Mailing Address ____________________ City, State, Zip______________

How many years of Ag did you complete? __________

Please check all that apply:

Are you enrolled in a 2 year college?
Ag Major __________
Non-Ag Major _________

Are you enrolled in a 4 year college?
Ag Major __________
Non-Ag Major _________

Are you employed full time?
Ag Job __________
Non-Ag Job __________

Are you in the Military? __________

How would you rate the training you received at Weston Ranch High School?
Excellent_______ Good_______ Fair_______ Poor_______

Please include any input or comments that you feel necessary for the improvement of the program.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

"Learning By Doing"
S. List of Active Placement Sites
S. List of Active Placement Sites

Weston Ranch High School Agriculture Department does offer a Welding Construction and Fabrication ROP class on-site. At this time the course is taught in the 906 shop. Currently the students are not placed at any other site for work.
T. Recruitment Activities and Materials
Welcome From the Weston Ranch FFA!!!!

Well it’s that time of year again...time to meet new people, visit with old friends, and try new things. I am very excited to welcome you to the 2010-2011 school year and to the Weston Ranch FFA.

Six outstanding high school students were elected in to the FFA Office in May and have been working hard this summer to prepare for the upcoming school year. The officers have planned various activities and fundraisers so there should be something to interest everyone! Some of the things you may look forward to this year are joining one of our complete teams like dairy products, BIG, welding, or public speaking, participating in an Ag Venture Day, Farm Day, or joining us for a chapter meeting.

Please join us for Greenhand orientation on August 30th at 6:30pm in room 904.

I am looking forward to getting to know you this year and hopefully pass some knowledge about agriculture and FFA on to you. If you have any questions please stop by and visit me in room 904, I will do my best to point you in the right direction.

I will see you the first day of school!!!!

Mrs. Martinez
Room 904

"I learned to do it"
FFA Recruitment

Purpose and ideals of the FFA

- **FFA Motto:** Learning to do, Doing to learn, Living to serve.
- **The FFA Mission:** The National FFA Organization is dedicated to making a positive difference in the lives of young people by developing their potential for personal, professional, and leadership development through Agricultural Education.

Education for the future

Benefits & Opportunities:

- Making new friends
- Receiving a resume
- Traveling
- Earning money
- Winning awards
- Being part of a team
- Having fun
- Getting your green

money awards prizes

STATE ORGANIZATION

- **California Association:** consists of 327 chapters
- With over 5,000 student members

Local Chapters

- **Committees:** are part of each chapter. Staff - Officers are: President, Vice President, Secretary, and Treasurer.
- **Roles:** include:
  - **President:** Responsible for the chapter's overall activities.
  - **Vice President:** Assists the President in planning and conducting chapter activities.
  - **Secretary:** Records all transactions of the chapter.
  - **Treasurer:** Handles all financial matters of the chapter.
- **Roles of officers:** are elected positions within the chapter. A student should be able to find a job or a college based on these skills.
Chapter Activities
- Best Informed Grower (ONLY)
- Opening Closing Ceremony
- Parliamentary Procedure debate
- Officer Retreats
- Leadership Conference
- Field trips
- Career Development
- Public Speaking

Important aspects of FFA
- Great Advisors
- Active members
- Being a Part of a Competitive Team
- Leadership Involvement
- Ethics, Morals, Respect
- Pride
- FUN, FUN, FUN

Thank You
and we hope to see you in an Agriculture class next year!!!
U. Staff In-Service Records
### Professional Development Activities

**Four Section In-service Meetings equals one Professional Development Activity**

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**Teachers Names**

Chair: James Johnson  
Co-Chair: Sandra Smith

**Criteria A/B**

Incentive Grant In-Service Activities Documentation

School Year 2012-2013

Weston Ranch School

Quailified and Competent Personnel:

Professional development activities:

Based on the previous year's record, every agricultural teacher teaching at least 75% Time agriculture attends a minimum of four of the following.
V. Staff Minutes
March 6th 2013

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges and Amanda Martinez, Joy Alvarez

1) Budget
   a. Purchasing deadlines is the 15th if you need anything please get it to me ASAP

2) Registration
   a. Councilors will be visiting English classes to start class registration for next year

3) DC rotation
   a. If you would like to be Department Chair for Ag and Life skills please turn in a letter of interest to Jose by 4/13

4) Positive referrals
   a. Due by 3/22

5) Min Day
   a. March 7th and 8th

6) Late Start
   a. March 6th, 13th, 20th

7) Chapter Meeting
   a. March 20th

8) Fair Pigs
   a. Will be arriving to farm on March 13, 2013

9) Club Photos
   a. Yearbook photo is on the 15th @ 12:55
   b. Send in photos of FFA activities

10) Days off campus
    a. Amanda will be off campus for Masters requirements on March 13 and 21st.

11) Spring Break
    a. March 25th to the April 1st.
    b. March 25th Amanda will be meeting the greenhouse rep for a training
February 7\textsuperscript{th} 2013

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges and Amanda Martinez, Joy Alvarez

1) Budget Update
   a. Joy needs more booklets for her class ordered

2) Winter Fest
   a. Feb 4\textsuperscript{th} – 7\textsuperscript{th}. Dress up themes each check your email for more information.

3) In Service Day
   a. Feb 8\textsuperscript{th}

4) Honor Cord Application
   a. Due to me by 4/21

5) Senior Activities
   a. Graduation meeting 2/21 in theater during 4\textsuperscript{th} period.
   b. Positive referrals due 2/22

6) Late Start Dates: 6\textsuperscript{th}, 20\textsuperscript{th} and 27\textsuperscript{th}.

7) No School on 11\textsuperscript{th} and 18\textsuperscript{th}

8) Ag Teachers Meeting
   a. District Ag teachers meeting 3:30 @ Farm

9) MFE/ALA
   a. Feb 15 & 16\textsuperscript{th} Amanda will be taking 4 students

10) Chapter Meeting
    a. Feb 20\textsuperscript{th} @2:45

11) Central Regional CATA and FFA Meeting
    a. February 23\textsuperscript{rd} Gregg and Amanda are going
    b. What officers are going? Abel, Kiah, Thomas

12) Fair Meeting
    a. February 26\textsuperscript{th} is chapter Fair meeting. Student must bring a parent with them.
January 8th 2013

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges and Amanda Martinez

1) Budget
   a. Gregg need an increase for his home depot PO.

2) Grades
   Semester grades are due Wednesday Jan 9th by 3pm

3) Late Start
   a. Late starts are January 9th, 16th, 23rd and 30th.

4) Min Day
   a. Jan 18th
   b. Jan 21st No school

5) FFA Delta Cal Record Book Scoring
   a. We have two applications. Gregg will be taking then and scoring books.

6) FFA Bowling
   a. $ is due on the 17th
   b. 23rd is bowling night

7) Chapter Meeting
   a. Jan 24th 2:45

8) 8th grade tours
   a. Middle school will be visiting on Jan 25th starting at 9am. I have requested them to come to the AG department and see the shops and science room.

9) 8th grade parent night
   a. 7pm in the gym. Check with officers to see if there display is done. Gregg will pick out some shop projects to have on display. Amanda will have a floral student make an arrangement for the table.

10) Stockton Thunder Night
    a. FFA Stockton thunder night is Jan 26th. Tick and $ are due by the 14th.

11) Ag Boosters
    a. Jan 31 @ 4:30 is the Ag Booster meeting Gregg will be attending along with two parents.

12) Fair #’s for Turkeys
    a. Turkey #’s are due by the 30th. Gregg will email Mark @ MHS the number we have so he can order the birds.
December 6th, 2012

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges and Amanda Martinez, Joy Alvarez, Tim Boyd

1) Budget
   a. Balance Up Date

2) Positive referrals
   a. Please turn in a positive referral to me by December 10th

3) Late start Wednesday
   a. Late starts are December 5th and 12th.

4) Christmas Lunch
   a. December 18th in the staff lounge

5) Cougar TV
   a. Send any announcements to Brad and Jonathan for approval

6) CAMP
   a. Teachers are needed for 2nd semester. You can get paid one hour each day.

7) Delta Cal Speaking Contests
   a. Attended and competed in CO-OP team place 5th

8) Energy Shut down
   a. Please make sure you shut off and unplug everything in your room before you leave for break.

9) Secret Santa Sales
   a. End on Dec 7th. Please remind student to turn in money and order forms

10) SAE papers due
    a. Dec 7th SAE research paper due in all Ag classes

11) Friends of the fair meeting
    a. Meeting December 10th 5:30 pm

12) Chapter meeting
    a. Dec 20th @ 2:45

13) Christmas arrangements deliveries
    a. Off campus deliveries during 2nd period by Amanda. On campus delivery will be done by the advanced floral students on the same day.
November 1, 2012

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges and Amanda Martinez

1) Farm Meeting
   a. today at 3:30 at the farm

2) BBQ
   a. Gama on November 2nd. All shifts are full. Supplies form Sysco were delivered today

3) O/C practice
   a. Practice is on November 1, 2, 5, 6, 7,

4) Farm Clean up-
   a. Clean up on November 6th to get ready for Ag Venture. Van and truck is ready to transport students to farm.

5) Ag Venture
   a. 30 students will be going and there permission slips have been turned in. Gregg is going with the tables and some students to set up at 7am. Amanda will check all students on the bus and drive over.

6) O/C Contest
   a. 2 teams going open and officer team. Meet at ag department at 7:30 am to drive over

7) Delta-Cal Administrator Night
   a. Amanda and Gregg are going with Brad and Jonathon

8) Greenhand Ceremonies
   a. All certificates are printed out. The script is ready. Cake will be picked up by Amanda from Costco on Wednesday. Balloons will be put together by floral classes on Thursday.

9) Extended Lunch
   a. Gregg will pick up the KFC snackers

10) Secrete Santa
    a. Forms are available for students to check out to sell ornaments.

11) Parade float building
    a. The holiday parade float building days will be November 27, 28, 29 at the school farm. To ride in the parade students must attend all 3 float building days.
    b. Parade is on December 1.

12) State Officer Visits
    a. State officers will be here on the 29th staying with Thomas and Able. They will be on campus on the 30th.
Thursday October 11, 2012

Ag Department/Life Skills Department Meeting Agenda

Present: Gregg Bridges, Tim Boyd, Amanda Martinez

1) Budget
   a. Tim- Need to order more Driver Ed books. Turn in form to Amanda so I can place the order.

2) Special Education Meetings
   a. You need to make sure you are going to your 504 and IEP meetings. It is understood you may not be able to make all of them but do your best.

3) Positive Referrals
   a. Please turn in a positive referral for one student in to Amanda by October 24th.

4) Vision and Hearing
   a. Vision and hearing will be on campus October 29th form 8am to 11 am. This is for 10th graders and special ed only. If you think someone in your class need to be tested for vision please refer them to Melinda in the office.

5) MAA
   a. Please fill out your MAA this month.

6) Break
   a. We are on break from October 15th to the 19th. Please make sure you power down your computers and anything else that can be shut off for energy savings.

7) Monday October 23rd. Grades are due by 3pm.

8) Chapter Meeting
   a. FFA Chapter meeting is Wednesday October 24th at 2:45. Gregg can you please send an email for the morning announcements.

9) Home Foot Ball games BBQ’s
   a. October 12th – Gregg all the time shifts are full
   b. October 26th – Gregg still taking sign up for shifts

10) MJC Open House
   a. Amanda: Have several students that are going to the MJC open house on October 11th to check out the agriculture department.
Wednesday September 10, 2012

Ag Department/Life Skills Department Meeting Agenda

Present: Amanda Martinez, Gregg Bridges, Joy Alvarez, Tim Boyd

1) Budget-
   a. Update on budget
   b. Copies- Gregg, Amanda, Joy and Tim need copies increases to their copy accounts at print shop and the copy machine in the staff lounge

2) MAA Training
   a. Did everyone complete there MAA training? if not the next training date at the district office is on September 13th at 3pm. This is the last one so please make sure you go. Tim will be going

3) SMART Goals for each subject
   a. We have an overall SMART goal for our department now we need goals per subject areas. Please develop one per each subject are and have it ready at the next late start meeting.

4) Progress Reports
   a. Progress Grades are due September 11th by 3pm.

5) FFA Soft Ball
   a. MUSD FFA softball game is at Lathrop High School on September 13th at 3pm.

6) Chapter Meeting
   a. The officers moved the chapter meeting form Thursday September 20th to the 19th because of fair. The rabbit show starts on the 20th.

7) Fair
   a. Wednesday September 19th – All floral arrangements for the first showing goes in. The girls will meet me after the chapter meeting to take everything in.
   b. On Thursday September 20th is the Breeding rabbit show: We have 3 students involved they will meet Dani at the farm and go to the fair with her.
   c. Friday September 21st – Amanda will have a sub this day and take the market rabbits and students to the Fair. We have 7 market rabbit students
   d. Saturday September 22nd – Pigs go to fair. Gregg and students will meet at the school farm to load pigs at 6am.
   e. Sunday September 23rd- Amanda will meet sheep students at the farm to haul in sheep. Swine weigh in is at 7am. Gregg will be helping with weighing all the pigs.
f. Monday September 24th – Gregg will have a sub and be at fair with the pig kids for the market show.

g. Tuesday September 25th – Gregg and Amanda will have subs. This day is the Swine showmanship starting at 9am. The Sheep show will be in the sheep ring and starts at 9a.m. with market classes first followed by showmanship.

h. Wednesday September 26th – Amanda will have a sub to help with the beef animals.

i. Saturday September 29th is the Livestock auction both Gregg and Amanda will be there.
Agriculture and Life Skills Department Meeting

August 7, 2012

Agenda

Present: Gregg Bridges, Joy Alvarez, Joey Virtue, Amanda Martinez, Tim Boyd

1. Welcome Back
2. Classroom needs/fixes
   - Joy- Lights need to be checked and clock is not set at right time
3. Copies/paper
   - $50.00 for each person at print shop and at the copy machine
   - Paper is to be purchased at $30.00 per case and debited from budget
4. Budget
   - Any funds that were left last year were swept
   - No money in budget yet
5. Bench Marks
   - Make sure you read email about dates for bench marks
   - Joey brought up how that schedule will work the semester classes. He will talk to Brad about it.
6. Data binders
   - SMART goal for 2012-2013 need to have one per subject are will make then at next meeting
   - Update Benchmark exams if needed
   - Replace testing timeline for this year
   - Benchmark test report copies for 2012-2013
7. Positive referrals
   - 3 a month per department. Please make sure you fill one out when I email you.
8. Other
   - Tim needs new health text books everything is outdated
   - Tim is having computer problems – I emailed Cathy for him
9. Next meeting
   - September 9th @ 2:30 room 904
W. Department Inventory
# Weston Ranch High Inventory

**School Year 2008-09**

Teacher: Koslow

Class Taught: Ag

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# Weston Ranch High Inventory
## School Year 2008-09

**Teacher:** Koslow

**Room:** 908

**Class Taught:** Ag/Floriculture

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Agriculture Education Incentive Grant Checklist Quality Criteria
10. Student Teacher Enrollment Ratio

10A. Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.

Due to the cutbacks in our district and the movement of one teacher, we have more than 20 students in our shop classes and more than 25 in the classroom setting. This has been a challenge in many different ways. We were a three teacher department until 2009 when the district moved one teacher to another school site to take over that program. With the loss of one teacher, the classroom enrollment went up for the remaining classes. Our shop classes have anywhere from 15 to 30 students enrolled in each class. With the cut backs and loss of class sections on our campus, it has forced the higher enrollment numbers in all areas. Each class has its own challenge to accommodate the larger class sizes, but we would rather have more students in each class than lose them from our program.

10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will count as .5 for purposes of determining the total count only.

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<td><strong>Course</strong></td>
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<tr>
<td>Ag Biology</td>
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<tr>
<td>Ag Biology</td>
<td>Ag Earth Science</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Ag Equipment Construction</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Ag Welding 1</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Ag Welding 2</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Ag Wood 1</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Ag Wood 2</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Basic Ag Mechanics</td>
</tr>
<tr>
<td>Ag Mechanics</td>
<td>Basic Ag Mechanics</td>
</tr>
<tr>
<td>O.H./Floral</td>
<td>Floral I</td>
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<tr>
<td>O.H./Floral</td>
<td>Floral II</td>
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<tr>
<td>O.H./Floral</td>
<td>Floral II</td>
</tr>
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<td>Ag Computers</td>
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<tr>
<td>Other Ag</td>
<td>Ag Earth</td>
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<td><strong>TOTAL</strong></td>
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</tr>
<tr>
<td><strong>Average Class Size</strong></td>
<td>18.6</td>
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</table>

The data above lists the 2012-2013 school year student enrollment for each class offered. As you can see we exceed the 75 students per teacher. Even with almost ⅓ of our enrollment being our freshman classes that count as .5 of Ag Earth and Basic Ag Mechanics, we still exceed the 75 students per teacher.
Select a school: << Select a School >>

Data for Year: 2012-2013

School:
# CA0521  Stockton - Weston Ranch
Weston Ranch HS
4606 McCuen Avenue
Stockton, CA 95206
Get Map

Teachers: 2

Courses Offered:

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<td>29</td>
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<td>Ag Mechanics</td>
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<td>Average Class Size</td>
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FFA Students by Pathway:

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<tr>
<td>Ag Mech.</td>
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<tr>
<td>Agriscience</td>
<td>161</td>
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<td>245</td>
</tr>
</tbody>
</table>

FFA Students by Grade Level:

https://calaged.csuchico.edu/r2/Scripts/Reports/SchoolAtAGlance.asp 2/7/2013
Agriculture Education Incentive Grant Checklist Quality Criteria

11. Full Year Employment

11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.

There are two agriculture teachers at Weston Ranch High School. These teachers are employed full time year round. Each teacher is compensated over the $2000 minimum required for the extra 50 day extended contract. The contract covers FFA and farm activities. The department chair does not currently receive a stipend but instead is not required to perform extra duties for campus activities.

11B. During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

We do not currently have a Supervision period assigned to each AG teacher. I have been employed in the Manteca Unified school district for the past five years and have never had a supervision period. This is not offered currently because of budget cutbacks.

Agriculture Education Incentive Grant Checklist Quality Criteria

12. Program Achievement

12A. The Agriculture Program meets the requirements of Program Achievement (attached checklist)

Weston Ranch Agriculture Program meets the requirements for the program achievement see attached checklist.
Staff Assignments

Gregg Bridges
Period 1 – Ag Earth
Period 2 - Prep
Period 3 - Welding I & II
Period 4 - Basic Ag Mec
Period 5 - Basic Ag Mech
Period 6 - Wood I & II

Amanda Martinez - Department Chair and FFA Advisor
Period 1 - Ag Computers
Period 2 - Prep
Period 3 - Ag Biology
Period 4 - Ag Earth
Period 5 - Floral I & II
Period 6 - Floral I & II
Turn this form in to Shelley Williams by August 31st

**Ag Instructor 20% Stipend Work Schedule**

**2011 - 2012**

**Name:** Amanda Rosas Martinez  
**Site:** Western Ranch High

- **July:** 4 - Independence Day Observed  
- **September:** 6 - Labor Day  
- **October:** 17-21 Fall Recess  
- **November:** 11 - Veteran’s Day Holiday  
- **November:** 24-25 - Thanksgiving  
- **December:** 23-Jan 6 - Winter Recess  

**Holidays:**  
- **January:** 16 - Martin Luther King’s Birthday  
- **February:** 13 - Lincoln’s Birthday  
- **February:** 20 - Washington’s Birthday  
- **March:** 12-16 - Spring Recess  
- **April:** 6, 9 Holiday  
- **May:** 28 - Memorial Day

**Number of Contracted work days:** $183 + 50 = 233$

Use a circle ○ when you work outside of your regular work day; these count as 1 extra day.  
Use a square with an X □ for any Saturday, Sunday or Holiday; these count as 2 days.

- Holidays/Sat/Sun counts as 2 of your extra days  
- Counts as 1 of your extra days

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<th>SEPTEMBER</th>
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Employee Signature

Site Supervisor’s Signature

Sr. Director, Secondary Educ.
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<tr>
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<td>9:00 AM Mixer Farm Cleanup New School Farm Ryan Costa</td>
<td>8:00 AM Booster &amp; Chamber Mixer MUSD Farm</td>
<td>8:00 AM Tuff Boy (Ag. Boosters) Manteo Chamber Mixer New School Farm Ryan Costa</td>
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<td>AG Teachers Truck Mileage Report Due District Office Ryan Costa</td>
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# August, 2012

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<td></td>
<td>Department Meeting 9:00 A.M. Amanda Martinez</td>
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<td>2:30 PM FFA Officer Meetings 9:00 A.M.</td>
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<td></td>
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<td>4:00 PM Delta Cal Meeting MUSD School Farm</td>
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<td>3:00 PM Ag Teachers Truck Mileage Report Due District Office Ryan Costa</td>
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<td>8:00 AM Ap. Boosters Documentation Log or Fee is due to receive support at fair Ryan Costa</td>
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### September, 2012

**Calendar**

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<td>7:30 AM Late Start Wednesday WRHS Bradley Harrison</td>
<td>4:00 PM Delta Cal Meeting MUSD School Farm</td>
<td>Ag Teachers Truck Mileage Report Due District Office Ryan Costa</td>
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<td></td>
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<td>2:30 PM Department Meeting 904 Amanda Martinez</td>
<td>7:30 AM Lunch Start Wednesday WASC Bradley Harrison</td>
<td>8:30 AM Amanda Martinez Office Jose Fernandez</td>
<td>Home Foot Ball Game-Tokay Pier Wayne's Wedding</td>
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<td>9</td>
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<td>Benchmark #1 WRHS Bradley Harrison</td>
<td>Benchmark #1 WRHS Bradley Harrison</td>
<td>Benchmark #1 WRHS Bradley Harrison</td>
<td>Garden Plot Install @ Fair</td>
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<td>2:30 PM FFA Officer Meetings 904</td>
<td>3:00 PM Cattle Co-Op Meeting MUSD School Farm</td>
<td>7:30 PM Lunch Start Wednesday WASC Bradley Harrison</td>
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### Notes
- September 1: Ag Teachers Truck Mileage Report Due District Office Ryan Costa
- September 7: Home Foot Ball Game-Tokay Pier Wayman's Wedding
- September 14: Garden Plot Install @ Fair
- September 20: SJ Fair
- September 21: SJ Fair
- September 22: Fair Animals In
- September 27: SJ Fair
- September 28: SJ Fair
- September 29: SJ Fair

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## October, 2012 Calendar

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<tr>
<td>9/20/2012 SJ Fair</td>
<td>2:30 PM FFA Officer Meetings 904</td>
<td>Green Hand Conference Lodi</td>
<td>Green Hand Conference Lodi</td>
<td>3:30 PM Ag Teachers' Mtg. School Farm Classroom Clara Schmidt</td>
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<tr>
<td>7</td>
<td>COLC Denair HS</td>
<td>2:30 PM FFA Officer Meetings 904</td>
<td>2:30 PM Department Head Meeting</td>
<td>7:30 AM Late Start Wednesday STAFF MEETING Bradley Harrison</td>
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<td></td>
<td>2:30 PM FFA Officer Meetings 904</td>
<td>3:00 PM Cattle Co-Op Meeting MUSD School Farm</td>
<td>7:30 AM Ms. Martin's ag computers - pr. 1 Library Della Johnson</td>
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<td>2:30 PM FFA Officer Meetings 904</td>
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<td>7:30 AM Late Start Wednesday WASC Bradley Harrison</td>
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<td>Benchmark #2 WRHS Bradley Harrison</td>
<td>Benchmark #2 WRHS Bradley Harrison</td>
<td>Benchmark #2 WRHS Bradley Harrison</td>
<td>3:30 PM Ag Teachers Truck Mileage Report Due District Office Ryan Costa</td>
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<td>2:30 PM FFA Officer Meetings 904</td>
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## November, 2012

### Calendar

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| 28       |                            | 29 Benchmark #2 WRHS Bradley Harrison | 30 Benchmark #2 WRHS Bradley Harrison  | Nov 1 Benchmark #2 WRHS Bradley Harrison | 2 Benchmark #2 WRHS Bradley Harrison  | 3 Home Football game-
|          |                            | 2:30 PM FFA Officer Meetings 904      | 2:30 PM Cattle Co-Op Meeting HUSD School Farm | 7:30 AM /2 Late Start Wednesday WASC Bradley Harrison | 8:00 AM Calaveras Fairgrounds          | Sierra                                 |
| 4        | 2:30 PM FFA Officer Meetings 904 | 6 7:30 AM CAHSEE TESTING WRHS Bradley Harrison | 3:00 PM Department Head meeting | CAHSEE TESTING WRHS Bradley Harrison  | 8:00 AM O/C Contest Calaveras Fairgrounds | 9                                      |
| 11       | No School                  | 13 3:00 PM Cattle Co-Op               | 14                                      | 16 CATA Road Show South Lake Tahoe Min Day | 17 CATA Road Show South Lake Tahoe Delta Cal Res, Man, Cover due | 10                                     |
| 18       | 2:30 PM FFA Officer Meetings 904 | 19 2:00 PM Cattle Co-Op               | 20 Min Day                             | 21 No School                           | 22 No School                           | 23                                     |
| 25       |                            | 26 Soscaret Santa goes on sale        | 27 3:00 PM Cattle Co-Op               | 28 7:30 AM /2 Late Start Wednesday WASC Bradley Harrison | 29                                      | 30                                     |

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## December, 2012

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<td>Secret Santa goes on sale 2:30 PM FFA Officer Meetings 904</td>
<td>3:00 PM Cattle CO-OP</td>
<td>7:30 AM Mid Late Start Wednesday WASC Bradley Harrison</td>
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<td>2:30 PM FFA Officer Meetings 904</td>
<td>3:00 PM Cattle CO-OP 3:30 PM Department Head Meeting</td>
<td>7:30 AM Mid Late Start Wednesday WASC Bradley Harrison 1:00 PM Delta Cal Speech coop,846 Linden</td>
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<td></td>
<td>2:30 PM FFA Officer Meetings 904</td>
<td>3:00 PM Cattle CO-OP</td>
<td>7:30 AM Mid Late Start Wednesday WASC Bradley Harrison 2:30 PM Juzi Coleman EIP career center Scott Thornton</td>
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<td>Min Day 2:30 PM FFA Officer Meetings 904</td>
<td>Min Day Benchmark #2 (Semester Finals) WHHS Bradley Harrison 3:00 PM Cattle CO-OP</td>
<td>Min Day Benchmark #3 (Semester Finals) WHHS Bradley Harrison 2:00 PM Breamann Lewis...change of placement EIP career center Scott Thornton</td>
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# January, 2013

**Calendar**

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<tr>
<td>30</td>
<td>31</td>
<td>Jan 1</td>
<td>No School</td>
<td>No School</td>
<td>2:30 PM - Cattle CO-OP</td>
<td>3:00 PM - Cattle CO-OP</td>
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<tr>
<td>12/21/2012 No School</td>
<td>No School</td>
<td>2:30 PM - FFA Officer Meetings 504</td>
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<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>Teacher Prep</td>
<td>3:00 PM - Cattle CO-OP</td>
<td>Staff Meeting Students Return to school</td>
<td>3:00 PM - Cattle CO-OP</td>
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<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>8:34 AM - STAR SCORECARDS REVIEW CLASSROOMS/2ND PERIOD Bradley Harrison</td>
<td>7:30 AM - Late Start Wednesday PL/COLLABORATION Bradley Harrison</td>
<td>3:00 PM - Cattle CO-OP Schol Farm</td>
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<td>16</td>
<td>17</td>
<td>2:30 PM - FFA Officer Meetings 504</td>
<td>7:30 AM - Late Start Wednesday PL/COLLABORATION Bradley Harrison</td>
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<td>2:30 PM - FFA Officer Meetings 504</td>
<td>7:30 AM - Late Start Wednesday PL/COLLABORATION Bradley Harrison</td>
<td>3:00 PM - Cattle CO-OP Schol Farm</td>
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<td>2:30 PM - FFA Officer Meetings 504</td>
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<td>3:00 AM - STAR SCORECARDS REVIEW CLASSROOMS/2ND PERIOD Bradley Harrison</td>
<td>3:00 PM - Cattle CO-OP Schol Farm</td>
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<td>2:30 PM - FFA Officer Meetings 504</td>
<td>7:30 AM - Late Start Wednesday PL/COLLABORATION Bradley Harrison</td>
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<td>Feb 1</td>
<td>2:30 PM - @ Monica Cazares IEP career center Scott Thornton</td>
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## February, 2013

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<td>FFA Office Meetings 904</td>
<td>STAR SCORECARDS REVIEW CLASSROOMS/2ND PERIOD Bradley Harrison</td>
<td>Late Start Wednesday PLC COLLABORATION Bradley Harrison</td>
<td>Monica Cozzarelli BIP career center Scott Thornton</td>
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<td>FFA Office Meetings 904</td>
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<td>Late Start Wednesday STAFF MEETING Bradley Harrison</td>
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<td>4:00 PM Central Region Prof, Awards Rippon</td>
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<td>Late Start Wednesday Department/Subject Area Instruction Bradley Harrison</td>
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## March, 2013

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<td>23:30 PM 🚩 FFA Officer Meetings 504</td>
<td>6:34 AM 🚩 STAR SCORECARDS REVIEW CLASSROOMS/2ND PERIOD Bradley Harrison</td>
<td>7:30 AM 🚩 Late Start Wednesday Department/Subject Area Instruction Bradley Harrison</td>
<td>🚩 Ag Teachers Truck Mileage Report Due District Office Ryan Costa</td>
<td>🚩 Collect and Turn In Pen Rent Agreements to DO District Office Ryan Costa</td>
<td>🚩 UC Davis FD</td>
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<td>6:34 AM 🚩 STAR SCORECARDS REVIEW CLASSROOMS/2ND PERIOD Bradley Harrison</td>
<td>7:30 AM 🚩 Late Start Wednesday STAFF MEETING Bradley Harrison</td>
<td>🚩 Min Day</td>
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<td>🚩 Chico FD</td>
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<td>7:30 AM 🚩 CAHSEE TESTING WRHS Bradley Harrison</td>
<td>🚩 CAHSEE TESTING WRHS Bradley Harrison</td>
<td>🚩 Terrence Maynard IEP meeting WRHS Career Center Clayton Baspayne</td>
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<td>🚩 MJC FD</td>
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<td>Central Region State Degree North Delta College</td>
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<td>3:00 PM 🚩 Cattle Co-Op School Farm</td>
<td>🚩 Spring Break</td>
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<td>Spring Break</td>
<td>Spring Break</td>
<td>10:00 AM 🚩 GREENHOUSE TRAINING WITH BEN GEORGE LATHROP HS, Susan Bell</td>
<td>🚩 Spring Break</td>
<td>🚩 Spring Break</td>
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<td>🚩 Ag Teachers Truck Mileage Report Due District Office Ryan Costa</td>
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<td>Apr 1 Benchmark #5 WRHS Bradley Harrison</td>
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<td>7:30 AM Late Start</td>
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<td>Planet Party Day MUSD DO</td>
<td>Cal Poly Pomona Field Day Comumns River Field Day</td>
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<td>Its School 2:30 PM FFA Office Meetings 904</td>
<td>4</td>
<td>8:34 AM STAR SCORECARDS REVIEW CLASSROOMS/2ND PERIOD Bradley Harrison</td>
<td>Benchmark #5 WRHS Bradley Harrison</td>
<td>3:00 PM FFA Office Meetings 904</td>
<td>3:00 PM FFA Office Meetings 904</td>
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| 2       | 2:30 PM FFA Office Meetings 904 | 5     | 8:34 AM STAR SCORECARDS REVIEW CLASSROOMS/2ND PERIOD Bradley Harrison | 7:30 AM Late Start Wednesday PLC COLLABORATION Bradley Harrison | 3:00 PM FFA Office Meetings 904 | |}

**April, 2013**

**Calendar**

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3/17/2013
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# May, 2013 Calendar

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<td>May 1</td>
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<td>2:00 PM FFA Officer Meetings 04</td>
<td>7:30 AM Late Start Wednesday STAFF MEETING Bradley Harrison</td>
<td>3:00 PM Cattle Co-Op School Farm</td>
<td>Great Valley Farm Day</td>
<td>CDE State Finals Cal Poly SLO</td>
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<td>2:30 PM FFA Officer Meetings 04</td>
<td>3:00 PM Cattle Co-Op</td>
<td>7:30 AM Late Start Wednesday PLC COLLABORATION/BENCH Bradley Harrison</td>
<td>3:00 PM Cattle Co-Op School Farm</td>
<td>Chapter Banquet 3:00 PM Cattle Co-Op School Farm</td>
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<td>2:30 PM FFA Officer Meetings 04</td>
<td>7:30 AM CAHSRE TESTING WRHS Bradley Harrison</td>
<td>3:00 PM Cattle Co-Op</td>
<td>3:00 PM Cattle Co-Op School Farm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Min Day</td>
<td>Benchmark #6 (Semester 2 Finals) WRHS Bradley Harrison</td>
<td>Min Day</td>
<td>Benchmark #6 (Semester 2 Finals) WRHS Bradley Harrison</td>
<td>Min Day</td>
</tr>
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<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
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<td>31</td>
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<td></td>
<td></td>
<td>3:00 PM Cattle Co-Op</td>
<td>3:00 PM Cattle Co-Op School Farm</td>
<td>3:00 PM Cattle Co-Op School Farm</td>
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https://owa.musd.net/owa/?ae=Folder&t=IPF.Appointment&a=Print&vt=4&st=8&et=17&...  3/17/2013
Weston Ranch HS  
R2 Student Report  
Year: 2012

**Gender**  
<table>
<thead>
<tr>
<th>Schum</th>
<th>ProgName</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>455</td>
<td>Ag Mech.</td>
<td>77</td>
<td>7</td>
</tr>
<tr>
<td>455</td>
<td>Agriscience</td>
<td>80</td>
<td>81</td>
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**Hispanic**  
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<th>Non-Hispanic</th>
</tr>
</thead>
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<tr>
<td>Ag Mech.</td>
<td>37</td>
<td>47</td>
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<tr>
<td>Agriscience</td>
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**Race**  
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<tr>
<th>ProgName</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Asian</th>
<th>Native Hawaiian/Pacific Island</th>
<th>2 or more</th>
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<tr>
<td>Ag Mech.</td>
<td>32</td>
<td>18</td>
<td>0</td>
<td>2</td>
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<td>5</td>
<td>23</td>
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<tr>
<td>Agriscience</td>
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<td>42</td>
<td>0</td>
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<td>2</td>
<td>27</td>
<td>39</td>
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</table>

**Grade Level**  
<table>
<thead>
<tr>
<th>Year In Ag</th>
<th>Grade9</th>
<th>Grade10</th>
<th>Grade11</th>
<th>Grade12</th>
<th>Grade13</th>
<th>Grade14</th>
<th>Grade15</th>
<th>Grade16</th>
<th>Total</th>
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<tbody>
<tr>
<td>1</td>
<td>73</td>
<td>36</td>
<td>28</td>
<td>24</td>
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<td>0</td>
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<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
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<td>0</td>
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<td>0</td>
<td>6</td>
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<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total</strong></td>
<td>73</td>
<td>68</td>
<td>49</td>
<td>45</td>
<td>10</td>
<td>0</td>
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<td>245</td>
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</table>

**Freshman Persistence:**  
Cohort Year: 2009-2010

<table>
<thead>
<tr>
<th>Years in Ag Completed</th>
<th>Count</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>34</td>
<td>47%</td>
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<td>2</td>
<td>17</td>
<td>23%</td>
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<td>11</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Freshman Cohort Students</strong></td>
<td><strong>73</strong></td>
<td></td>
</tr>
<tr>
<td>Average Years Completed</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

*Prior to 2010 Hispanic is listed as a race.
Printed: 2/7/2013 9:15:40 AM

Site developed and maintained by the California FFA Association.
Grade Level Count
9  73
10 68
11 49
12 45
13 10
Total 245

FFA Students by Years in Ag:

<table>
<thead>
<tr>
<th>Years in Ag</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>161</td>
</tr>
<tr>
<td>2</td>
<td>51</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
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<td>4</td>
<td>12</td>
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<tr>
<td>5</td>
<td>6</td>
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<tr>
<td>Total</td>
<td>245</td>
</tr>
<tr>
<td>Average Years</td>
<td>1.6</td>
</tr>
</tbody>
</table>

Freshman Persistence:
Cohort Year: 2009-2010

<table>
<thead>
<tr>
<th>Years in Ag Completed</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>34</td>
<td>47%</td>
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<tr>
<td>2</td>
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<td>23%</td>
</tr>
<tr>
<td>3</td>
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<td>15%</td>
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<tr>
<td>4</td>
<td>11</td>
<td>15%</td>
</tr>
<tr>
<td>Freshman Cohort Students</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Average Years Completed</td>
<td>2.0</td>
<td></td>
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</tbody>
</table>

Ed Data provides demographic data for schools in California. To view this data click on the link.
View Ed Data
<table>
<thead>
<tr>
<th>California Agricultural Teachers' Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Martinez</td>
</tr>
<tr>
<td>Serving Agriculture by Teaching</td>
</tr>
<tr>
<td>2012/2013 Active Member</td>
</tr>
</tbody>
</table>
Department Budget

Our current year’s operational budget

$3133.35  Perkins
$3000.00  AG Block
$10,185.00 Ag Incentive
$16,318.35 Total operating budget for 2012-2013 school year

As department chair for Agriculture and Life Skills, I handle the budgets. At the beginning of the year, I sit down with everyone and go over the operational budget. I figure out what supplies or accounts that are needed to be opened for the year. I then fill out the purchase orders and turn them in to our school site accounts payable person. The following is the order of the paperwork.

1) A order form or quote is given to me by the people in my department
2) I write up the purchase order
3) I summit the order to our accounts payable person
4) The accounts payable person submits the order for approval to the principle
5) The principle approves the order
6) The accounts payable person receives the form back and submits the order to the district for processing.
7) The district places the order or opens the account which can take up to 30 days for processing.
<table>
<thead>
<tr>
<th>AG BLOCK</th>
<th>Allocation</th>
<th>Spent</th>
<th>Left to Spend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Martinez</td>
<td>0263</td>
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<tr>
<td>Student Fees Collected</td>
<td></td>
<td>$3,037.50</td>
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<tr>
<td>2012-2013</td>
<td></td>
<td>$2,079.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Credit From Block</td>
<td></td>
<td>$60.00</td>
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</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$5,176.60</td>
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<tr>
<td>MUSD GAS</td>
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<td>$970.02</td>
<td>$970.02</td>
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<tr>
<td>5/10,5/17,5/24,6/12,8/30,9/25,10/24,11/6,12/17</td>
<td></td>
<td>$2,043.00</td>
<td>$2,043.00</td>
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<tr>
<td>Ag Incentive Overage 11/12</td>
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<td>$88.77</td>
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<tr>
<td>Florist's Review Magazine</td>
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<td>$500.00</td>
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<tr>
<td>13-02486</td>
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<td>$500.00</td>
<td>$500.00</td>
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<tr>
<td>California Welding</td>
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<td>Tank Rental</td>
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<tr>
<td>TOTAL</td>
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<tr>
<td>Print Shop</td>
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<td>$160.00</td>
</tr>
<tr>
<td>Amanda Martinez</td>
<td></td>
<td>$160.00</td>
<td>$160.00</td>
</tr>
<tr>
<td>Greg Bridges</td>
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<td>$160.00</td>
<td>$160.00</td>
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<tr>
<td>TOTAL</td>
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<td>$320.00</td>
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<td>XEROX CHARGES</td>
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<tr>
<td></td>
<td>Amanda Koslow-85</td>
<td>Greg Bridges-82</td>
<td>TOTAL</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
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<td>$0.00</td>
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<tr>
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<tr>
<td>TOTAL</td>
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<td>$470.00</td>
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<tr>
<td>TOTAL LEFT TO SPEND</td>
<td><strong>$284.71</strong></td>
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</tr>
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</table>

### STUDENT FEES
- **Ag Mech/Wood/Welding/Power Ag**
  - $0.00
- **Floriculture Fees**
  - $0.00

**TOTAL**
- $0.00
- $0.00

### AG INCENTIVE
- **Amanda Koslow**
  - 7010
  - **$10,185.00**

<table>
<thead>
<tr>
<th></th>
<th>Amanda Koslow-85</th>
<th>Greg Bridges-82</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>San Joaquin Lumber</td>
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<td>Gunter Sales</td>
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<td>Cal Welding</td>
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<td>13-01226</td>
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<td>Flora Fresh</td>
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<td>Amanda Martinez</td>
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<td>$500.00</td>
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<td>----------</td>
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<td>---------</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<tr>
<td><strong>TOTAL LEFT TO SPEND</strong></td>
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<td>$419.59</td>
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</tbody>
</table>

**From:** Amanda Martinez  
**Sent:** Tuesday, March 05, 2013 7:50 AM  
**To:** Beverly Vaughn  
**Subject:** question

Beverly,

1. Did my office max order go in?  
2. Has the home depot new po go in for $500.00?  
3. Can I please get an up dated budget?  
3. Can I get a student fee up date for floral and all the Ag Mech accounts?

Thank you so much!

**AMANDA KOSLOW MARTINEZ**  
Weston Ranch High School  
FFA Advisor  
Agriculture and Life Skills Department Head
Program Completer

A program completer in the Weston Ranch Agriculture program consist of a student taking four years of AG classes with a C or better. Students cannot repeat any class and serving as a Teachers Aid (TA) does not count toward one of their years. A program completion certificate is presented at the end of the year banquet and a graduation sash is given at the senior awards night.

Honor Cords

Seniors can apply for Honor Cords in Agriculture. They must submit an application to the department chair on or before the due date along with their transcripts. Students must have earned 4 semesters of “A” grade and no “U”s in citizenship. Students must have two teacher recommendations and have applied or have received there Chapter FFA Degree. Honor Cords are given out at Senior Awards Night.
# Weston Ranch High School Honor Cords Application 2013

**STUDENT NAME:** __________  
**DATE:** __________

## Department Requirements

<table>
<thead>
<tr>
<th>Department</th>
<th>Department Chair</th>
<th>Color</th>
<th>Grade Requirement</th>
<th>Teacher Recommendations</th>
<th>Other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Rm. 106 or 101</td>
<td>Mrs. Stogner Mrs. Riley</td>
<td>Light blue</td>
<td>6 semesters of “A” grade and no “U”s</td>
<td>2 teacher recommendations</td>
<td>AP classes “B” or “A” (other Honors not counted)</td>
</tr>
<tr>
<td>Foreign Language Rm. 706</td>
<td>Mrs. Mejia</td>
<td>Green</td>
<td>4/5 semesters of “A” grade and no “U”s (see Mrs. Mejia for details)</td>
<td>2 teacher recommendations</td>
<td>AP classes “A”</td>
</tr>
<tr>
<td>Science Rm. 206</td>
<td>Mr. Verderame</td>
<td>White</td>
<td>6 semesters of “A” grade and no “U”s</td>
<td>2 teacher recommendations</td>
<td>AP classes “B” or “A”</td>
</tr>
<tr>
<td>Ag Rm. 904</td>
<td>Mrs. Martinez</td>
<td>Dark Blue</td>
<td>4 semesters of “A” grade and no “U”s</td>
<td>2 teacher recommendations</td>
<td>Applied for and received Chapter FFA Degree</td>
</tr>
<tr>
<td>Math Rm. 401</td>
<td>Mr. Salas</td>
<td>Red</td>
<td>5 semesters of “A” grade and no “U”s</td>
<td>2 teacher recommendations</td>
<td>AP classes “B” or “A”</td>
</tr>
<tr>
<td>Physical Education Boy’s Locker Room</td>
<td>Mr. Hale</td>
<td>Teal</td>
<td>5 semesters of “A” grade and no “U”s</td>
<td>2 teacher recommendations</td>
<td>Must pass physical fitness test</td>
</tr>
<tr>
<td>Life Skills Rm. 904</td>
<td>Mrs. Martinez</td>
<td>Orange</td>
<td>5 semesters of “A” grade and no “U”s</td>
<td>2 teacher recommendations</td>
<td>3 semesters of either Life Management, Foods, Fashion Design I/II, Culinary Arts</td>
</tr>
<tr>
<td>Social Science Rm. 1104</td>
<td>Mr. Tarr</td>
<td>Yellow</td>
<td>6 semesters of “A” grade and no “U”s</td>
<td>2 teacher recommendations</td>
<td>AP classes “B” or “A”</td>
</tr>
<tr>
<td>VAPA Rm. 907</td>
<td>Ms. Ferguson</td>
<td>Grey</td>
<td>6 semesters of VAPA with 2 semesters of an Advanced Course with “A” grade and no “U”s</td>
<td>2 teacher recommendations</td>
<td>AP classes “B” or “A” One recommendation must come from the program the student is enrolled in.</td>
</tr>
<tr>
<td>Special Education Rm. 1201</td>
<td>Mrs. Mitchell</td>
<td></td>
<td>See Mrs. Mitchell for specific subject grade requirements</td>
<td>2 teacher recommendations</td>
<td>Must be on a graduation track on a current IEP.</td>
</tr>
</tbody>
</table>

### Directions:
Fill out the bottom table and attach the most recent transcript, and 2 signatures of recommendation by a teacher in that department. After all forms are completed turn into the department chairperson by **April 24, 2013. Only one honor cord application per form.**

<table>
<thead>
<tr>
<th>Department</th>
<th>List classes with “A” work</th>
<th>Signature of teachers recommendations</th>
<th>Overall GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Due by: April 24, 2013 by 3:00pm to Department Chairperson**

Revised 02-4-2013
Substitute Handbook

Welcome to

Weston Ranch High School

2012-2013

Principal: José Fregoso

Assistant Principal: Brad Harrison

Teacher Amanda Martinez

Room 904

WESTON RANCH HIGH SCHOOL
| Period | 7:00 - 7:30 | 7:30 - 8:00 | 8:00 - 8:30 | 8:30 - 9:00 | 9:00 - 9:30 | 9:30 - 10:00 | 10:00 - 10:30 | 10:30 - 11:00 | 11:00 - 11:30 | 11:30 - 12:00 | 12:00 - 12:30 | 12:30 - 1:00 | 1:00 - 1:30 | 1:30 - 2:00 | 2:00 - 2:30 | 2:30 - 3:00 | 3:00 - 3:30 | 3:30 - 4:00 | 4:00 - 4:30 | 4:30 - 5:00 | 5:00 - 5:30 | 5:30 - 6:00 | 6:00 - 6:30 | 6:30 - 7:00 |
|--------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 7th    | 7:00 - 7:30 | 7:30 - 8:00 | 8:00 - 8:30 | 8:30 - 9:00 | 9:00 - 9:30 | 9:30 - 10:00 | 10:00 - 10:30 | 10:30 - 11:00 | 11:00 - 11:30 | 11:30 - 12:00 | 12:00 - 12:30 | 12:30 - 1:00 | 1:00 - 1:30 | 1:30 - 2:00 | 2:00 - 2:30 | 2:30 - 3:00 | 3:00 - 3:30 | 3:30 - 4:00 | 4:00 - 4:30 | 4:30 - 5:00 | 5:00 - 5:30 | 5:30 - 6:00 | 6:00 - 6:30 |
| 8th    | 8:00 - 8:30 | 8:30 - 9:00 | 9:00 - 9:30 | 9:30 - 10:00 | 10:00 - 10:30 | 10:30 - 11:00 | 11:00 - 11:30 | 11:30 - 12:00 | 12:00 - 12:30 | 12:30 - 1:00 | 1:00 - 1:30 | 1:30 - 2:00 | 2:00 - 2:30 | 2:30 - 3:00 | 3:00 - 3:30 | 3:30 - 4:00 | 4:00 - 4:30 | 4:30 - 5:00 | 5:00 - 5:30 | 5:30 - 6:00 | 6:00 - 6:30 |
| 9th    | 9:00 - 9:30 | 9:30 - 10:00 | 10:00 - 10:30 | 10:30 - 11:00 | 11:00 - 11:30 | 11:30 - 12:00 | 12:00 - 12:30 | 12:30 - 1:00 | 1:00 - 1:30 | 1:30 - 2:00 | 2:00 - 2:30 | 2:30 - 3:00 | 3:00 - 3:30 | 3:30 - 4:00 | 4:00 - 4:30 | 4:30 - 5:00 | 5:00 - 5:30 | 5:30 - 6:00 | 6:00 - 6:30 |
| 10th   | 10:00 - 10:30 | 10:30 - 11:00 | 11:00 - 11:30 | 11:30 - 12:00 | 12:00 - 12:30 | 12:30 - 1:00 | 1:00 - 1:30 | 1:30 - 2:00 | 2:00 - 2:30 | 2:30 - 3:00 | 3:00 - 3:30 | 3:30 - 4:00 | 4:00 - 4:30 | 4:30 - 5:00 | 5:00 - 5:30 | 5:30 - 6:00 | 6:00 - 6:30 |
| 11th   | 11:00 - 11:30 | 11:30 - 12:00 | 12:00 - 12:30 | 12:30 - 1:00 | 1:00 - 1:30 | 1:30 - 2:00 | 2:00 - 2:30 | 2:30 - 3:00 | 3:00 - 3:30 | 3:30 - 4:00 | 4:00 - 4:30 | 4:30 - 5:00 | 5:00 - 5:30 | 5:30 - 6:00 | 6:00 - 6:30 |
| 12th   | 12:00 - 12:30 | 12:30 - 1:00 | 1:00 - 1:30 | 1:30 - 2:00 | 2:00 - 2:30 | 2:30 - 3:00 | 3:00 - 3:30 | 3:30 - 4:00 | 4:00 - 4:30 | 4:30 - 5:00 | 5:00 - 5:30 | 5:30 - 6:00 | 6:00 - 6:30 |

*Period does not meet on Fridays or Minimum Days*
# Substitute Handbook Information

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Room Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Martinez</td>
<td>904</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Schedule</th>
<th>Brunch 1st 2nd</th>
<th>Lunch 1st 2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Room</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>904</td>
<td>Computers in Ag</td>
</tr>
<tr>
<td>2</td>
<td>904</td>
<td>Prep</td>
</tr>
<tr>
<td>3</td>
<td>904</td>
<td>Ag Bio</td>
</tr>
<tr>
<td>4</td>
<td>904</td>
<td>Ag Earth</td>
</tr>
<tr>
<td>5</td>
<td>904</td>
<td>Floral</td>
</tr>
<tr>
<td>6</td>
<td>904</td>
<td>Floral I II</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher, please indicate where the following will be located in your classroom for the sub’s convenience.

- Class Management Policy: In sub binder
- Attendance Scan Sheets: From office
- Lesson Plans: On desk or in sub binder
- Seating Chart: On desk
- Roll Book: No
- Special Keys: No
- Textbooks: Students have

Special Notes:
- No food or drink
- No cell phones or iPods
- No music
Special Information Regarding My Classes

1st

2nd prep

3rd JTA

4th JTA

5th Combo Class of Floral I & II & 2 TAs

6th Combo Class of Floral I & II This is a class

7th
## Personnel Contact Information:

| Discipline: | Vice Principal/Dean Daniel Vannest x 56249 |
| Counselors: | Stuart Farrell x 56270 |
|            | Janeen George x 56263 |
| Attendance: | Julia Bylow x 56255 |
| Registrar:  | Olivia Matlock x 56256 |
| Office Manager: | Debby Lewis x 56253 |
| Sub Clerk:  | Cheryl Bloom x 56252 |

Teacher contact: **Gregg Bridges x 51908**

Dept. Chair: **Amanda Martinez**

**Dial “0” for the office if you need a campus monitor**
**Attendance Procedures**

1. Take roll per teachers’ instructions.

2. At the end of the day please return attendance rosters to the Attendance clerk, Ms. Julia Bylow by 3:00pm.

3. Please make all marks on the roster with a #2 pencil and in the roll book as well. If you make a mistake please erase all pencil marks.

4. Please be sure to sign all rosters.

5. If your class moves to any room other than your assigned room during the day, please inform the office ASAP.

6. Do not excuse your classes early for any reason. Please pay close attention to the bell schedule.

**Attendance Codes:**

( ) Present

(A) Absent

(T) Tardy

---

**Fire Drill Instructions:**

- In case of fire, pull fire alarm

- Clear room and proceed with students to designated area

- Take roll of students after arriving at designated area

- Wait for the all-clear command or the all-clear bell

- Take roll upon returning to class
Student Conduct

The following are some minimal standards of student conduct that must be adhered to. Further information about the school rules and policies can be found in the Student/Parent Handbook.

Student behavior that interferes with the learning of others or that may endanger the well-being of others will not be tolerated.

Students are to be on-time and with required materials, such as study binders, pencil, pen, books, etc.

Students are to be in their assigned seat when the tardy bell rings.

Students are to remain quiet and respectful while directions and instructions are being given.

Students are to follow the reasonable requests of the substitute teacher.

If a student’s misbehavior requires immediate attention, please call the appropriate administrator for assistance. If the misbehavior is minor in nature, a Teacher Referral form may be appropriate. Regardless, a note to the teacher must be made of any incidents of misbehavior.

Substitute Evaluation

Substitute teachers may complete a Substitute Teacher Feedback form at the end of their service if desired.

The classroom teacher is expected to complete a lesson plan for the day(s) absent, as well as any special directions or instructions. There is also a form for teachers to fill out on the performance of the substitute.

Sample Forms

At the end of this booklet you will find sample forms that you may need during your time substituting with us at Weston Ranch High School. Thank you for your service. We appreciate you.
WESTON RANCH HIGH SCHOOL
Student Referral Form

Student: ___________________________ ID: ___________________________ Grade: 9 10 11 12
Teacher's Name: ___________________________ Period: ___________

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>List dates below:</td>
<td>List dates below:</td>
</tr>
<tr>
<td>________ Conference with student</td>
<td>________ Parent/Teacher conference</td>
</tr>
<tr>
<td>________ Parent Contract</td>
<td>________ Teacher detention</td>
</tr>
<tr>
<td>________ Referral to Peer Resource</td>
<td>________ Referral to Peer Resource</td>
</tr>
<tr>
<td>Reason: __________________________________________________________________________</td>
<td>Reason: __________________________________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3</th>
<th>Referral to Administrator/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ________________</td>
<td></td>
</tr>
<tr>
<td>Reason for Referral: __________________________________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

You have been assigned the consequence below:

- [ ] Tardy Contract Violation: Original Tardy Contract Date: ________________
- [ ] 1st violation: Campus Beautification
- [ ] 2nd violation: Saturday School
- [ ] 3rd violation: Suspension _____ Days
- [ ] 4th violation: Suspension _____ Days
- [ ] Campus Beautification: Assigned Date ________________

Meet in Cafeteria from 2:30pm – 3:30pm.

- [ ] Saturday School: Assigned Date ________________ from 8:00am – 12:00pm. Meet in front of Cafeteria.

(Only a Doctor's note will be allowed to reschedule for not attending assigned Saturday School)

- [ ] Suspension: _______ day(s)

Failure to comply with the above consequence will result in further consequences.

Student’s Signature ___________________________ Admin/Staff Signature ___________________________ Date ___________

1st _________ 2nd _________ 3rd _________ 4th _________ 5th _________ 6th _________

White: Student Yellow: Discipline File Pink: Teacher Goldenrod: Parent
Weston Ranch High School
Student Referral Form

Student Name: ___________________________ ID#: ___________________________ Date: __________
Grade: 9 10 11 12 Period: _________ Teacher Name: ___________________________

**Step 1**
List dates below

- Conference with student
- Parent Contact
- Referral to Peer Resource

Reason: ____________________________________________

**Step 2**
List dates below

- Parent/Teacher Conference
- Teacher Detention
- Referral to Peer Resources

Reason: ____________________________________________

**Step 3**
List dates below

- Conference w/ Parent and Counselor
- Administrative Detention
- Referral to V.C.C.

Reason: ____________________________________________

**Step 4**
Referral to Dean

Date: __________
Reason for Referral: ____________________________________________

Disposition:

- Parent Contact/Conference
- Administrative Detention
- Saturday School
- Suspension
- Other (specify) ____________________________________________

Teacher's Signature ___________________________

Administrator Signature ___________________________ Date __________

White: Dean  Canary: Counselor  Pink: Teacher
R8/06