AGED 539
Teacher Internship Report

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Agriculture Department

Agriculture Education Masters Program
California Polytechnic University, San Luis Obispo
Winter 2014
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Reflections on
Established Quality
Criteria Standards

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1
CURRICULUM
&
INSTRUCTION
IA: 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 agricultural experience; and a program of leadership, organization, and personal development.

Porterville High School Agriculture Department has a diverse offering of courses for students interested in agriculture. Courses offered for the 2013-2014 school year include Ag Science, Ag Earth Science, Ag Biology, Nursery Practice, Vet Science, Ag Communications, Ag Economics, Greenhouse Management, Ag Mechanics 1, 2, 3, 4, Ag Sales, and Landscape Design. All courses offered contain aspects of leadership as seen in the FFA Participation, which is worth 15% of the grade. Each student is also responsible for developing and maintaining a Supervised Agricultural Experience Project, which is worth an additional 10% of the grade. Also, each course encourages students to participate in a variety of instructional activities that serve to help them develop as a student and a young adult, as well as instill a passion in agriculture that will continue on into career goals.

IB: The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses “Foundation” and “Pathway” standards within the program pathways and course sequences.

With over 300 students in the program, the main pathway is the Agriscience Pathway, which is mirrored in our Academy course schedule. The sequence begins with Ag Earth Science, with a choice of either Ag Science or Ag Mechanics 1, followed by Nursery Practice, then Veterinary Science, and ends with Ag Economics. In addition to this sequence, the elective courses allow students to follow an Agribusiness Pathway, Ornamental Horticulture Pathway, or an Agricultural Mechanics Pathway.

IC: Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan.

We have four different pathways that students can follow. The courses are mapped out by grade level in a chart that can be found in our newly revised Program of Activities. Also on that chart is a list of supplemental courses students may take if they wish to further their agricultural education.

ID: The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career paths.
Counselors work well with our department by creating a master schedule that allows all walks of students to be a part of the program. The department schedule is arranged so that each instructor has a different level during each period, which allows our students to rotate through the department throughout the day and take the required courses to complete their respective pathway. Our student population consists of honors students, English Language Learners, band students, athletes, AVID, and many other types that allow us to have a very diverse program. This diversity can make it very difficult for students to follow our sequences, but the counseling staff does a fantastic job of accommodating all students to pursue agriculture.

1E: Agriculture Career Awareness information is included in every course.

Each course taught includes a career awareness aspect, whether it is presented in a single unit, or sprinkled throughout the entire year. Being a strong agricultural community, it is a goal of our department to graduate students who will pursue a career in agriculture in the area. Many of our former students can be seen around town, working diligently in those agricultural positions, successful and happy with their choices.

1F: The agriculture department utilizes computer hardware and software as an instructional tool.

A weakness that the program is suffering from is lack of technology for student use. Even though we have a computer lab with 19 student computers, they are now an outdated model. Also, with only 19 computers, there are not enough for each student in any given period to work on the computer, which presents planning issues. In addition, the lab is connected to the C-3 classroom, which means there are two full classes in one space with two instructors trying to teach at the same time. In the coming school year, we will be working towards getting a lap top cart for the agriculture department. Despite the computers being available but frustrating, there are three full computer labs on campus available, and Ag instructors use these when necessary.

1G: The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: 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.
At Porterville High School, each agriculture course includes a technologically based project. These projects can include Ag Biology research papers, Resume/Cover Letter, E-Record books, prepared speeches, presentations, etc. dependent on the course. Being a developing academy, the department is working towards one large, culminating project for each level of the program, which have yet to be perfected.

**1H: Recordkeeping is taught in all agriculture classes. Every student maintains and completes either an actual SAE Project or Mock Problem.**

In each of the agriculture classes offered at Porterville High School, there is a mandated SAE component that is graded based on records kept in the FFA Record Book. Students begin with the paper record book and transition into the e-record book when working towards their state degree. Once a laptop cart is obtained, students will complete just one paper record book, and the rest will be kept electronically.

**1I: Record Books of all students are maintained in the Department files until one year following graduation.**

There is currently no student filing system for applications, record books, etc. Our current filing system is done individually by each teacher with their current students. Thus, record books being kept for one year after graduation are an organizational problem. Currently, there is just a stack of possible American degree books in the corner of a classroom. We hope to purchase a large filing cabinet and keep it in the Ag office to amend this problem.

**1J: Agriculture courses have been submitted to meet high school graduation requirements and/or University of California A-G credit.**

Agriculture Courses all offer a quality education that follows the framework of the CTE mode, with some meeting additional requirements. Ag Biology, Ag Science, and Vet Science all meet the Life Science graduation requirement. Ag Economics meets Economics graduation requirement, and Landscape Design meets Fine Arts Requirements. Also, Vet Science meets the “G” requirement of UC A-G requirement. In developing the academy, we are working towards getting more classes approved for UC credit.
2

LEADERSHIP & CITIZENSHIP DEVELOPMENT
2A: *An FFA Chapter has been chartered by the State Association or has been applied for.*

The Porterville FFA was established on January 15, 1930, charter number 37. The official charter resides in a frame in the department office. Porterville FFA has been one of the strongest programs in the area since its inception. Hundreds of State Degree recipients, countless American Degrees, state winning proficiencies, the American Star in Agricultural Placement, a State officer, and many more accomplishments signify the tradition of success in the Porterville FFA.

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

In the department office, we have a copy of the 2011 Program of Work. All updates are sent electronically to the region office on a yearly basis. POW’s are being transferred to electronic copies in the region office by scanning into a PDF. We will work on transferring all of our parts of the chapter POW to electronic format in the coming year.

2C: *Every Student is given a grade based upon participation in leadership activities.*

As outlined in each of the course ECLR’s (Expected Classroom Learning Result), all of the Agriculture Classes have a portion of the grade dedicated to FFA Participation. For each course, 15% of the grade is based on student’s involvement in the various leadership activities provided by the chapter. In order to earn the full 15%, students are required to participate in three activities per quarter, for a total of six per semester. For most students, this is not a difficult task as most enjoy participating in these activities. However, some students fail to see the benefit of participating and fail to meet the requirement. In order to keep students accountable and parents aware, both parties are required to sign at the bottom of both the syllabus and the ECLR’s, stating they understand the grading policy.

2D: *All students enrolled in agriculture classes are affiliated with the State FFA Association.*

Upon enrollment in an agriculture course, all students in the agriculture program are automatically members of the CA State FFA Association. Students are not required to pay the dues; instead, the chapter pays for each member for their tenure in the program. To add a bit of formality to membership in the Association, for the 2013-2014 school year, the department has
invested in membership cards, which will be handed out to each student in the program. We hope this card will be something they keep with them at all times, and are proud to carry this symbol of membership.

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

In the 2012-2013 school year, Porterville FFA participated in 16 of the activities listed on the FFA Activities Check Sheet. Based on previous years, this is a low number for us. Traditionally, the department would be participating in over 20 activities. For various reasons, we were unable to take a group of students to the MFE/ALA conferences, which was very unfortunate as those conferences are valuable to student leadership development. Due to scheduling, our BIG team and CoOps team were unable to attend the section contest. We did not have a Parliamentary Procedure team, nor did we have any seniors interested in the Sacramento Leadership Experience. Poor planning and lack of prior records prevented us from being able to present any proficiency awards or chapter award applications at the section level, but that will not be allowed to happen for this coming year. We have many students with quality projects as well as a quality administration that deserve to be recognized.

2F: A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: Local BIG contest, Local Opening & Closing Contest, Local Program of Work Committee, Local Agriscience Fair Exhibition, Local Parliamentary Procedure Contest, Any Section, Region, or State Activity, Local Creed Speaking Contest, Local COOP Quiz Contest, Local Demonstration Fair, Local Public Speaking Contest, Chapter Meeting or Activity, Other Local Activities.

Students participate in a variety of activities throughout the year. Traditionally, over 80% of students meet the required six activities per semester, as outlined in the course syllabus and ECLR’s. Attendance records are kept in a binder that is stored in the Ag Office, with a digital activity chart being kept and available on department share available for editing and viewing by each instructor. Students are also required to keep a record of all activities in their record books.
3
PRACTICAL APPLICATION OF AGRICULTURAL SKILLS
3A: Student participation in Supervised Agricultural Experience is part of the grading criteria for every agriculture student in the program.

Each member of the Porterville FFA is required to initiate, maintain, and keep records on a Supervised Agricultural Experience. This requirement is outlined in each course syllabus and ECLR, specifically in the grading portion, which explains to parents that this is 10% of the student’s grade. Initially, students are wary of such a project, but soon grow to appreciate and understand the SAE and participate in quality programs. Many students choose to exhibit a market animal at the Porterville or Tulare County Fair; at the 2013 Porterville fair, there were 53 swine exhibitors, 17 lamb students, 1 market goat participant, 1 dairy goat exhibitor, 12 beef cattle exhibitors, one rabbit student, and one poultry student. There are numerous students who participate in Ornamental Horticulture and Agricultural Mechanics related SAE’s, both placement and entrepreneurship. Also, many of the students choose to work with local growers in the citrus groves, which are the main agricultural commodity in our area. In addition to these, students work for local businesses, grow vegetables, work in our ornamental horticulture unit, beautify the community, educate younger students on various agriculture topics, and participate in many other types of SAE’s.

3B: First year students have either been engaged in an SAE Project(s) or have a plan in place for an SAE, as verified by the Student Data-Career Plan.

Students who take an Ag Science class and/or Ag Mechanics 1 are educated on the wonderful world of SAE’s. Once students have a full understanding of the process of the SAE, they are required to create a proposal for a future SAE project, which constitutes their Fall SAE grade. Last year, the Student Date-Career Plan was not utilized in the classes, but will be in the coming school year. In the spring, first year students are required to have a record book with the calendar, business agreement, budget, journal, FFA Activities, and school and community service pages complete. This requirement fulfills the 10% of the SAE grade for the spring semester and continues for each semester thereafter for their time in the Ag program.

3C: A minimum of 80% of continuing students are engage in SAE Project(s) as verified by Department records.

More than 80% of continuing students are participating in an SAE. The quality of records can vary greatly between students, but we strive as a department to assure each student has some
form of an SAE. Records of students SAE’s are kept in their individual record books. These books are housed in the department, in bins kept by the teacher with whom they have an Ag class.

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

Project visits are not a strength of the Porterville Ag Department. When a student has an animal, they are visited numerous times during the duration of their project, with formal project visit forms filled out each visit. Unfortunately, besides animal projects, very few home visits are made. As a department, we need to set a goal for increasing home visits, especially for the freshman class. We all understand the importance of the home visit, but have not made them a priority.

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.

There are currently three working vehicles for use by the teaching staff in the Porterville Ag Department. There is one truck that is not currently being operated, but can be with some mechanical work. Two of the vehicles are For Excursions, which can transport 7 and 8 students respectively. The third is a flatbed Ford truck which can seat 5 students. Each of the vehicles can tow at least one of our two trailers - one bumper pull and one goose neck. Personal vehicles are not used often, but when they are, reimbursement of fuel is permitted with proper prior approval. If personal vehicles are being used for a conference, mileage reimbursement is also available.
4

QUALIFIED & PROFESSIONAL PERSONNEL
4A: Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of Authorizing credential(s) is in the Comprehensive Program Plan.

Each of the three teachers in the Porterville Ag Department has a clear Single-Subject Secondary Teaching Credential as well as Agriculture Specialist Credential. Todd Coons graduated and earned credentials from Cal Poly, San Luis Obispo, and has been teaching at Porterville High School since 1987. Michelle Evans graduated and earned credentials from CSU Fresno and has taught two years at Porterville High School, but taught one year previous at Canoga Park. I, Jessica Helm, graduated and earned my credentials from CSU Fresno and have taught at Porterville High School for two years, with two years at Highland High School in Bakersfield prior to relocating.

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.

In the 2012-2013 school year, each teacher taught full time with all courses being agriculture-based, with Mr. Coons teaching an extended day. In addition to the normal teaching schedule, all three teachers coach numerous judging teams, speaking teams, and advise animal projects. Throughout the year, all three teachers attended numerous professional development events. In the area of agriculture-based professional development, we all attended both Fall and Spring CATA meetings, each of the Section CATA meetings, and the Regional Roadshow. For various reasons, only I have been able to attend the summer CATA conference for 2012 and 2013. Also, both Michelle and I attended the New Professionals Conference in 2012. Outside of the agriculture realm, we all attended the state wide California Partnership Academy conference in Sacramento that lasted three days.

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

As a staff, we are constantly meeting and discussing upcoming events, department information, and many other topics. We all work well together, communicate well, and are able to work together to solve any issues and plan successful events. One weakness we had last year was we did not have a set meeting day; we simply met when needed or when we all happened to be in the same room. This lack of scheduled meetings lead to a few incidences of paperwork not being completed and some bills not being paid in a timely manner-which is unacceptable. This year we have held
regular meetings and have also hired a wonderful secretary who is charged with keeping track of Purchase Orders and Financial documentation.

4D: A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan.

This year, when we have our prescribed department meetings on Mondays, all staff meet in C-3, and I take minutes digitally. These records are saved on the department share network folder that is accessible by all three of us as well as administration if they ever need to check our minutes.

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.

When traveling, if proper paperwork is completed, all agriculture teachers are reimbursed for expenses incurred. For professional development events, we do make sure to fill out this paperwork, which reimburses us for hotel, meals, fuel, registration, and other expenses. However, when traveling for judging teams in the spring, we have neglected to fill out the paperwork to be reimbursed. The department pays for lodging, fuel, and transportation, so the only reimbursable expense on these trips would be meals, but it works out to be a couple hundred dollars with all the trips put together. We all have the mentality that our summer stipend covers these costs, plus the hours during summer. When making project visits, teachers use school vehicles and fuel, so no reimbursement is required.
5

FACILITIES, EQUIPMENT, & MATERIALS
5A: Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.

According to Mr. Coons, the agriculture department was remodeled in the early 1990’s. Even though the facilities are dated, they are functioning. All rooms are handicapped accessible, as well as the shop. This past year, there has been no large projects done, but whenever there was an issue, a district maintenance employee fixed it promptly. According to administration, the next large construction project on campus will be a new building to include a new agriculture department. No formal plans have been drawn up, so there is no projected timeline for this new construction.

5B: There is adequate storage space for materials, records, equipment, and supplies.

There are three classrooms in the Porterville Ag Department, two of which have built-in cabinets with lab space. The third has no cabinets, but there are some movable cabinets that are utilized, as well as some space in the shop that is full of tools. Between rooms C-3 and C-4, there is a department office that has cabinets and two desks for secretary and officer use. The shop has many large areas for storage of materials, and some vet science materials have found their way into unused corners. In the ornamental horticulture unit, there is a tool shed, potting shed, and two garage-type units for livestock and fair materials. Each teacher maintains files of resources and curriculum, and student records. There is currently no common storage area for past record books, but we will be purchasing a large filing cabinet in the coming year to fix that problem.

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, Growing area, Greenhouse, Agriculture shop.

Students who do not have room for a Supervised Agricultural Experience Project have a variety of options in the area. If they choose to grow plants of any sort, there are three greenhouses and one hothouse located just behind the agriculture classrooms on the Porterville High School campus. There is also a fully functioning mechanics shop that allows students to pursue a mechanics SAE. Many students who choose this path begin a project in class and finish it during their own time. If a student has no facilities for an animal, unfortunately there is no area that the agriculture department maintains to allow this. However, there are many people in the community that do have facilities and are more than willing to create an agreement with students to allow them to keep animals on their property. Even though this is not ideal, it is the best situation we can facilitate.
5D: The Agriculture Department has E-Mail capabilities.

Each of the three agriculture teachers has a school email that is used on a daily basis. Also, the department secretary is also given a school email for use. Email is also available for students to sign up for and use on campus in order to be able to communicate with instructors.

5E: The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.

The agriculture classrooms are maintained to the best of the teacher’s ability. They are cleaned by custodial staff every other day, and the floors are waxed over the summer. Besides the regimented cleaning, the rest is completed by the teachers. As with any department, organization of supplies is ever changing. When deliveries are made, materials are organized and kept neat for a period of time; after a time, it becomes a bit disheveled. Besides a bit of disorganization periodically, the department is never terribly messy.

5F: Facilities and equipment are regularly maintained, repaired, or replaced.

As mentioned before, the agriculture facilities were updated in the 1990’s. The district maintenance department does a wonderful job of keeping our buildings functioning. From fixing door handles to replacing some dangerous siding and repairing wall-mounted cabinets, the maintenance done on our buildings keeps the department running. Some of the smaller maintenance jobs, such as fixing desks, can be completed by the advanced mechanics students.
6

COMMUNITY, BUSINESS, & INDUSTRY INVOLVEMENT
6A: The Advisory Committee is operational and reflects the committee membership as outlined in the “Agricultural Education Advisory Committee Manual”.
6B: The Agricultural Advisory Committee meets at least twice each year.
6D: The contact information of the Advisory Committee Chair has been provided on the cover of this checklist.

Before I came to teach at Porterville High School, there were many issues that were plaguing the agriculture department. These issues lead to the release of two teachers, legal action, and many other detrimental side effects. One of those was the disbanding of both the parent booster club and the agriculture advisory committee. It was also recommended by legal counsel to not revive those two entities until legal preceding’s were completed. Everything was finalized in May, so work has begun on bringing back members and getting the advisory committee active again. Potential Advisory Committee members have been contacted, and the first meeting date has been set.

6C: The Agricultural 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, graduation follow-up, Targeted occupations, Program description-Courses, SAE, FFA, Program completion standards, current year budget, list of active placement sites.

Since we have had no advisory committee meeting since April of 2012, there are no minutes to be accounted for. Earlier minutes will show that the advisory committee at Porterville High school has been instrumental in providing funding and as a result, equipment, as well as support of an agriculture academy program.

In 2008, the advisory committee was instrumental in obtaining funding for Proposition 1D. With their hard work, the advisory committee was able to obtain $35,000, for which the district matched with another $35,000. This total of $70,000 was presented to the state and again was matched with $70,000. This total of $140,000 bought a variety of equipment for the department.

The most significant addition we were able to make to the department was a new greenhouse facility. The new $38,000 greenhouse allowed us to expand our plant sale as well as have space to do class science experiments. The new technology in temperature control allows us do soft and hard wood cuttings, due to a recirculating water system.

The department was also able to purchase a new aluminum bumper- pull livestock trailer, which is capable of being pulled by each of the Ag vehicles. Other materials purchased include some shop equipment, three new MIG welders, a Lincoln trailer welder, and a new soil mixer.
The advisory committee was also instrumental in the development of our agriculture academy at Porterville High School. The committee helped fill out the application and present it to the district. As a result of their efforts, the academy is now in full swing and in its second year of operation.
7

CAREER GUIDANCE
7A: Students are counseled regarding Career opportunities in agriculture and agribusiness, agriculture and academic courses necessary to complete career pathway offerings, and post-secondary education and training options.

Students in the agriculture department at Porterville receive a variety of career guidance during their time in the program. The first method of guidance instructors employ is in the classroom. In each course, careers are highlighted throughout the year that directly relate to the unit and or course. Also, students in veterinary science complete a project that requires each student to research a career path that relates to the course and present their findings to the class. The second method of guidance provided is by allowing the students to gain hands-on skills that could be used in the workplace. Many of the courses in the department offer students real world knowledge and skills that can both inspire them to pursue a higher education in that area as well as work in that field directly out of high school. In addition to the formal career guidance offered, all three instructors can be found discussing individual students’ career plans on a regular basis.

7B: All students have a completed career plan and it is updated annually.

At the beginning of the school year, once schedules have been solidified, instructors in each agriculture class spend a day or two helping students consider and fill out the student data sheet. During this time, students are asked to think about what they learned from last year and apply that new knowledge to their revision of their data sheet. If a student is a returning student, their previous data sheet is passed out to them and updated, and completely revised if need be. If a student is new to the department, they require a bit of extra counseling, but are still required to fill out the data sheet. All sheets are alphabetized and kept in a binder that is housed in the department office. Once we have a large filing cabinet for record books with individual student folders, a more ideal location to file the data sheets will be in their individual student records folder.

7C: Efforts have been made, or completed, to articulate with Community Colleges and/or Universities.

Articulation agreements have been in place with two different community colleges. Firstly, we have our local community college, Porterville College. In 2011, the course our students began earning credits for is Ag Sales. This class is a junior level class that is now a part of the Academy sequence of courses. The second articulation agreement we have is with College of the Sequoia in Visalia. The formal agreement was reached in 2009. The agreement was for the courses
Greenhouse Management as well as Ag Mechanics 4. Both courses are Senior Level courses offered in the department.

According to Mr. Coons, we do have an informal agreement with Reedley College. With no written agreement in place, I am unsure of the consistency of the acceptance of Ag Mechanics 4 at Reedley College, but Mr. Coons said he has had some students receive credit.
8

PROGRAM

PROMOTION
8A: An Agricultural Education program recruitment brochure or similar document is used to promote the program.

An area of weakness for the Porterville Ag Department is recruitment. Due to the fact that we are an academy, the district does not allow for recruitment of students at their school sites, unless they are a feeder school. Due to this fact and the problems that the department was facing before my placement, there was no real recruitment effort done for the current freshman class. Ms. Evans did make some phone calls over the summer, but that is not a sufficient way to recruit. In the coming year, plans are under way to create recruitment materials that can be sent with counselors during registration, and perhaps working on some agriculture education presentations for the elementary students that would not be recruitment, rather exposure for the program.

8B: Students have alternative means of overcoming financial barriers to participate in program activities.

Throughout the year, there is a variety of activities that students can participate in, most with no cost to students. All chapter meetings are free to students and provide them with a meal, either lunch or dinner. Other chapter functions, such as community service or football concessions, include a meal as well and are, of course, free to students. The chapter pays for the freshman students to attend the Greenhand Leadership Conference, and pays for the entirety of the MFE/ALA Conferences. Due to the large amount of students who attend State Conference, we require students to pay for the hotel costs, and the chapter covers the registration cost. In order to help students compensate these costs, there is a fundraiser that takes place in the beginning of the spring semester for students to earn the rest of the funds for the trip. This fundraiser is completely optional, but many students still choose to participate. If a student wishes to participate in an SAE that requires significant funds, there is an interest free loan program that is sponsored by Bank of the Sierra. Students are required to complete an application and meet with a bank representative in order to be eligible.

8C: The Agriculture Department conducts recruitment activities with local feeder schools.

Formal recruitment presentations were not conducted this past year, due to a variety of issues. We are hoping to be able to visit the eighth grade students this coming year, but nothing has been approved yet. However, Porterville FFA participates in two different agriculture education
presentation days that allow us to get our name to the students. The first is called Butterfield Stage Days, in which our senior-level students create presentations on agriculture in days past and educate fourth grade students. This activity not only allows students to learn about how agriculture was before our modern-day technologies, but it allows us to expose our program without having a formal recruitment presentation. The second activity is Farm Day at the Fair, which is geared toward second graders in the district. On the Friday of the Porterville Fair, over 1,000 second grade students are bussed to the fairgrounds where they enjoy presentations on the different animals exhibited at the fair as well as different agriculture commodities grown in our area. This year, my Vet Science students were charged with the task of creating a station with an interactive approach, and even though it was a bit hectic, it all turned out well. The second grade students learned more about agriculture and my students were able to promote Porterville FFA in a more subtle way.
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.

In the department office, there is a copy of the Comprehensive Program plan. The information contained in it is from the 2006-2007 school year, so it needs to be updated and resubmitted to the region supervisor.

9B: Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include a Five Year Equipment Acquisition Schedule, Chart of Staff Responsibilities, FFA Program of Work, Advisory Committee Roster, and Advisory Committee minutes.

The updates are sent every year to the region office. Updates for the 5 year plan have changed due to the change in staff and the new curriculum opportunities being offered in the academy. The chart of responsibilities is updated the week before school to make the year’s duties clearly outlined.

In regards to the Advisory Committee Roster and Minutes, this past year there was nothing submitted. This is due to the fact that there was no Advisory Committee. Due to various problems with the department and district, the Department Chair was advised by legal counsel to not have an advisory committee for this year. As part of my projects to complete my Master’s Degree, I will be creating an advisory committee and a constitution, and will hold regular meetings with the new committee.

9C: A follow-up system is used which gathers the following information from program status of employment or schedule enrolled within, opinion regarding the value and relevance of the agriculture program, suggestions for improving the agriculture program.

Seniors in the Agriculture Department at Porterville High School are required to fill out a preliminary survey of plans upon graduation. This survey is done in conjunction with their spring course final. Many of the seniors after graduation choose to add the instructors as friends on Facebook or follow them on Instagram, which is a convenient way to keep track of what they are doing after graduating. If students cannot be reached through social media, emails are sent to the students. If they are still unreachable, we try to contact family or friends that stay in touch with that student.

When contacting these students, Mr. Coons asks them about their current situation and future plans for college, employment, or both. Also, Mr. Coons discusses their experience in the
Ag Department and how we can improve it for future students. The findings are compiled and reported back to the department and the administration.

9D: The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry by October 15th.

All of the data collected by Mr. Coons in his graduate follow up surveys is compiled and uploaded into the online R2/FFA Roster Data. This is done by October 15th.

9E: The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

This past year, our retention rates are low, compared to numbers in past years. In discussing this with Mr. Coons, the Graduating senior class and the incoming senior class dealt with many issues within the department. In their time in the Porterville Ag Department, they had to adjust to three teachers leaving and four new teachers within a period of just two years in a department of three teaching positions. In addition to that, these students were subject to the dispute between the Ag department and the district, which was a struggle publicized in the local newspaper. These problems were unforeseeable and out of our control. However, we have devised some incentives for program completers that will hopefully be successful in the years to come. Firstly, we have been approved to issue “academic” letters for student’s letterman jackets. The requirement we have in place is the most stringent on campus—they must earn their state degree to earn their FFA letter. We hope that is encourages them to not only stay in the program, but also maintain a quality SAE and record book to earn that degree. We have also received approval for issuance of an “academic letter” for being a PAAL Academy completer. Secondly, we have been approved to provide cords for the graduation ceremony. We have three options for students: One for being a scholar program completer, with a 3.5or higher and four years in the program; one for earning their state degree; and one for being a three year academy student. Due to our new academy, there will be no academy cords available to students until the class of 2015. Also, we are working towards getting and Ag Government/Economics class approved to encourage seniors to stay in the program and complete that graduation requirement with us. We have recently devised an incentive for more involvement at the chapter level and are working towards getting smaller patches symbolizing participation in judging teams, public speaking, etc. These patches are envisioned to be attached to the “P” the student receives for either earning the State Degree or being an academy completer.
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 Department Chair, Mr. Coons is charged with the preparation of the R-2 report and Incentive Grant requirements. He has been successful in sending this information to our supervisor in time.
10

CLASS

SIZE
10A: Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.

The student/teacher ratio is a difficult criterion to meet in this educational climate. Some classes in the Porterville Ag Department meet these standards and some do not. The numbers listed below are based on the first semester of the 2013-2014 school year. As is the case in many school districts, class size requirements according to the incentive grant application are not met in a majority of the courses offered. Even though this reduces our funding, it is something we cannot change.

Helm:  
1) Ag Earth Science – 32  
2) Ag Science – 19  
3) Vet Science – 25  
4) Ag Bio – 25  
5) Ag Bio – 26  
6) Ag Bio – 30  
7) Prep

Evans:  
1) PAAL Prep  
2) Ag Mech 1 - 33  
3) Ag Communications – 27  
4) Nursery Practice – 25  
5) Landscape – 27  
6) Ag Sales – 32  
7) Prep

Coons:  
1) GHM – 26  
2) GHM – 15  
3) GHM - 25  
4) Ag Mech ¾ -16  
5) Ag Mech 2 – 20  
6) Econ – 33  
7) Prep

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 be counted as .5 for purpose of determining the total count only.

Based on the R-2 Data, we have 284 students enrolled in the Ag program at Porterville High School for the 2013-2014 school year. With the freshmen counting as only .5, the number is 259.5 based on that, the average student teacher ratio is 86.5. This number seems very low because we have so many students who have multiple agriculture classes. In following with the Academy model, students have one core class and one elective class in the Ag department. In looking at the R2, total enrollment is 435. When broken down by teacher, the numbers are as follows:

Helm: 51 Freshman + 106 upper classmen = 157 students total, 131.5 with freshmen as .5
Evans: 33 Freshman + 111 upper classmen = 144 students total, 127.5 with freshmen as .5
Coons: 0 Freshman + 135 = 135 students
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.

Each of the three teachers in the Porterville Ag Department is on a 10 month contract with the Porterville Unified School District. The earnings are divided into 12 monthly checks, with an additional 100 summer hours to be completed between the months of June and August. This agreement works out to be around an additional $2000 per year. In past years, it has been as high as 300 hours, but due to budgetary cutbacks, it has been reduced to 100. Based on student numbers from the 2013 fall semester, we have one teacher for every 86 students, which is 11 students over the 75 student requirement. With a growing department and new administration, we hope to pursue a fourth teacher in the coming years.

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.

For the 2013-2013 school year, no teacher was given a supervision period on top of the normal preparation period. Porterville High School requires a 6 period work day as part of our contract. In the 2013-2014 year, Ms. Evans received an extra prep for being the Academy Coordinator. All teachers teach a full 6 period day, with a common 7th period prep. None of us have been compensated for our lost supervision period.
12

PROGRAM

ACHIEVEMENT
12A: Number of UC Approved Agriculture Courses is at least one.
12B: Number of activities on the approved FFA activity list which the local chapter participated in as at least 80% of the activities.

Due to various issues this past year, we did not qualify for the additional compensation in quality criteria 12. We do have two courses that meet one of the UC A-G requirements; those are Ag Biology and Ag Economics. In Leadership and Citizen Development, we participated in 19 of the 26 possible activities. Those 19 activities included various leadership conferences, region meetings, public speaking contests, various CDE contests, all sectional activities, and local leadership activities. In the coming year, we plan to have at least 22 activities.

12C: Number of students who received the State FFA Degree must be at least 5% of the R-2 Number.

In the area of State FFA Degrees, there were 15 recipients from Porterville High School. According to Mr. Coons, numbers in previous years have been much higher. This class of juniors was subject to the exiting of three teachers and adjusting to four new staff members in their short career with PHS FFA. This caused many students to either exit the program or lose interest, which is reflected in our lower number this year. We hope to have the number up to at least 25 next year.

12D: Number of teachers who attended a minimum of 5 professional in-service activities.

As a staff, we value professional development and what it can do for our program. This year, each of us attended at least five professional activities. All of us attended the fall and spring region meetings, the region road show, all section in services, and the CPA conference. Mrs. Valdez and I attended the New Professionals Conference and I attended Summer Conference alone.

12E: Number of meetings held by the local Agriculture Advisory Committee which meets at least 3 times.

The Porterville FFA Advisory Committee has been on hold for the past year. Due to legal issues, we did not have a committee nor did we attempt to create one. The assembly of a new advisory committee is one of the projects that will be completed as a part of the completion of my master’s degree.

12F: Number of students who were in their 3rd and 4th year of agriculture instruction must be at least 25% of the R-2 number.
Our retention for the 2012-2013 school year was right at 25.8%. Our number on the previous R2 Report was 403 and we had 104 students that were in their third and fourth year of the program. Based on previous numbers, this number is a bit low, but this stems back to the issues these students faced in the past years with changes in staff and a public legal battle between the PHS Ag Department and the Porterville Unified School District.

12G: Number of those who graduated who are employed in agriculture, in the military, or continuing their education must be at least 75% of the program completers.

Based on our graduate follow up survey, 24 seniors completed three or more years of agriculture instruction. Thirteen students are at a two year college majoring in agriculture, one is not. Two students are majoring in agriculture at a four year university and one is not. Five are employed full time in an agriculture-related job, and two are serving in the military.
AGED 539
Supporting Completion Materials

Jessica Helm
Porterville High School Agriculture Department

Master of Agricultural Education Program
California Polytechnic University, San Luis Obispo
Winter 2014
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1. STUDENT DATA SHEETS

Student Data Sheets are completed in the first month of each new school year. Each teacher provides students with blank forms and students fill in with guidance from the instructor. Upon completion, files are sorted alphabetically and stored in a binder which is housed in the Ag department office. Over the summer, we hope to create a Google Form which will be formatted to align with the student data sheet. In doing this, we hope to reduce the amount of paperwork we utilize by having these surveys done and stored digitally. We also hope to be able to utilize the data we collect in new ways, such as being able to compare different college goals with different pathways chosen and so on.

Attached are examples of the student data sheets that were filled out this year. Samples were chosen based on legibility, which happened to be all female, so one male sheet was added to create a more diverse group.
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.
   - Work in medical field (Ag teacher)

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:
   - Go to Work Full - Time
   - No Further Education
   - Some College Later
   - Go to College
     - Community College
     - Four Year College
     - Full-Time Student
     - Part-Time Student
     - Agriculture Major
     - Non-Agriculture Major
   - Go Into Military Service

2/18/2014
AGRICULTURAL EDUCATION STUDENT CAREER DATA SHEET

A. Name ______________________________
   Last Name ____________________________
   First Name, MI ________________________

B. Gender: Male __________ Female __________

C. Ethnicity/Race: White __________ Hispanic __________
   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
do? If your dream is not related to agriculture, place in parenthesis () an
occupation in agriculture you would enjoy doing.
   Farm inspector, ag teacher, (volleyball utility player)

H. Date: 8-23-13

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 (40:0)
   __________ Animal Science (4020)
   __________ Agricultural Mechanics (4030)
   __________ Agricultural Business (4040)
   __________ Ornamental Horticulture (4050)
   __________ Forestry & Natural Resources (4060)
   X ________ 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 X ________
      Non-Agriculture Major
   3. Go Into Military Service

2/18/2014 Revised 7.16.10
I. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
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II. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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III. Planned Department Activity (FFA)

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<td>Fundraising</td>
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Parents/Guardians Signature: [Signature]

2/10/2
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:
9th, 10th, 11th, 12th

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

X 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.

Vet or Non-Farm Animal Caretaker

H. Date:
Aug 23, 2013

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)

X 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

2/18/2014
STUDENT PROGRAM PLANNING FORM

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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</thead>
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</tr>
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2. 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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3. Planned Department Activity (FFA)

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<th>Activity</th>
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<tr>
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<td>Opening/closing</td>
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<td>Contests</td>
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<td>Fundraising</td>
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Parents/Guardians Signature: [Signature]

[Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
Last Name ___________________________  First Name, MI ___________________________

E. Gender: Male ___  Female ___  

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes ___  No ___  
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- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White ___  

G. 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 ___

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 ___

Date: 8-23-13

Rev. 7.16.10

2/18/2014

Miss (Mrs./Ms.) ___________________________

Parent/Guardian Name (Print Full Name For Each):
Mr. ___________________________

Email: ___________________________

Phone Number: ___________________________

Street Address: ___________________________

City, Zip: ___________________________

Locator Data

2/18/2014
STUDENT PROGRAM PLANNING FORM

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

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<td>Green House Management</td>
<td>Ag. Elem.</td>
</tr>
<tr>
<td>Ag. Science (p2)</td>
<td>Nursery Practice</td>
<td>Floral Design</td>
<td>Ag Biology</td>
</tr>
<tr>
<td>Geometry (p3)</td>
<td>English (p4)</td>
<td></td>
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</tr>
<tr>
<td>Band (p5)</td>
<td>P.E. (p6)</td>
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</tr>
<tr>
<td>Health (p1)</td>
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</tr>
</tbody>
</table>

II. 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>
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</thead>
<tbody>
<tr>
<td>Pig</td>
<td></td>
<td></td>
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</table>

III. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Big</th>
<th>Fundraiser</th>
<th>Trips</th>
</tr>
</thead>
</table>

Parents/Guardians Signature: ____________________________

2/18/2
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: ___________________________________

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

2/18/2014
<table>
<thead>
<tr>
<th>Course</th>
<th>School Year</th>
</tr>
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<tbody>
<tr>
<td>English 1</td>
<td>14-15</td>
</tr>
<tr>
<td>English 2</td>
<td>14-15</td>
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<tr>
<td>Math 10</td>
<td>14-15</td>
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<tr>
<td>Sci 1</td>
<td>14-15</td>
</tr>
<tr>
<td>Sci 2</td>
<td>14-15</td>
</tr>
<tr>
<td>Comp Sci</td>
<td>14-15</td>
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<tr>
<td>Soc 1</td>
<td>14-15</td>
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<tr>
<td>Sci 3</td>
<td>14-15</td>
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<tr>
<td>Eng 1</td>
<td>14-15</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>14-15</td>
</tr>
</tbody>
</table>

**Course List:**

- English 1
- English 2
- Math 10
- Sci 1
- Sci 2
- Comp Sci
- Soc 1
- Sci 3
- Eng 1
- CHEM 101

**School Year:** 14-15

**Career Goal:**

1. Supervised Agricultural Experience Plan (Project Program) should be related to career goal.
2. Department Activity (FFA)
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: ______ (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.

[Professional photographer, Agricultural related photographer]

H. Date: 03/17/97

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 (4043)
- 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 ______

2/18/2014
<table>
<thead>
<tr>
<th>Course</th>
<th>School Year</th>
<th>14-15</th>
<th>15-16</th>
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<td>Health</td>
<td>Yearbook</td>
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<tr>
<td>History ( Econ. Class)</td>
<td>English</td>
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<tr>
<td>Math</td>
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<tr>
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</tr>
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<td>Science</td>
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<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Course of Study to Meet Occupational Goal:** By school year, list all classes previously taken, currently taking, and planned course per the Plan.
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name [Blank]
   First Name [Blank]

B. Gender: Male [ ] Female [x]

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one): Yes [x] 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 [x]

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

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

F. I Am Taking This Course Because: (Select One)
   [x] 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 an EMT Paramedic
   (Farmer )

   2/14/2014

H. Date: 9/20/98

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

J. Program of Instruction Being Pursued: (Select Only One)
   [x] 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. [x] Go to College
      (Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major [x]

   3. Go Into Military Service

Revised 7.16.10
<table>
<thead>
<tr>
<th>Course</th>
<th>School Year</th>
<th>Course</th>
<th>School Year</th>
<th>Course</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Junior Year</td>
<td>Math</td>
<td>Senior Year</td>
<td>English</td>
<td>Junior Year</td>
</tr>
<tr>
<td>Art</td>
<td>Junior Year</td>
<td>History</td>
<td>Senior Year</td>
<td>Art</td>
<td>Junior Year</td>
</tr>
<tr>
<td>Spanish</td>
<td>Senior Year</td>
<td>Science</td>
<td>Junior Year</td>
<td>Spanish</td>
<td>Junior Year</td>
</tr>
</tbody>
</table>

**Career Goal:**

*List all courses taken, currently taking, and planned to be taken in the future.*

*Please include any extra-curricular activities.*

*List all the courses taken, currently taking, and planned to be taken in the future.*

**STUDENT PROGRAM PLANNING FORM**
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: 3rd (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 11 (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.
   Outside of agriculture: RN
   In the agriculture world: Veterinarian

H. Date: 2/24/2014

I. Locator Data
   Street Address: ____________________________
   City, Zip: ____________________________
   Phone Number: ____________________________
   Email: ____________________________
   Parent/Guardian Name (Print Full 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 (4043)
   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**

**General/Extracurricular Activities:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Fair</td>
<td>agriculture, farm hands-on activities, etc.</td>
</tr>
<tr>
<td>Agriculture Fair</td>
<td>agriculture, farm hands-on activities, etc.</td>
</tr>
<tr>
<td>Farmhands</td>
<td>agriculture, farm hands-on activities, etc.</td>
</tr>
<tr>
<td>Farmhands</td>
<td>agriculture, farm hands-on activities, etc.</td>
</tr>
<tr>
<td>Farmhands</td>
<td>agriculture, farm hands-on activities, etc.</td>
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</table>

**FFA:**

<table>
<thead>
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<th>Activity</th>
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<tbody>
<tr>
<td>Market</td>
<td>hog, pigs, etc.</td>
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<tr>
<td>Market</td>
<td>lamb, goats, etc.</td>
</tr>
<tr>
<td>Market</td>
<td>poultry, etc.</td>
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</table>

**Supervised Agricultural Experience Plan (SSPA):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Project &amp; Ag Science</td>
<td>Ag Science</td>
<td>FFA Leadership</td>
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<tr>
<td>Agriculture</td>
<td>Ag Science</td>
<td>FFA Leadership</td>
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<tr>
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<td>Ag Science</td>
<td>FFA Leadership</td>
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<td>Ag Science</td>
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<td>FFA Leadership</td>
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**Course List:**

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<th>School Year</th>
<th>School Year</th>
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<tr>
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<td>2014-15</td>
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<td>Ag Science</td>
<td>2015-16</td>
<td>Ag Science</td>
</tr>
</tbody>
</table>

**Notes:**

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

**Signature:**
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name

B. Gender: Male X Female

C. Ethnicity/Race:

- 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

E. Grade Level in School: 10

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

- X 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. barber

H. Date: 2-24-14

I. Locator Data

- Street Address:
- City, Zip: 27339
- 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

2. Go to College

3. Go Into Military Service

2/18/2014
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name: Jackson
   Last Name: [Redacted]
   First Name, MI: [Redacted]

B. Gender: Male __ Female __
   MARK: 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: 11
   (9, 10, 11, 12)

F. I Am Taking This Course Because: (Select One)
   MARK: 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.
   Raising Bucking Bulls and Be my own stock contractor.

H. Date: 2/24/2014

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)
   MARK: 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

2/18/2014
<table>
<thead>
<tr>
<th>Course</th>
<th>School Year</th>
<th>School Year</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2014</td>
<td>Sophomore</td>
<td>Junior Year</td>
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<tr>
<td>History</td>
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<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
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<td></td>
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<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Science</td>
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<td></td>
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</tr>
<tr>
<td>Integrated Science</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>Math</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Planning Form**

**Student Program Planning Form**
2. PERMANENT AGRICULTURE STUDENT FILES

Each teacher is responsible for storing and maintaining the record books for their current students. We each have plastic filing bins which are color coordinated by teacher. The bins are numbered 1-6 and each bin holds that respective period’s record books. Over the summer, we will be clearing out one of our filing cabinets and creating an all-department student file system. Each student will have a folder, housed in grade specific drawers. These files will house previous record books, applications, etc.

Attached is a picture of the current filing system in my classroom as well as a picture of our new system for the coming school year.
Above: This is the current filing system for record books in each classroom. Books are stored in period-specific bins. There is no formal student filing system at this time.

Below: This is the future site for the student files. Over the summer, we plan to clean out this cabinet, make a folder for each student in the department, and keep all records (including applications, student data sheets, etc.) in their individual file. This filing cabinet is currently in C-3, but may be moved into the Ag Department Office permitting space.
3. Course Outlines

The first day of school in each class at Porterville High School, teachers are required to pass out to each student a course syllabus as well as the Expected Course Learning Results (ECLR’s). These documents outline course expectations, classroom rules, grading procedures, etc. For the 2013-2014, I am teaching four different courses: Ag Earth Science, Ag Science, Veterinary Science, and three sections of Ag Biology. This year, we decided to include an Ag Earth Science course to encourage more freshmen to join the agriculture program at PHS by helping them earn credit towards graduation with us. This class had 35 students for first semester, but dropped to 30 for second semester for various reasons. Ag Science is a true agriculture class in that it is not tested in CST’s for benchmarks and allows me to give freshmen students a true overview of what agriculture and the Ag department has to offer them in the future. This course started with only 18 students, but has grown to 25. Veterinary Science is a junior level course that is one of the required courses for our PAAL (Porterville Academy of Agriculture and Leadership) students. This class has been steady at 26 all year long. Finally, I teach three sections of Ag Biology. Two of which are College Prep Ag Biology and one is specifically for the PAAL sophomores. Students receive graduation credit for this class, and in last year’s CST scores, my classes scored above the general biology in the NCLB portion-something that has not been achieved for many years at PHS. Our students face an obstacle that is unique to PHS in that they must have three years of science in order to graduate, but one of those classes must be taken outside of the agriculture department. So even though students may have taken Ag Science, Ag Biology, and Vet Science, students must still take another science class to graduate.

Attached are a syllabus and the ECLR’s for each of the four classes that I teach this year.
I. **Course Description**
Each passing student will receive credit for one Science requirements, thus much of the class time will be learning about our diverse and very complicated planet and the surrounding universe. Seeing this is essentially an agriculture class, the material will be taught in a relevant way relating to agriculture and as it relates to us here on Earth. Career opportunities in agriculture will be addressed and students will be encouraged to participate in a Supervised Agricultural Experience Program which will give students hands-on experience in a particular agricultural industry. The California Earth Science content standards will be taught as mandated by the California department of education.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA-the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. **Evaluation of Student Performance**
A. The student will demonstrate knowledge and skill competence in a variety of ways:
   - Quizzes
   - Unit exams
   - Semester exams
   - Homework
   - Participation in class discussions
   - Special assignments
   - Class projects
   - Demonstrations

B. Twenty-five percent (25%) of the student’s grade is based on FFA/SAE participation
C. Grading Breakdown *(for details, see subsequent descriptions)*
   - 10% = SAE
   - 15% = FFA
   - 35% = Assessments
   - 40% = Assignments

D. Grade Scale
   - Above 90% = A
   - 80-89% = B
   - 70-79% = C
   - 60-69% = D
   - Below 59% = F
III. SAE/FFA Participation – 25%
A. One of the National FFA Organization’s requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agricultural Experience, an SAE. The students are to keep accurate records on their SAE, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.

- **In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.**

B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically became a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

- **In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.**

IV. Assessments – 35%
A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.
B. Tests will be given on a unit basis, and will be given in a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or etceteras.
C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. Assignments – 40%
A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.
B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.
C. **IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.**
D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.
E. It is the student’s responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.
F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do’s will be accepted.

VI. Class Notebook
A. Each student will be responsible for maintaining his/her own class notebook as well as the daily agenda entry.
B. The student needs to purchase

  - a spiral bound notebook with 100 pages
C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.
D. Grade will be given quarterly. Rubric Provided. Late Notebooks will follow same late policy as assignments, 20% deducted from total points earned.
E. Daily agenda entries are checked biweekly.

VII. Classroom Routines
A. Respect

  - Respect is the key to a successful year in class. Respect has become cliché so let’s take a few moments to learn what that means in our class.
First, every student will be treated the way you would like to be treated. There will be no name-calling or put-downs, profanity, or any other language which is deemed unacceptable at school. This includes being defiant with the teacher and talking when you are not supposed to be talking.

Second, respect means assuming the best for someone. If someone is in need, help them, and so on.

Third, I, the teacher want to help you. I want you to learn about agriculture and have a good time doing so. I want you to earn an A in the class and succeed to your fullest potential. You are in this class because you want to be. Therefore, doing all assignments and turning them in on time is a sign of respect. Not doing so tells me that you don't care about the hard work I have put into preparing for the lesson.

B. Attendance
   • It is required to attend and be on-time every day to class. This is related to the respect previously discussed.
   • PHS Tardy Policy will be followed and enforced. See student handbook for details.

C. Borrowing stuff
   • When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.

D. Defiance or poor behavior
   • Please see attached rules for specific references to defiance
   • In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember....

MAKE GOOD CHOICES 😊
Mrs. Helm’s Class Rules

1) No food, drink, gum, or any edible items in class.

2) No swearing, vulgar, offensive language.

3) Show respect to the teacher, others, the room, and yourself.

4) Raise your hand and wait to be called on to speak.

5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR's and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature:                   Date:

Parent Signature:                   Date:

**Return this sheet and **this sheet only** to Mrs. Helm by **TOMORROW!!!**
Department: Agriculture & Science

Department Goal Statement: All science courses support Goals for Grads. Students will be provided with experiences in science that prepare them to meet the California State Science Standards and high school graduation requirements. Additionally, prepare them for their future as citizens with a working knowledge of scientific concepts, problem solving skills, technology skills, and career and post-secondary options.

Course Rationale: An understanding of Earth Science principles is necessary for many careers in science, technology, and related areas. This course provides part of a preparation for entrance into college level science majors and for vocational school program. It provides a background for the citizen who wants an understanding of science issues. On of the many factors for being a successful science student is practice.

Materials & Resources: Textbook Earth Science, Glencoe 2002/2007, Binder/Notebook, organized to teachers’ specifications, pens/pencils, binder paper, and agenda. Additional resources will include but are not limited to technology (computers, videos, etc). Laboratory equipment and safety apparatuses.

Academic Expectations:
1. Astronomy and planetary exploration reveal the solar system’s structure, scale, and change over time.
2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth’s surface.
4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
5. Heating of Earth’s surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
6. Climate is the long-term average of a region’s weather and depends on many factors.
7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
8. Life has changed Earth’s atmosphere, and changes in the atmosphere affect conditions for life.
9. The geology of California underlies the state’s wealth of natural resources as well as its natural hazards.

Laboratory Experience: Student will be expected to participate in laboratory investigation that include but are not limited to

Homework Policy: Homework is assigned regularly.

Grading Policy: (Approximate Percentages)
A 90%-100% 15% FFA
B 80%-89% 10% SAE
C 70%-79% 40% Assignments
D 60%-69% 35% Assessments
F Less than 60%

ECLR’s for Agriculture Earth Science

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Agriculture Science

Instructor: Mrs. Jessica Helm
Email: jhelm@portervilleschools.org
Phone: 3604
Room: C-3
Grade Level: 09

I. Course Description
Agriculture Science meets the Life Science requirement for high school graduation.
Agriculture Science 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.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA-the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. Evaluation of Student Performance
A. The student will demonstrate knowledge and skill competence in a variety of ways:
   - Quizzes
   - Unit exams
   - Semester exams
   - Homework
   - Participation in class discussions
   - Special assignments
   - Class projects
   - Demonstrations

B. Twenty-five percent (25%) of the student's grade is based on FFA/SAE participation

C. Grading Breakdown (for details, see subsequent descriptions)
   - 10% = SAE
   - 15% = FFA
   - 25% = Assessments
   - 25% = Assignments
   - 25% = Participation

D. Grade Scale
   - Above 90% = A
   - 80-89% = B
   - 70-79% = C
   - 60-69% = D
   - Below 59% = F
III. **SAE/FFA Participation – 25%**
A. One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agricultural Experience, an SAE. The students are to keep accurate records on their SAE, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.
    - **In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.**
B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically became a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.
    - **In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.**

IV. **Assessments – 25%**
A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.
B. Tests will be given on a unit basis, and will be given in a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or etceteras.
C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. **Assignments – 25%**
A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.
B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.
C. **IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.**
D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.
E. It is the student's responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.
F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do's will be accepted.

VI. **Participation – 25%**
A. Students will be working on various projects and will be graded on participation.
B. Grade for participation will be based on attentiveness to project, completeness of task, attitude, cooperation with classmates.

VII. **Class Binder**
A. Each student will be responsible for maintaining his/her own class binder as well as the daily agenda entry.
B. The student needs to purchase
    - a white 1 ½ inch 3-ring binder and must be the clear view (with the plastic cover on both front and back)
    - 5 tab dividers
    - Binder paper
    - 5 clear page protectors
C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.
D. Grade will be based on:
   • Random binder check-performed periodically during quarter. Teacher will use the following criteria to assign grade-questions will be answered with a “yes” or “no”. Each is worth 20% of the total, so 5 “yes’s” is 100%, and 5 “no’s” is 0%.
      o Does the binder pass the Inversion Test?
      o Are the assignments in the correct order?
      o Are all assignments in the binder?
      o Are class notes complete?
      o Are all required parts of the binder present?
   • Daily agenda entries are checked biweekly

VIII. Classroom Routines
A. Respect
   • Respect is the key to a successful year in class. Respect has become cliché so let’s take a few moments to learn what that means in our class.
      o First, every student will be treated the way you would like to be treated. There will be no name-calling or put-downs, profanity, or any other language which is deemed unacceptable at school. This includes being defiant with the teacher and talking when you are not supposed to be talking.
      o Second, respect means assuming the best for someone. If someone is in need, help them, and so on.
      o Third, I, the teacher want to help you. I want you to learn about agriculture and have a good time doing so. I want you to earn and A in the class and succeed to your fullest potential. You are in this class because you want to be. Therefore, doing all assignments and turning them in on time is a sign of respect. Not doing so tells me that you don’t care about the hard work I have put into preparing for the lesson.

B. Attendance
   • It is required to attend and be on-time every day to class. This is related to the respect previously discussed.
   • PHS Tardy Policy will be followed and enforced. See student handbook for details.

C. Borrowing stuff
   • When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.

D. Defiance or poor behavior
   • Please see attached rules for specific references to defiance
   • In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember....

MAKE GOOD CHOICES 😊
I have read the SYLLABUS as well as the ECLR's and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature:  
Date:

Parent Signature:  
Date:

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PORTERVILLE HIGH SCHOOL
PRIDE IN ACHIEVEMENT, HONOR IN EFFORT, STRENGTH IN KNOWLEDGE

ECLR's for Agriculture Science

Department: Agriculture

Department Goal Statement: Our goal is to prepare students for a life beyond high school by instilling in them an ability to think critically, communicate ideas clearly through writing and speech. Our students will contribute to an effective community through agriculture and leadership. Students will develop skills in reading, writing, speaking, listening, mathematics, science and thinking. Understanding the importance of agriculture, we strive to present a variety of valuable hands-on experience, as well as, academically rigorous experiences for each student.

Course Rationale: Agriculture Science is an introductory course for students in the 1st year of the Agriculture Pathways. This is a course designed for freshman/new Ag students wishing to gain a broad, basic understanding of agriculture. This course meets the Life Science requirement for high school graduation.

Materials & Resources:
1. Binder organized to teacher’s specifications
2. Pens, pencils
3. Binder paper
4. Student planner
5. Additional resources will include but are not limited to technology (computers, videos, etc), Laboratory equipment, and safety apparatuses

Academic Expectations:
This course meets graduation credit for life science. The rigor of this course also matches the State Ag Science standards for year one of Agriscience. The units taught in this course will include basic animal science, horticulture, natural resources, California agriculture, agriculture and society, FFA and leadership, and agricultural careers. Additionally, this course is taught with a hands-on approach that encourages participation, questioning, and public speaking/presentations.

**FFA Participation and SAE Projects are a part of the educational experience, as well as the grading system, throughout the year.

Homework Policy:
Homework is assigned on a unit-by-unit basis. School policy is followed in regard to make-up for acceptable absences. Homework is due at the beginning of the class period.

Grading Policy:
A 90%+100%
B 80%+99%
C 70%+79%
D 60%+69%
F Less than 60%

10% FFA
15% SAE
25% Assessments
25% Assignments
25% Participation

All Agriculture Class Grades Are Divided into Three Different Categories.

A. Classroom Participation 75%; 25% Assessments, 25% Assignments, 25% Participation
Points total will be varied, determined by the total points from participation, assignments, test, quizzes, etc.

B. FFA Participation (15%)
Every Agriculture Student is a member of the FFA. To remain in good standing and fully take advantage of the learning opportunities in the FFA organization, every Ag student is required to participate in at least three FFA activities each quarter to receive full points in the FFA participation area. These activities may take place before, during, or after school, on weekends or even during some vacation breaks. It is up to the FFA member to decide which ones he/she will participate in. The dates of these events will be posted and maintained in the classroom and it is up to the student to ensure that their participation is recorded. The following grading scale will be used in this area:

Porterville High School Expected Classroom Learning Results
Page 1
3 or more FFA activities attended = 15% Full Credit
2 FFA activities attended = 10%
1 FFA activity attended = 5%
0 activities attended = 0%

C. **SAE / RECORD BOOK (10%)**
The record book is an integral way for the Ag student to learn not only good record keeping, but also responsibility, accountability, and organization. ALL Ag students are required to maintain an FFA record book. Instruction will be given on the proper use of the book and each student will be given a record book supplied by the Ag department. Record books will be checked BI-weekly in class and are expected to be up-to-date. The record books will be kept in the Ag department and will not leave school unless the instructors are notified first! Grading will be a typical 100, 90, 80% format.

**Make-up Policy:**
A pupil absent from school due to verified illness, quarantine, medical appointments, funeral, jury duty or other justifiable reasons outlined in Education Code 48205.a.7 shall be allowed to complete all assignments and tests missed during the absences... The teacher shall determine the test and assignments and shall be reasonably equivalent to, but not necessarily identical to tests and assignments missed during absence. (California Education Code 48205 (a) (b))

Students who miss school work because of unexcused absences or suspension shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure (BP 6154 (a)).

**Student Responsibilities:**
Porterville High School disciplinary policy has been developed to insure that Porterville High School provides a proper learning environment for all students. All rules will be enforced and appropriate penalties assessed for infractions. Students who violate rules will be counseled, reprimanded, suspended, or expelled and/or cited by the police. It is the responsibility of every employee to apply the rules consistently and equally for all students. It is the responsibility of every student to complete all assignments on time, with the highest quality possible. In order for students to learn and teachers to teach, student responsibilities are:

1. To follow class rules and not disrupt the class
2. To respect other people and their property (school and personal)

Failure to comply will result in the following consequences:

STEP 1: verbal warning
STEP 2: Instructor makes personal contact with parent
STEP 3: A face to face parent/teacher conference & a 2 period class suspension
STEP 4: Assistant principal referral, parent notification & 2 period class suspension
STEP 5: Assistant principal referral resulting in student being dropped from the class and assigned RC for remainder of semester. Teacher will provide and grade student assignments.

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Porterville High School Expected Classroom Learning Results
Page 2
I. **Course Description**

Vet Science fulfills the life science graduation requirement in addition to the “G-college preparatory elective” of the UC A-G requirements.

This course will provide a realistic preview of both veterinary work and the academic rigor needed to achieve success in the profession. Students will learn the basic foundation, terminology, and concepts that are required to be a successful veterinary hospital. We will begin the year exploring cells and tissues. Throughout the year, we will investigate the different physiological systems and how they apply to nutrition, diseases, diagnosis, and surgery. Students will be assessed on tests, quizzes, performance, and projects; as well as behavior, attitude, and participation.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA—the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. **Evaluation of Student Performance**

A. The student will demonstrate knowledge and skill competence in a variety of ways:
   - Quizzes
   - Unit exams
   - Semester exams
   - Biology Notebook
   - Homework
   - Participation in class discussions
   - Special assignments
   - Class projects
   - Demonstrations

B. **Twenty-five percent (25%) of the student’s grade is based on FFA/SAE participation**

C. **Grading Breakdown (for details, see subsequent descriptions)**
   - 10% = SAE
   - 15% = FFA
   - 35% = Assessments
   - 40% = Assignments

D. **Grade Scale**
   - Above 90% = A
   - 80-89% = B
   - 70-79% = C
   - 60-69% = D
   - Below 59% = F
III. SAE/FFA Participation – 25%
A. One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agricultural Experience, an SAE. The students are to keep accurate records on their SAE, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.
   • In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.
B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically become a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.
   • In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.

IV. Assessments – 35%
A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.
B. Tests will be given on a unit basis, and will be given in a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or etceteras.
C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. Assignments – 40%
A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.
B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.
C. IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.
D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.
E. It is the student's responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.
F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do’s will be accepted.

VI. Class Notebook
A. Each student will be responsible for maintaining his/her own class notebook as well as the daily agenda entry.
B. The student needs to purchase
   • a spiral bound notebook with 200 pages
C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.
D. Grade will be given at end of each unit. Notebooks will be evaluated on Completeness, Accuracy, Neatness, and Effort.
E. Daily agenda entries are checked biweekly.

VII. Classroom Routines.
A. Attendance
   • It is required to attend and be on-time every day to class, as well as be prepared with appropriate materials.
   • PHS Tardy Policy will be followed and enforced. See student handbook for details.
B. Borrowing stuff
When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.

C. Defiance or poor behavior
- Please see attached rules for specific references to defiance
- In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember....

MAKE GOOD CHOICES 😊

Mrs. Helm's
Class Rules

1) No food, drink, gum, or any edible items in class.

2) No swearing, vulgar, offensive language.

3) Show respect to the teacher, others, the room, and yourself.

4) Raise your hand and wait to be called on to speak.

5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR's and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature: Date:

Parent Signature: Date:

**Return this sheet and this sheet only to Mrs. Helm by TOMORROW!!!**
PORTERVILLE HIGH SCHOOL
PRIDE IN ACHIEVEMENT, HONOR IN EFFORT, STRENGTH IN KNOWLEDGE

ECLR’s for Veterinary Science

**Department:** Agriculture

**Department Goal Statement:** Our goal is to prepare students for a life beyond high school by instilling in them an ability to think critically, communicate ideas clearly through writing and speech. Our students will contribute to an effective community through agriculture and leadership. Students will develop skills in reading, writing, speaking, listening, mathematics, science and thinking. Understanding the importance of agriculture, we strive to present a variety of valuable hands-on experience, as well as, academically rigorous experiences for each student.

**Course Rationale:** The purpose of this course is to take students to the next level of understanding animals, predominately large livestock and small production animals. Animals affect our society in many ways, thus we must gain understanding of their internal organs, bones, systems as well as diet and nutrition. Vet Science fulfills the life science graduation requirement in addition to the G-college preparatory elective of the UC A-G requirements.

**Materials & Resources:**
1. Binder organized to teacher’s specifications
2. Pens, pencils
3. Binder paper
4. Student planner
5. Additional resources will include but are not limited to technology (computers, videos, etc), Laboratory equipment, and safety apparatuses

**Academic Expectations:**
This course meets graduation credit for life science. The rigor of this course also matches the State Ag Science standards for year one of lifescience. The units taught in this course will include animal husbandry, animal nutrition, reproduction, genetics, diseases, welfare concerns, and basic veterinary assistant skills. Additionally, this course is taught with a hands-on approach that encourages participation, questioning, and public speaking/presentations.

**FFA Participation and SAE Projects are a part of the educational experience, as well as the grading system, throughout the year.**

**Homework Policy:**
Homework is assigned on a unit-by-unit basis. School policy is followed in regard to make-up for acceptable absences. Homework is due at the beginning of the class period.

**Grading Policy:**

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<th>Grade</th>
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<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
<td>10% FFA</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
<td>15% SAE</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
<td>35% Assessments</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
<td>40% Assignments</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
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</tbody>
</table>

All Agriculture Class Grades Are Divided into Three Different Categories.

A. **Classroom Participation 75%**
   Points total will be varied, determined by the total points from assignments, test, quizzes, etc.

B. **FFA Participation (15%)**
   Every Agriculture Student is a member of the FFA. To remain in good standing and fully take advantage of the learning opportunities in the FFA organization, every Ag student is required to participate in at least three FFA activities each quarter to receive full points in the FFA participation area. These activities may take place before, during, or after school, on weekends or even during some vacation breaks. It is up to the FFA member to decide which ones he/she will participate in. The dates of these events will be posted and

Porterville High School Expected Classroom Learning Results
Page 1
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<table>
<thead>
<tr>
<th>Attendance</th>
<th>Grade</th>
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<tr>
<td>3 or more FFA activities</td>
<td>15%</td>
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<tr>
<td>2 FFA activities</td>
<td>10%</td>
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<td>1 FFA activity</td>
<td>5%</td>
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<td>0 activities</td>
<td>0%</td>
</tr>
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</table>

C. **SAE/RECORD BOOK (10%)**
The record book is an integral way for the Ag student to learn not only good record keeping, but also responsibility, accountability, and organization. ALL Ag students are required to maintain an FFA record book. Instruction will be given on the proper use of the book and each student will be given a record book supplied by the Ag department. Record books will be checked BI-weekly in class and are expected to be up-to-date. The record books will be kept in the Ag department and will not leave school unless the instructors are notified first! Grading will be a typical 100, 90, 80% format.

**Make-up Policy:**
A pupil absent from school due to verified illness, quarantine, medical appointments, funeral, jury duty or other justifiable reasons outlined in Education Code 48205.a.7 shall be allowed to complete all assignments and tests missed during the absences... The teacher shall determine the test and assignments and shall be reasonably equivalent to, but not necessarily identical to tests and assignments missed during absence. (California Education Code 48205 (a) (b) )
Students who miss school work because of unexcused absences or suspension shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure (BP 6154 (a)).

**Student Responsibilities:**
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1. To follow class rules and not disrupt the class
2. To respect other people and their property (school and personal)

Failure to comply will result in the following consequences:

**STEP 1:** verbal warning  
**STEP 2:** Instructor makes personal contact with parent  
**STEP 3:** A face to face parent/teacher conference & a 2 period class suspension  
**STEP 4:** Assistant principal referral, parent notification & 2 period class suspension  
**STEP 5:** Assistant principal referral resulting in student being dropped from the class and assigned RC for remainder of semester. Teacher will provide and grade student assignments.

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<tr>
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Porterville High School Expected Classroom Learning Results
Page 2
Agricultural Biology

Instructor: Mrs. Jessica Helm
Email: jhelm@portervilleschools.org
Phone: ext 3604
Room: C-3
Grade Level: 10

I. Course Description
Agricultural Biology is a University of California approved science course that meets the UC requirement for science. Students enrolled in this course also fulfills Biology/Life Science graduation requirements.

The purpose of this course is to introduce students to the world of agriculture through the exploration of life science biology. The course emphasizes detailed knowledge of the central concepts, principles, and basic factual material of the following topics: scientific methodology, relationships between living organisms and their environment, biochemistry, cellular structure and function, homeostasis within the context of animal physiology, infection and immunity, molecular processes/biotechnology, principles of genetics, the processes by which organisms change over time, and comparative animal anatomy/physiology.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA-the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. Evaluation of Student Performance
A. The student will demonstrate knowledge and skill competence in a variety of ways:
   - Quizzes
   - Unit exams
   - Semester exams
   - Biology Notebook
   - Homework
   - Participation in class discussions
   - Special assignments
   - Class projects
   - Demonstrations

B. Twenty-five percent (25%) of the student’s grade is based on FFA/SAE participation

C. Grading Breakdown (for details, see subsequent descriptions)
   - 10% = SAE
   - 15% = FFA
   - 35% = Assessments
   - 40% = Assignments
D. Grade Scale
   • Above 90% = A
   • 80-89% = B
   • 70-79% = C
   • 60-69% = D
   • Below 59% = F

III. SAE/FFA Participation – 25%
A. One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agricultural Experience, an SAE. The students are to keep accurate records on their SAE, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.
   • In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.
B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically became a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.
   • In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.

IV. Assessments – 35%
A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.
B. Tests will be given on a unit basis, and will be given in a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or etceteras.
C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. Assignments – 40%
A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.
B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.
C. IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.
D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.
E. It is the student’s responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.
F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do’s will be accepted.
VI. **Class Notebook**
A. Each student will be responsible for maintaining his/her own class notebook as well as the daily agenda entry.
B. The student needs to purchase
   - a **spiral bound notebook with 100 pages**
C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.
D. Grade will be given quarterly. Rubric Provided. Late Notebooks will follow same late policy as assignments, 20% deducted from total points earned.
E. Daily agenda entries are checked biweekly.

VII. **Classroom Routines.**
A. Attendance
   - It is required to attend and be on-time every day to class, as well as be prepared with appropriate materials.
   - PHS Tardy Policy will be followed and enforced. See student handbook for details.
B. Borrowing stuff
   - When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.
C. Defiance or poor behavior
   - Please see attached rules for specific references to defiance
   - In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember...

**MAKE GOOD CHOICES 😊**
Mrs. Helm’s
Class Rules

1) No food, drink, gum, or any edible items in class.
2) No swearing, vulgar, offensive language.
3) Show respect to the teacher, others, the room, and yourself.
4) Raise your hand and wait to be called on to speak.
5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR’s and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature: ___________________ Date: ____________

Parent Signature: ___________________ Date: ____________

**Return this sheet and this sheet only to Mrs. Helm by TOMORROW!!!**
PORTERVILLE HIGH SCHOOL
PRIDE IN ACHIEVEMENT, HONOR IN EFFORT, STRENGTH IN KNOWLEDGE

ECLR’s for Agricultural Biology

Department: Agriculture & Biology

Department Goal Statement: Our goal is to prepare students for a life beyond high school by instilling in them an ability to think critically, communicate ideas clearly through writing and speech. Our students will contribute to an effective community through agriculture and leadership. Students will develop skills in reading, writing, speaking, listening, mathematics, science and thinking. Understanding the importance of agriculture, we strive to present a variety of valuable hands-on experience, as well as, academically rigorous experiences for each student.

Course Rationale: An understanding of biological principles is necessary for many careers in science, technology, and related areas. This course provides part of a preparation for entrance into college level science majors and for vocational school program. It provides a background for the citizen who wants an understanding of science issues. One of the many factors for being a successful science student is practice. In addition, students will be exposed to the world of agriculture, related careers, and real world skills. This course will fulfill Biology/Life Science graduation requirements.

Materials & Resources:
1. Textbook Biology, Miller/Levine 2007 (Prentice Hall)
2. 8 ½ X 11” Spiral Bound Notebook with 200 Pages
3. Pens, pencils
4. Binder paper
5. Student planner
6. Additional resources will include but are not limited to technology (computers, videos, etc), Laboratory equipment, and safety apparatuses

Academic Expectations:
Students are expected to demonstrate proficiencies in the following California State, district and department standards. These standards are not meant to be exclusive.
1. Fundamental life process of plants and animals and their dependence on a variety of chemical process that occur at the cellular level.
2. Mutations and sexual reproduction lead to genetic variability in a population.
3. Multicellular organisms develop from single zygotes through the process of fertilization. An organism’s phenotype is determined by its genotype.
4. Genes are a set of instruction encoded in the DNA sequence of an organism. The DNA sequence specifies a sequence of amino acids to build protein sequences for the specific organism.
5. Genetic composition of a cell can be altered by incorporating foreign DNA into the cells DNA sequence.
6. Stability of an ecosystem is determined by the stability of competing effects.
7. Stability of an allele in a gene pool of a population depends on many factors and be stable and unstable over time.
8. Evolution is the result of genetic changes that occur in constantly changing environments.
9. The human body remains relatively stable (homeostatic) despite changes in the outside environment; as a result of, coordination of multiple organ systems.
10. Organisms have a variety of mechanisms to combat disease.

**FFA Participation and SAE Projects are a part of the educational experience, as well as the grading system, throughout the year.

Homework Policy:
Homework is assigned on a unit-by-unit basis. School policy is followed in regard to make-up for acceptable absences. Homework is due at the beginning of the class period.

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>SAE</th>
<th>FFA</th>
<th>Assessments</th>
<th>Assignments</th>
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Porterville High School Expected Classroom Learning Results
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Porterville High School Expected Classroom Learning Results

Page 2
4. GRADE BOOK

At Porterville High School, students, teacher, and parents all have access to and utilize the Aeries grading system. This program allows teachers to keep all graded assignments recorded digitally and accessible anywhere. Aeries provides students and teachers an up-to-date look at students’ progress, missing assignments and test scores. This proves to be very helpful when there are questions or concerns about a student’s grade as a detailed account of students work is just a mouse click away. The program also allows for different reports to be made, such as a grade book summary, individual student summary, test scores at a glance, standards progress, etc. The only drawback of using the Aeries program has been being able to access students that are not enrolled in my courses. If I am trying to clear absences, contact parents, or check on grades for officers and teams, I must either contact the office or contact my teaching partners to request information. In the coming school year, I am going to request that I be given access to all student records due to the fact that I am the FFA Advisor and need access to all Ag student files. The Administration requires that teachers update grade books at least every 10 days to keep all parties informed. I usually update grades on a weekly basis and grades are available online as well as a paper copy kept in the classroom for students to check.

Attached are the Fall 2013 Semester grade books for each of my six classes. I have deleted the student names for privacy concerns.

| Assignment | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
|------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Syllabus Signed | 10 | 10 | 20 | 10 | 10 | 10 | 30 | 63 | 20 | 25 | 10 | 50 | 35 | 70 | 50 | 100 | 6 | 8 | 30 | 15 | 20 | 25 | 100 | 100 | 0 | 80 | 70 | 97.6 |
| ECLI's Signed | 10 | 10 | NA | 10 | 8 | 17 | 26 | 30 | 25 | 20 | 28 | 0 | 33.5 | 30 | 85 | 0 | 8 | 27 | 4 | 80 | 15 | 84 | 50.8 | F |
| Commodity Wanted Post | 10 | 10 | 20 | 2 | 10 | 30 | 60 | 20 | 25 | 10 | 50 | 35 | 70 | 50 | 50 | 100 | 6 | 8 | 30 | NA | NA | 25 | NA | NA | 10 | 80 | 70 | 97.6 |
| CA Commodity Quiz | 10 | 10 | 20 | 5 | 10 | 30 | 50 | 25 | 25 | 10 | 10 | 0 | 37 | 60 | 50 | 12 | 100 | 4 | 8 | 24 | 8 | 20 | 25 | 100 | 100 | 10 | 88 | 85.2 |
| CA Ag Quiz 2 | 10 | 10 | 20 | 2 | 10 | 22 | 53 | 15 | 25 | 10 | 48 | 0 | 53 | 50 | 30 | 100 | 3 | 8 | NA | 15 | 20 | 25 | 80 | 100 | 15 | 84 | 82.7 |
| CA Ag Study Guide | 10 | 10 | 3 | 10 | 0 | 41 | 15 | 25 | 10 | 47 | 0 | 57.5 | 50 | 11 | 100 | 4 | 7 | 30 | 15 | 20 | 25 | 80 | 100 | 10 | 80 | 79.9 |
| Sub Pgs 120 Q&A | 10 | 10 | 20 | 2 | 10 | 2 | 35 | 0 | 32 | 25 | 25 | 10 | 10 | 28 | 0 | 49.5 | 50 | 0 | 100 | 0 | 8 | 28 | 16 | 20 | 25 | 100 | 100 | 82 | 58.7 |
| Personal Creed | 10 | 10 | 20 | 10 | 10 | 30 | 57 | 15 | 25 | 10 | 50 | 37 | 76 | 50 | 44 | 100 | 7 | 8 | 30 | 20 | 25 | 100 | 100 | 20 | 88 | 104 |
| FFA Creed | 10 | 10 | 18 | 2 | 10 | 28 | 68 | 15 | 25 | 10 | 50 | 37 | 69 | 50 | 40 | 100 | 6 | 8 | 27 | 20 | 25 | 95 | 100 | 15 | 88 | 97.2 |
| FFA Unit Test | 10 | 10 | 20 | 3 | 9 | 30 | 55 | 25 | 25 | 20 | 42 | 37 | 62 | 50 | 44 | 100 | 7 | 8 | 30 | 20 | 25 | 80 | 100 | 20 | 84 | 101 |
| FFA Study Guide | 10 | 10 | 20 | 10 | 10 | 30 | 67 | 25 | 25 | 20 | 50 | 37 | 79 | 50 | 60 | 100 | 7 | 8 | 30 | 20 | 25 | 100 | 100 | 15 | 88 | 107.4 |
| Creed Test | 10 | 10 | 20 | 2 | 10 | 30 | 55 | 23 | 25 | 10 | 50 | 37 | 44 | 20 | 64 | 100 | 7 | 8 | 29 | 20 | 25 | 100 | 100 | 20 | 86 | 97.3 |
| Planning Participation | 10 | 10 | 20 | 10 | 2.5 | 20 | 47 | 15 | 25 | 20 | 49 | 0 | 45 | 50 | 9 | 70 | 5 | 8 | 26 | 20 | 25 | 100 | 90 | 15 | 78 | 83.5 |
| SAE Project | 10 | 10 | 3 | 0 | 10 | 0 | 47 | 10 | 25 | 10 | 12 | 0 | 60 | 50 | 15 | 100 | 1 | 6 | 15 | 20 | 25 | 80 | 90 | 88 | 66.5 |
| FFA Points Award | 10 | 10 | 20 | 1 | 4 | 1 | 10 | 0 | 25 | 10 | 4 | 0 | 23 | 50 | 14 | 90 | 1 | 7 | 19 | 16 | 80 | 80 | 80 | 80 | 80 |
| FFA Notebook Check | 10 | 10 | 20 | 10 | 10 | 28 | 53 | 15 | 25 | 10 | 37 | 0 | 57 | 50 | 100 | 6 | 26 | 20 | 25 | 80 | 100 | 78 | 86.6 |
| SAE Proposal | 10 | 10 | 20 | 1 | 10 | 30 | 47 | 20 | 25 | 20 | 0 | 24 | 49 | 50 | 18 | 100 | 6 | 8 | 28 | 20 | 25 | 95 | 100 | 20 | 82 | 89.4 |
| Signed Grade Check | 0 | 2 | 2 | 0 | 31 | 20 | 25 | 10 | 10 | 37 | 0 | 28 | 50 | 12 | 80 | 0 | 10 | 80 | 80 | 80 | 20 | 20 | 20 | 20 | 20 |
| SAE Proposal | 0 | 0 | 9 | 0 | 0 | NA | 8 | 0 | 13.5 | 10 | 10 | 75 | 0 | NA | 80 | 40 | 28.3 |
| Signed Individual Check | 0 | 0 | 3 | 0 | 15 | 15 | 23 | 10 | 6 | 0 | 25 | 10 | 5 | 100 | 7 | 22 | 3 | 20 | 80 | 80 | 80 | 80 | 80 |
| Final | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Perc | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |

**Gradebook Summary**

**2 - Ag. Science - F**

**Teacher: Helm**

**Total Graded Assignments: 26**
# Gradebook Summary

**5 - Ag Bio P PAAL - F**

**Teacher:** Helm

**Total Graded Assignments:** 54

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5. SAE PROJECTS & HOME VISITS

Students in the agriculture department at Porterville High School are all engaged in a supervised agriculture experience project. Projects range from landscape maintenance to work experience to livestock raised for the Porterville Fair. The duties of livestock project supervision are broken up between the three Ag staff, with my responsibilities being Lambs, Meat Goats, Dairy Goats, and Rabbits. Also, individual teachers are responsible for any non-livestock SAE’s that their enrolled students have. Students exhibit animals at both the Porterville Fair and the Tulare County Fair. We hope to take students to the CA State Fair with some poultry projects this summer.

Project visits are performed mostly for the livestock students as our time is stretched thin. I plan to work on visiting at least all freshmen in the program in order to create a positive relationship with all first year students. Even though formal home visits are not made for most students, instructors communicate with students regarding project status on a daily basis. Communications are fostered through face to face contact, phone call, text message, and email.

Attached are some of the project visit forms that have been completed for the 2014 Porterville Fair livestock projects.
Name of Student: [Name Redacted]
Project: Market Pig
Date/Time: 3/6/14
Location (home/work): [Redacted]

1.) Topics covered: Tagging, Pig, Walking, Feeding Habits

2.) Project Goals: Keep pig firm being overweight

3.) FFA Goals: [Redacted]

4.) Conditions of Current Project: Good, pig eating and in good health, just need to watch weight

5.) Recommendations Made: Walk pig 4x a day, Feed pig 2.5 lbs 2 x a day

Market Animal Information:
WT: 200 lbs ADG: [Redacted] Entries? [Redacted]
Student Signature: [Redacted]
Tutor Signature: [Redacted]
Parent Signature (optional): [Redacted]
PORTERVILLE HIGH SCHOOL
AGRICULTURE DEPARTMENT
RECORD OF HOME/SAEP VIST

Name of Student: [Redacted]
Project: Market Lmb
Date/Time: 3/5/14 Location (home/work) [Checked]

1.) Topics covered: Ear - Cross

2.) Project Goals: Wt & heal/y Gain

3.) FFA Goals:

4.) Conditions of Current Project: wash, open, etc on ear

5.) Recommendations Made: scrape & put

I decline on ear

Market Animal Information:
WT: [Redacted] ADG: [Redacted] Entries? [Redacted]
Student Signature: [Redacted] Advisor Signature: [Redacted]
Parent Signature (optional): [Redacted]
Name of Student: [Illegible]

Project: Market Lamb

Date/Time: 3/5/14  Location (home/work): [Marked]

1.) Topics covered: Lamb helped & Bloat

2.) Project Goals: Get healthy!

3.) FFA Goals: [Marked]

4.) Conditions of Current Project: Searfed; Lamb hurt leg; Dog gave ABTs; Visted 5x for 10 rain; Lamb bloat; Bloat stuff at Feed Store; Don gave shot for leg - thinks Sprained; Gave Bloat stuff

5.) Recommendations Made: Bararina Copperstuff; Scape fungus & toothpaste

Market Animal Information:

WT: [Illegible]  ADG: [Illegible]  Entries: [Illegible]

Student Signature: [Illegible]  Advisor Signature: [Illegible]

Parent Signature (optional): [Illegible]
PORTERVILLE HIGH SCHOOL
AGRICULTURE DEPARTMENT
RECORD OF HOME/SAEP VIST

Name of Student ____________________________

Project MKT [cat] __________________________

Date/Time: 3/11/2022 Location (home/work) O

1.) Topics covered Tagging Goals

2.) Project Goals Show both sell 1

3.) FFA Goals

4.) Conditions of Current Project Recipient 22
   Other: Looks good

5.) Recommendations Made Push feeding more
   Check off/Fudge February

Market Animal Information:
WT: ______________ ADG: ___________ Entries?

Student Signature ________________________ Advisor Signature __________________

Parent Signature (optional) ______________________

Signature ___________________________
PORTERVILLE HIGH SCHOOL
AGRICULTURE DEPARTMENT
RECORD OF HOME/SAEP VIST

Name of Student: ____________________________

Project: MKT. Lab b

Date/Time: 3-24/14 Location(home/work): School

---

1.) Topics covered
   Sheep rath to over get into food

2.) Project Goals
   Keep out of food under its feeding time

3.) FFA Goals

4.) Conditions of Current Project
   stomach a bit implanted but not bad

5.) Recommendations Made
   don't feed late
   tell me if I know a lot
   stand - keep feeding looked up

---

Market Animal Information:

WT: ________ ADG: ________ Entries? ________

Student Signature: __________________________

Advisor Signature: _________________________

Parent Signature (optional): __________________
Name of Student: Jeff Johnson
Project: Lamb
Date/Time: 1/4 8:00-4:30 Location (home/work)

1.) Topics covered

feeding, work of lambs every day, property setting up

2.) Project Goals


3.) FFA Goals


4.) Conditions of Current Project

Good! Work on setting up is biggest thing — esp. the crazy one.

5.) Recommendations Made

Practice practice!

Market Animal Information:
WT: ADG: Entries?

Student Signature
Advisor Signature
Parent Signature (optional)
Name of Student: Xanthe Parker

Project: Lamb

Date/Time: 1/18 10:15-12:15 Location: Home (work)

1.) Topics covered: Animal Health

2.) Project Goals

3.) FFA Goals

4.) Conditions of Current Project: Infection in lamb treated with 0.7 ml neomycin. Case 2 more doses to be given. Suggestion by student - report back Tues of health update.

5.) Recommendations Made: Clean up face, keep eye on breathing, monitor eating.

Market Animal Information:

WT: __________ ADG: __________ Entries: ___

Student Signature: [Signature]

Advisor Signature: [Signature]

Parent Signature (optional): [Signature]
Name of Student: [redacted]
Project: MKT Lamb
Date/Time: 1/11/14
Location (home/work): CSUF

1.) Topics covered: Selection, care, feeding of MKT Lambs

2.) Project Goals: Select Quality Lambs and raise for Porterville for

3.) FFA Goals: 

4.) Conditions of Current Project: Selected Quality Lamb!

5.) Recommendations Made: Get a blanket, feed 1 lb 2x daily, walk 70 min daily

Market Animal Information:
WT: ____________ ADG: ____________ Entries?
Student Signature: [redacted] Advisor Signature: [redacted]
Parent Signature (optional): ____________________________
PORTERVILLE HIGH SCHOOL
AGRICULTURE DEPARTMENT
RECORD OF HOME/SAEP VIST

Name of Student: [redacted]
Project: MKT Lamb
Date/Time: 11/11 Location (home/work): CSUF

1.) Topics covered
   - Selection of Lamb, care & feeding info

2.) Project Goals
   - Select Lamb to exhibit at Porterville Fair

3.) FFA Goals

4.) Conditions of Current Project: Good Lamb

5.) Recommendations Made
   - Get feed, blanket, halter. Feed 1 lb 2 x daily. Walk 20 min daily

Market Animal Information:
WT: ______ ADG: ______ Entries?
Student Signature: [redacted] Advisor Signature: [redacted]
Parent Signature (optional):
Name of Student

Project: MK+ Goat

Date/Time: 3/14 Location (home/work): school

1.) Topics Covered: Goats Knee = Swollen

2.) Project Goals: Keep ac pet/raise goat, No self

3.) FFA Goals

4.) Conditions of Current Project: Maybe CFEJ Walking for food or fine

5.) Recommendations Made: Will use ac next week will look for cut or at

Market Animal Information:
WT: ADG: Entries?:
Student Signature: Advisor Signature: 
Parent Signature (optional):
6. SCHOOL BOARD APPROVED POLICY: SAE

The Porterville Unified School District has approved BP 6178.1 (Vocational Education). This policy was passed in 2013, but they have not yet put it in the Board Policy Manual that is found online; the only copy I found was a draft.

Attached is the copy of BP 6178.1 along with copies of each of my course syllabi, highlighting the portion regarding the SAE participation for students.
Instruction

Work-Based Learning

The Governing Board desires to facilitate the preparation of secondary school students for college and career by providing work-based learning opportunities which link classroom learning with real-world experiences. Work-based learning opportunities offered by the district shall be designed to teach the skills, attitudes, and knowledge necessary for successful employment and to reinforce mastery of both academic and career technical education (CTE) standards.

(cf. 6000 - Concepts and Roles)
(cf. 6143 - Courses of Study)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

Work-based learning opportunities offered by the district may include paid and/or unpaid work experiences, including, but not limited to, work experience education as defined in Education Code 51764, cooperative CTE or community classrooms as defined in Education Code 52372.1, job shadowing as defined in Education Code 51769, student internships, apprenticeships, service learning, employment in social/civic or school-based enterprises, and technology-based or other simulated work experiences.

The Superintendent or designee shall involve local businesses or business organizations in planning and implementing work-based learning opportunities that support the district's vision and goals for student learning and local workforce development efforts. He/she also may work with postsecondary institutions, community organizations, and others to identify opportunities for work-based learning.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

District staff shall coordinate with the workplace supervisor or mentor to ensure appropriate guidance and supervision of participating students and maximum educational benefit from placement in the program.

A minor student shall be issued a work permit before beginning employment through a paid work-based learning program in accordance with law, Board policy, and administrative regulation. (Education Code 49113, 49160)

All laws or rules applicable to minors in employment relationships shall be applicable to students enrolled in work-based learning programs. (Education Code 51763)

The Superintendent or designee shall ensure that any student participating in a work-based learning program off school grounds is covered under the employer's or district's insurance, as applicable, in the event the student is injured.

(cf. 3530 - Risk Management/Insurance)
Instruction

The Superintendent or designee shall maintain records for each student’s participation in the program, including, but not limited to, the student’s individualized training plan, his/her employment hours and job site, work permit if applicable, employer’s report of student’s attendance and job performance, the teacher/coordinator’s consultations and observations, and the student’s grade and credits earned.

Student Records

The Superintendent or designee shall periodically report to the Board regarding program implementation and effectiveness, including, but not limited to, rates of student participation in work-based learning programs and assessment results of participating students.

Legal Reference:
EDUCATION CODE
35208 Liability insurance
46144 Minimum school day for work experience program
46147 Exception for minimum day; students in last semester or quarter of grade 12
46300 Method of computing ADA
48402 Enrollment in continuation education, minors not regularly employed
49110-49119 Permits to work
49160 Permits to work, duties of employer
51760-51769.5 Work-based learning
52300-52499.6 Career technical education
54690-54697 Partnership academies
56025 Students with exceptional needs
52372.1 Community classrooms and cooperative career technical education programs
LABOR CODE
1285-1312 Employment of minors
1391-1394 Working hours for minors
3070-3099.5 Apprenticeship
3200-6002 Workers’ compensation and insurance
CODE OF REGULATIONS, TITLE 5
1635 Credit for work experience education
10070-10075 Work experience education
10080-10090 Community classrooms
10100-10111 Cooperative career technical education programs
UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act of 2006
CODE OF FEDERAL REGULATIONS, TITLE 29
570.35a Work experience programs

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Multiple Pathways to Student Success: Envisioning the New California High School, 2010
Career Technical Education Framework for California Public Schools: Grades Seven Through Twelve, 2007
Work Experience Education Guide
CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS
Child Labor Laws, 2000
WEST ED PUBLICATIONS
Work-Based Learning in California: Opportunities and Models for Expansion, 2009
Instruction

WEB SITES
CSBA: http://www.csba.org
California Association of Work Experience Educators: http://www.cawee.org
California Department of Education, Work Experience Education: http://www.cde.ca.gov/ci/ct/we
California Department of Industrial Relations: http://www.dir.ca.gov
Linked Learning Alliance: http://www.linkedlearning.org
WestEd: http://www.wested.org
Agriculture Earth Science

Instructor: Mrs. Jessica Helm
Email: jhelm@portervilleschools.org
Phone: 3604
Room: C-3
Grade Level: 09

I. Course Description
Each passing student will receive credit for one Science requirements, thus much of the class time will be learning about our diverse and very complicated planet and the surrounding universe. Seeing this is essentially an agriculture class, the material will be taught in a relevant way relating to agriculture and as it relates to us here on Earth. Career opportunities in agriculture will be addressed and students will be encouraged to participate in a Supervised Agricultural Experience Program which will give students hands-on experience in a particular agricultural industry. The California Earth Science content standards will be taught as mandated by the California department of education.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA-the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. Evaluation of Student Performance
A. The student will demonstrate knowledge and skill competence in a variety of ways:
   - Quizzes
   - Unit exams
   - Semester exams
   - Homework
   - Participation in class discussions
   - Special assignments
   - Class projects
   - Demonstrations

B. Twenty-five percent (25%) of the student’s grade is based on FFA/SAE participation
C. Grading Breakdown(for details, see subsequent descriptions)
   - 10% = SAE
   - 15% = FFA
   - 35% = Assessments
   - 40% = Assignments

D. Grade Scale
   - Above 90% = A
   - 80-89% = B
   - 70-79% = C
   - 60-69% = D
   - Below 59% = F
III. **SAE/FFA Participation – 25%**

A. One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agricultural Experience, an SAE. The students are to keep accurate records on their SAE, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.

- **In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.**

B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically became a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

- **In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.**

IV. **Assessments – 35%**

A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.

B. Tests will be given on a unit basis, and will be given in a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or et ceteras.

C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. **Assignments – 40%**

A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.

B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.

C. **IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.**

D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.

E. It is the student's responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.

F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do's will be accepted.

VI. **Class Notebook**

A. Each student will be responsible for maintaining his/her own class notebook as well as the daily agenda entry.

B. The student needs to purchase
   - a spiral bound notebook with 100 pages

C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.

D. Grade will be given quarterly. Rubric Provided. Late Notebooks will follow same late policy as assignments, 20% deducted from total points earned.

E. Daily agenda entries are checked biweekly.

VII. **Classroom Routines**

A. Respect
   - Respect is the key to a successful year in class. Respect has become cliché so let's take a few moments to learn what that means in our class.
First, every student will be treated the way you would like to be treated. There will be no name-calling or put-downs, profanity, or any other language which is deemed unacceptable at school. This includes being defiant with the teacher and talking when you are not supposed to be talking.

Second, respect means assuming the best for someone. If someone is in need, help them, and so on.

Third, I, the teacher, want to help you. I want you to learn about agriculture and have a good time doing so. I want you to earn an A in the class and succeed to your fullest potential. You are in this class because you want to be. Therefore, doing all assignments and turning them in on time is a sign of respect. Not doing so tells me that you don’t care about the hard work I have put into preparing for the lesson.

B. Attendance
   - It is required to attend and be on-time every day to class. This is related to the respect previously discussed.
   - PHS Tardy Policy will be followed and enforced. See student handbook for details.

C. Borrowing stuff
   - When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.

D. Defiance or poor behavior
   - Please see attached rules for specific references to defiance
   - In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember....

MAKE GOOD CHOICES 😊
Mrs. Helm’s
Class Rules

1) No food, drink, gum, or any edible items in class.

2) No swearing, vulgar, offensive language.

3) Show respect to the teacher, others, the room, and yourself.

4) Raise your hand and wait to be called on to speak.

5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR’s and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature: Date:

Parent Signature: Date:

**Return this sheet and this sheet only to Mrs. Helm by TOMORROW!!!**
PORTERVILLE HIGH SCHOOL
PRIDE IN ACHIEVEMENT, HONOR IN EFFORT, STRENGTH IN KNOWLEDGE
ECLR’s for Agriculture Earth Science

Department: Agriculture & Science

Department Goal Statement: All science courses support Goals for Grads. Students will be provided with experiences in science that prepare them to meet the California State Science Standards and high school graduation requirements. Additionally, prepare them for their future as citizens with a working knowledge of scientific concepts, problem solving skills, technology skills, and career and post-secondary options.

Course Rationale: An understanding of Earth Science principles is necessary for many careers in science, technology, and related areas. This course provides part of a preparation for entrance into college level science majors and for vocational school program. It provides a background for the citizen who wants an understanding of science issues. On of the many factors for being a successful science student is practice.

Materials & Resources: Textbook Earth Science, Glencoe 2002/2007, Binder/Notebook, organized to teachers’ specifications, pens/pencils, binder paper, and agenda. Additional resources will include but are not limited to technology (computers, videos, etc). Laboratory equipment and safety apparatuses.

Academic Expectations:
1. Astronomy and planetary exploration reveal the solar system’s structure, scale, and change over time.
2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth’s surface.
4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
5. Heating of Earth’s surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
6. Climate is the long-term average of a region’s weather and depends on many factors.
7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
8. Life has changed Earth’s atmosphere, and changes in the atmosphere affect conditions for life.
9. The geology of California underlies the state’s wealth of natural resources as well as its natural hazards.

Laboratory Experience: Student will be expected to participate in laboratory investigation that include but are not limited to

Homework Policy: Homework is assigned regularly.

Grading Policy:
A 90%-100% (Approximate Percentages)
B 80%-89%
C 70%-79%
D 60%-69%
F Less than 60%
15% FFA
10% SAE
40% Assignments
35% Assessments

ECLR’s for Agriculture Earth Science

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I. Course Description

Agriculture Science meets the Life Science requirement for high school graduation. Agriculture Science 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.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA—the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

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   - Quizzes
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   - 25% = Assessments
   - 25% = Assignments
   - 25% = Participation

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B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically became a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

- **In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.**

IV. **Assessments – 25%**

A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.

B. Tests will be given on a unit basis, and will be given in a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or et ceteras.

C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. **Assignments – 25%**

A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.

B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.

C. IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.

D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.

E. It is the student’s responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.

F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do’s will be accepted.

VI. **Participation – 25%**

A. Students will be working on various projects and will be graded on participation.

B. Grade for participation will be based on attentiveness to project, completeness of task, attitude, cooperation with classmates.

VII. **Class Binder**

A. Each student will be responsible for maintaining his/her own class binder as well as the daily agenda entry.

B. The student needs to purchase
   - a white 1 ½ inch 3-ring binder and must be the clear view (with the plastic cover on both front and back)
   - 5 tab dividers
   - Binder paper
   - 5 clear page protectors

C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.
D. Grade will be based on:
   • Random binder check-performed periodically during quarter. Teacher will use the following criteria to assign grade-questions will be answered with a “yes” or “no”. Each is worth 20% of the total, so 5 “yes’s” is 100%, and 5 “no’s” is 0%.
     o Does the binder pass the Inversion Test?
     o Are the assignments in the correct order?
     o Are all assignments in the binder?
     o Are class notes complete?
     o Are all required parts of the binder present?
   • Daily agenda entries are checked biweekly

VIII. Classroom Routines
A. Respect
   • Respect is the key to a successful year in class. Respect has become cliché so let’s take a few moments to learn what that means in our class.
     o First, every student will be treated the way you would like to be treated. There will be no name-calling or put-downs, profanity, or any other language which is deemed unacceptable at school. This includes being defiant with the teacher and talking when you are not supposed to be talking.
     o Second, respect means assuming the best for someone. If someone is in need, help them, and so on.
     o Third, I, the teacher want to help you. I want you to learn about agriculture and have a good time doing so. I want you to earn and A in the class and succeed to your fullest potential. You are in this class because you want to be. Therefore, doing all assignments and turning them in on time is a sign of respect. Not doing so tells me that you don’t care about the hard work I have put into preparing for the lesson.

B. Attendance
   • It is required to attend and be on-time every day to class. This is related to the respect previously discussed.
   • PHS Tardy Policy will be followed and enforced. See student handbook for details.

C. Borrowing stuff
   • When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.

D. Defiance or poor behavior
   • Please see attached rules for specific references to defiance
   • In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember....

MAKE GOOD CHOICES 😊
Mrs. Helm's Class Rules

1) No food, drink, gum, or any edible items in class.

2) No swearing, vulgar, offensive language.

3) Show respect to the teacher, others, the room, and yourself.

4) Raise your hand and wait to be called on to speak.

5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR's and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature: ___________________________ Date: ____________

Parent Signature: ___________________________ Date: ____________

**Return this sheet and this sheet only to Mrs. Helm by TOMORROW!!!**
ECLR’s for Agriculture Science

Department: Agriculture

Department Goal Statement: Our goal is to prepare students for a life beyond high school by instilling in them an ability to think critically, communicate ideas clearly through writing and speech. Our students will contribute to an effective community through agriculture and leadership. Students will develop skills in reading, writing, speaking, listening, mathematics, science and thinking. Understanding the importance of agriculture, we strive to present a variety of valuable hands-on experience, as well as, academically rigorous experiences for each student.

Course Rationale: Agriculture Science is an introductory course for students in the 1st year of the Agriculture Pathways. This is a course designed for freshman/new Ag students wishing to gain a broad, basic understanding of agriculture. This course meets the Life Science requirement for high school graduation.

Materials & Resources:
1. Binder organized to teacher’s specifications
2. Pens, pencils
3. Binder paper
4. Student planner
5. Additional resources will include but are not limited to technology (computers, videos, etc), Laboratory equipment, and safety apparatuses

Academic Expectations:
This course meets graduation credit for life science. The rigor of this course also matches the State Ag Science standards for year one of Agriscience. The units taught in this course will include basic animal science, horticulture, natural resources, California agriculture, agriculture and society, FFA and leadership, and agricultural careers. Additionally, this course is taught with a hands-on approach that encourages participation, questioning, and public speaking/presentations.

**FFA Participation and SAE Projects are a part of the educational experience, as well as the grading system, throughout the year.

Homework Policy:
Homework is assigned on a unit-by-unit basis. School policy is followed in regard to make-up for acceptable absences. Homework is due at the beginning of the class period.

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A 90%-100%</th>
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<tr>
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<td></td>
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All Agriculture Class Grades Are Divided Into Three Different Categories.

A. Classroom Participation 75%; 25% Assessments, 25% Assignments, 25% Participation
Points total will be varied, determined by the total points from participation, assignments, test, quizzes, etc.

B. FFA Participation (15%)
Every Agriculture Student is a member of the FFA. To remain in good standing and fully take advantage of the learning opportunities in the FFA organization, every Ag student is required to participate in at least three FFA activities each quarter to receive full points in the FFA participation area. These activities may take place before, during, or after school, on weekends or even during some vacation breaks. It is up to the FFA member to decide which ones he/she will participate in. The dates of these events will be posted and maintained in the classroom and it is up to the student to ensure that their participation is recorded. The following grading scale will be used in this area:

Porterville High School Expected Classroom Learning Results
Page 1
C. **SAE / RECORD BOOK (10%)**

The record book is an integral way for the Ag student to learn not only good record keeping, but also responsibility, accountability, and organization. ALL Ag students are required to maintain an FFA record book. Instruction will be given on the proper use of the book and each student will be given a record book supplied by the Ag department. Record books will be checked BI-weekly in class and are expected to be up-to-date. The record books will be kept in the Ag department and will not leave school unless the instructors are notified first! Grading will be a typical 100, 90, 80% format.

**Make-up Policy:**

A pupil absent from school due to verified illness, quarantine, medical appointments, funeral, jury duty or other justifiable reasons outlined in Education Code 48205.a.7 shall be allowed to complete all assignments and tests missed during the absences... The teacher shall determine the test and assignments and shall be reasonably equivalent to, but not necessarily identical to tests and assignments missed during absence. (California Education Code 48205 (a) (b) )

Students who miss school work because of unexcused absences or suspension shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such make-up work as necessary to ensure academic progress, not as a punitive measure (BP 6154 (a)).

**Student Responsibilities:**

Porterville High School disciplinary policy has been developed to insure that Porterville High School provides a proper learning environment for all students. All rules will be enforced and appropriate penalties assessed for infractions. Students who violate rules will be counseled, reprimanded, suspended, or expelled and/or cited by the police. It is the responsibility of every employee to apply the rules consistently and equally for all students. It is the responsibility of every student to complete all assignments on time, with the highest quality possible. In order for students to learn and teachers to teach, student responsibilities are:

1. To follow class rules and not disrupt the class
2. To respect other people and their property (school and personal)

Failure to comply will result in the following consequences:

STEP 1: verbal warning
STEP 2: Instructor makes personal contact with parent
STEP 3: A face to face parent/teacher conference & a 2 period class suspension
STEP 4: Assistant principal referral, parent notification & 2 period class suspension
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I. **Course Description**
Vet Science fulfills the life science graduation requirement in addition to the “G-college preparatory elective” of the UC A-G requirements.

This course will provide a realistic preview of both veterinary work and the academic rigor needed to achieve success in the profession. Students will learn the basic foundation, terminology, and concepts that are required to be a successful veterinary hospital. We will begin the year exploring cells and tissues. Throughout the year, we will investigate the different physiological systems and how they apply to nutrition, diseases, diagnosis, and surgery. Students will be assessed on tests, quizzes, performance, and projects; as well as behavior, attitude, and participation.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA-the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. **Evaluation of Student Performance**
A. The student will demonstrate knowledge and skill competence in a variety of ways:
   - Quizzes
   - Unit exams
   - Semester exams
   - Biology Notebook
   - Homework
   - Participation in class discussions
   - Special assignments
   - Class projects
   - Demonstrations

B. **Twenty-five percent (25%) of the student's grade is based on FFA/SAE participation**
C. **Grading Breakdown** *(for details, see subsequent descriptions)*
   - 10% = SAE
   - 15% = FFA
   - 35% = Assessments
   - 40% = Assignments

D. **Grade Scale**
   - Above 90% = A
   - 80-89% = B
   - 70-79% = C
   - 60-69% = D
   - Below 59% = F
III. **SAE/FFA Participation – 25%**

A. One of the National FFA Organization’s requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agricultural Experience, an SAE. The students are to keep accurate records on their SAE, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.

- **In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.**

B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically became a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.

- **In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.**

IV. **Assessments – 35%**

A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.

B. Tests will be given on a unit basis, and will be given in a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or etceteras.

C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. **Assignments – 40%**

A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.

B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.

C. **IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.**

D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.

E. It is the student’s responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.

F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do’s will be accepted.

VI. **Class Notebook**

A. Each student will be responsible for maintaining his/her own class notebook as well as the daily agenda entry.

B. The student needs to purchase

- a spiral bound notebook with 200 pages

C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.

D. Grade will be given at end of each unit. Notebooks will be evaluated on Completeness, Accuracy, Neatness, and Effort.

E. Daily agenda entries are checked biweekly.

VII. **Classroom Routines.**

A. Attendance

- It is required to attend and be on-time every day to class, as well as be prepared with appropriate materials.

- PHS Tardy Policy will be followed and enforced. See student handbook for details.

B. Borrowing stuff
• When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.

C. Defiance or poor behavior
• Please see attached rules for specific references to defiance
• In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember....

MAKE GOOD CHOICES 😊

Mrs. Helm’s Class Rules

1) No food, drink, gum, or any edible items in class.

2) No swearing, vulgar, offensive language.

3) Show respect to the teacher, others, the room, and yourself.

4) Raise your hand and wait to be called on to speak.

5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR's and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature: ___________________________ Date: _______________________

Parent Signature: ___________________________ Date: _______________________

**Return this sheet and this sheet only to Mrs. Helm by TOMORROW!!!**
PORTERVILLE HIGH SCHOOL
PRIDE IN ACHIEVEMENT, HONOR IN EFFORT, STRENGTH IN KNOWLEDGE

ECLR’s for Veterinary Science

Department: Agriculture

Department Goal Statement: Our goal is to prepare students for a life beyond high school by instilling in them an ability to think critically, communicate ideas clearly through writing and speech. Our students will contribute to an effective community through agriculture and leadership. Students will develop skills in reading, writing, speaking, listening, mathematics, science and thinking. Understanding the importance of agriculture, we strive to present a variety of valuable hands-on experience, as well as, academically rigorous experiences for each student.

Course Rationale: The purpose of this course is to take students to the next level of understanding animals, predominately large livestock and small production animals. Animals affect our society in many ways, thus we must gain understanding of their internal organs, bones, systems as well as diet and nutrition. Vet Science fulfills the life science graduation requirement in addition to the G-college preparatory elective of the UC A-G requirements.

Materials & Resources:
1. Binder organized to teacher’s specifications
2. Pens, pencils
3. Binder paper
4. Student planner
5. Additional resources will include but are not limited to technology (computers, videos, etc), Laboratory equipment, and safety apparatuses

Academic Expectations:
This course meets graduation credit for life science. The rigor of this course also matches the State Ag Science standards for year one of life science. The units taught in this course will include animal husbandry, animal nutrition, reproduction, genetics, diseases, welfare concerns, and basic veterinary assistant skills. Additionally, this course is taught with a hands-on approach that encourages participation, questioning, and public speaking/presentations.

**FFA Participation and SAE Projects are a part of the educational experience, as well as the grading system, throughout the year.**

Homework Policy:
Homework is assigned on a unit-by-unit basis. School policy is followed in regard to make-up for acceptable absences. Homework is due at the beginning of the class period.

Grading Policy:
- A 90%-100% 10% FFA
- B 80%-89% 15% SAE
- C 70%-79% 35% Assessments
- D 60%-69% 40% Assignments
- F Less than 60%

All Agriculture Class Grades Are Divided into Three Different Categories.

A. Classroom Participation 75%; 35% Assessments, 40% Assignments
Points total will be varied, determined by the total points from assignments, test, quizzes, etc.

B. FFA Participation (15%)
Every Agriculture Student is a member of the FFA. To remain in good standing and fully take advantage of the learning opportunities in the FFA organization, every Ag student is required to participate in at least three FFA activities each quarter to receive full points in the FFA participation area. These activities may take place before, during, or after school, on weekends or even during some vacation breaks. It is up to the FFA member to decide which ones he/she will participate in. The dates of these events will be posted and

Porterville High School Expected Classroom Learning Results
Page 1
maintained in the classroom and it is up to the student to ensure that their participation is recorded. The following grading scale will be used in this area:

- 3 or more FFA activities attended = 15% Full Credit
- 2 FFA activities attended = 10%
- 1 FFA activity attended = 5%
- 0 activities attended = 0%

C. **SAE / RECORD BOOK (10%)**

The record book is an integral way for the Ag student to learn not only good record keeping, but also responsibility, accountability, and organization. ALL Ag students are required to maintain an FFA record book. Instruction will be given on the proper use of the book and each student will be given a record book supplied by the Ag department. Record books will be checked BI-weekly in class and are expected to be up-to-date. The record books will be kept in the Ag department and will not leave school unless the instructors are notified first! Grading will be a typical 100, 90, 80% format.

**Make-up Policy:**

A pupil absent from school due to verified illness, quarantine, medical appointments, funeral, jury duty or other justifiable reasons outlined in Education Code 48205.a.7 shall be allowed to complete all assignments and tests missed during the absences... The teacher shall determine the test and assignments and shall be reasonably equivalent to, but not necessarily identical to tests and assignments missed during absence. (California Education Code 48205 (a) (b) )

Students who miss school work because of unexcused absences or suspension shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure (BP 6154 (a)).

**Student Responsibilities:**

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1. To follow class rules and not disrupt the class
2. To respect other people and their property (school and personal)

Failure to comply will result in the following consequences:

STEP 1: verbal warning
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Porterville High School Expected Classroom Learning Results
Page 2
Agricultural Biology

Instructor: Mrs. Jessica Helm
Email: jhelm@portervilleschools.org
Phone: ext 3604
Room: C-3
Grade Level: 10

I. Course Description
Agricultural Biology is a University of California approved science course that meets the UC requirement for science. Students enrolled in this course also fulfills Biology/Life Science graduation requirements.

The purpose of this course is to introduce students to the world of agriculture through the exploration of life science biology. The course emphasizes detailed knowledge of the central concepts, principles, and basic factual material of the following topics: scientific methodology, relationships between living organisms and their environment, biochemistry, cellular structure and function, homeostasis within the context of animal physiology, infection and immunity, molecular processes/biotechnology, principles of genetics, the processes by which organisms change over time, and comparative animal anatomy/physiology.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA-the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. Evaluation of Student Performance
A. The student will demonstrate knowledge and skill competence in a variety of ways:
   - Quizzes
   - Unit exams
   - Semester exams
   - Biology Notebook
   - Homework
   - Participation in class discussions
   - Special assignments
   - Class projects
   - Demonstrations

B. Twenty-five percent (25%) of the student's grade is based on FFA/SAE participation
C. Grading Breakdown (for details, see subsequent descriptions)
   - 10% = SAE
   - 15% = FFA
   - 35% = Assessments
   - 40% = Assignments
D. Grade Scale
   • Above 90% = A
   • 80-89% = B
   • 70-79% = C
   • 60-69% = D
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III. SAE/FFA Participation – 25%
   A. One of the National FFA Organization’s requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agricultural Experience, an SAE. The students are to keep accurate records on their SAE, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.
      • In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.
   B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically became a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.
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   B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.
   C. IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.
   D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.
   E. It is the student’s responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.
   F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do’s will be accepted.
VI. **Class Notebook**
   A. Each student will be responsible for maintaining his/her own class notebook as well as the daily agenda entry.
   B. The student needs to purchase
      - a spiral bound notebook with 100 pages
   C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.
   D. Grade will be given quarterly. Rubric Provided. Late Notebooks will follow same late policy as assignments, 20% deducted from total points earned.
   E. Daily agenda entries are checked biweekly.

VII. **Classroom Routines.**
   A. Attendance
      - It is required to attend and be on-time every day to class, as well as be prepared with appropriate materials.
      - PHS Tardy Policy will be followed and enforced. See student handbook for details.
   B. Borrowing stuff
      - When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.
   C. Defiance or poor behavior
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      - In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

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4) Raise your hand and wait to be called on to speak.

5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR's and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print): _______________________________________________________

Student Signature: ___________________________ Date: ___________________________

Parent Signature: ___________________________ Date: ___________________________

**Return this sheet and this sheet only to Mrs. Helm by TOMORROW!!!
PORTERVILLE HIGH SCHOOL
PRIDE IN ACHIEVEMENT, HONOR IN EFFORT, STRENGTH IN KNOWLEDGE

ECLR's for Agricultural Biology

*Department:* Agriculture & Biology

*Department Goal Statement:* Our goal is to prepare students for a life beyond high school by instilling in them an ability to think critically, communicate ideas clearly through writing and speech. Our students will contribute to an effective community through agriculture and leadership. Students will develop skills in reading, writing, speaking, listening, mathematics, science and thinking. Understanding the importance of agriculture, we strive to present a variety of valuable hands-on experience, as well as, academically rigorous experiences for each student.

*Course Rationale:* An understanding of biological principles is necessary for many careers in science, technology, and related areas. This course provides part of a preparation for entrance into college level science majors and for vocational school program. It provides a background for the citizen who wants an understanding of science issues. One of the many factors for being a successful science student is practice. In addition, students will be exposed to the world of agriculture, related careers, and real world skills. This course will fulfill Biology/Life Science graduation requirements.

*Materials & Resources:*

1. Textbook  Biology, Miller/Levine 2007 (Prentice Hall)
2. 8½ X 11” Spiral Bound Notebook with 200 Pages
3. Pens, pencils
4. Binder paper
5. Student planner
6. Additional resources will include but are not limited to technology (computers, videos, etc), Laboratory equipment, and safety apparatuses

*Academic Expectations:*

Students are expected to demonstrate proficiencies in the following California State, district and department standards. These standards are not meant to be exclusive.

1. Fundamental life process of plants and animals and their dependence on a variety of chemical process that occur at the cellular level.
2. Mutations and sexual reproduction lead to genetic variability in a population.
3. Multicellular organisms develop from single zygotes through the process of fertilization. An organism’s phenotype is determined by its genotype.
4. Genes are a set of instruction encoded in the DNA sequence of an organism. The DNA sequence specifies a sequence of amino acids to build protein sequences for the specific organism.
5. Genetic composition of a cell can be altered by incorporating foreign DNA into the cell's DNA sequence.
6. Stability of an ecosystem is determined by the stability of competing effects.
7. Stability of an allele in a gene pool of a population depends on many factors and be stable and unstable over time.
8. Evolution is the result of genetic changes that occur in constantly changing environments.
9. The human body remains relatively stable (homeostatic) despite changes in the outside environment; as a result of, coordination of multiple organ systems.
10. Organisms have a variety of mechanisms to combat disease.

**FFA Participation and SAE Projects are a part of the educational experience, as well as the grading system, throughout the year.**

*Homework Policy:*

Homework is assigned on a unit-by-unit basis. School policy is followed in regard to make-up for acceptable absences. Homework is due at the beginning of the class period.

*Grading Policy:*

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<td>A</td>
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</tbody>
</table>

10% = SAE
15% = FFA
35% = Assessments
40% = Assignments

Porterville High School Expected Classroom Learning Results
Page 1
All Agriculture Class Grades Are Divided into Three Different Categories.

A. **Classroom Participation 75%** 35% **Assessments, 40% Assignments**

Points total will be varied, determined by the total points from notebook, assignments, test, quizzes, etc.

B. **FFA Participation (15%)**

Every Agriculture Student is a member of the FFA. To remain in good standing and fully take advantage of the learning opportunities in the FFA organization, every Ag student is required to participate in at least three FFA activities each quarter to receive full points in the FFA participation area. These activities may take place before, during, or after school, on weekends or even during some vacation breaks. It is up to the FFA member to decide which ones he/she will participate in. The dates of these events will be posted and maintained in the classroom and it is up to the student to ensure that their participation is recorded. The following grading scale will be used in this area:

- 3 or more FFA activities attended = 15% Full Credit
- 2 FFA activities attended = 10%
- 1 FFA activity attended = 5%
- 0 activities attended = 0%

C. **SAE / RECORD BOOK (10%)**

The record book is an integral way for the Ag student to learn not only good record keeping, but also responsibility, accountability, and organization. ALL Ag students are required to maintain an FFA record book. Instruction will be given on the proper use of the book and each student will be given a record book supplied by the Ag department. Record books will be checked Bi-weekly in class and are expected to be up-to-date. The record books will be kept in the Ag department and will not leave school unless the instructors are notified first! Grading will be a typical 100, 90, 80% format.

**Make-up Policy:**

A pupil absent from school due to verified illness, quarantine, medical appointments, funeral, jury duty or other justifiable reasons outlined in Education Code 48205.a.7 shall be allowed to complete all assignments and tests missed during the absences... The teacher shall determine the test and assignments and shall be reasonably equivalent to, but not necessarily identical to tests and assignments missed during absence. (California Education Code 48205 (a) (b))

Students who miss school work because of unexcused absences or suspension shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure (BP 6154 (a)).

**Student Responsibilities:**

Porterville High School disciplinary policy has been developed to insure that Porterville High School provides a proper learning environment for all students. All rules will be enforced and appropriate penalties assessed for infractions. Students who violate rules will be counseled, reprimanded, suspended, or expelled and/or cited by the police. It is the responsibility of every employee to apply the rules consistently and equally for all students. It is the responsibility of every student to complete all assignments on time, with the highest quality possible. In order for students to learn and teachers to teach, student responsibilities are:

1. To follow class rules and not disrupt the class
2. To respect other people and their property ( school and personal)

Failure to comply will result in the following consequences:

- **STEP 1:** verbal warning
- **STEP 2:** Instructor makes personal contact with parent
- **STEP 3:** A face to face parent/teacher conference & a 2 period class suspension
- **STEP 4:** Assistant principal referral, parent notification & 2 period class suspension
- **STEP 5:** Assistant principal referral resulting in student being dropped from the class and assigned RC for remainder of semester. Teacher will provide and grade student assignments.

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<th>Student’s Printed Full Name</th>
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7. SCHOOL BOARD APPROVED POLICY: FFA

The Porterville Unified School District has approved BP 6178 (Vocational Education). This policy was passed in 2013, but they have not yet put it in the Board Policy Manual that is found online; the only copy I found was a draft.

Attached is the copy of BP 6178.1 along with copies of each of my course syllabi, highlighting the portion regarding the FFA participation for students.
Instruction

Career Technical Education

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

(cf. 6143 - Courses of Study)
(cf. 6200 - Adult Education)

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs, tech prep programs, charter schools, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

(cf. 0420.4 - Charter School Authorization)
(cf. 6178.2 - Regional Occupational Center/Program)

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

The Board shall adopt district standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

(cf. 6141 - Curriculum Development and Evaluation)

At least every three years, the Board shall compare the district's curriculum, course content, and course sequence of CTE with the model state curriculum standards. (Education Code 52376)

The Superintendent or designee shall systematically review the district's CTE classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Board shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)
A CTE course may be used as an alternative to the visual or performing arts or foreign language course requirement for high school graduation.  (Education Code 51225.3)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities. He/she also shall work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6178.1 - Work-Based Learning)

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

The Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the district, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements. In addition, secondary students shall receive individualized career guidance and academic counseling which provides information about academic and CTE opportunities related to the student's career goals.

(cf. 5145.6 - Parental Notifications)
(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4331 - Staff Development)
The Superintendent or designee shall provide counselors and other guidance personnel with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work-based learning opportunities, and postsecondary education and employment options following high school.

Upon written request from a nonprofit private school within the geographical area served by the district, the Superintendent or designee shall consult with private school representatives in a timely and meaningful manner and may provide for the participation of private school secondary students in the district's programs and activities funded under the federal Carl D. Perkins Career and Technical Education Act. To the extent practicable, the Superintendent or designee also shall, upon request, permit participation of CTE teachers, administrators, and other personnel from private schools in the district's inservice and preservice professional development programs funded through the Perkins Act. (20 USC 2397)

Nondiscrimination

The district's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; single parents and single pregnant females; displaced homemakers; students with limited English proficiency; and students preparing for nontraditional fields. Nontraditional fields include occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. (20 USC 2302, 2354, 2373)

Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. (34 CFR 100.B, 104.8, 106.9)

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

The above notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354; 34 CFR 100.B)
Instruction

School and Community Involvement

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one student, teacher, business representative, industry representative, school administrator, member of the general public knowledgeable about the disadvantaged, and representative of the field office of the California Employment Development Department. (Education Code 8070)

(cf. 1220 - Citizen Advisory Committees)

The district also shall involve parents/guardians; students; academic and CTE teachers; administrators; career guidance and academic counselors; representatives of tech prep consortia if applicable, business and industry, labor organizations, and special populations; and other interested individuals in the development, implementation, and evaluation of CTE programs. (20 USC 2354)

Program Evaluation

The Board shall monitor the achievement of students participating in the district's CTE program in order to determine the need for program improvements. The Superintendent or designee shall annually report to the Board and the California Department of Education on program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment. Data shall be disaggregated, in accordance with 20 USC 2323, by race, ethnicity, gender, disability status, migrant status, English proficiency, and economic disadvantage status and for each special population as defined in 20 USC 2302 and listed in the section "Nondiscrimination" above.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:
EDUCATION CODE
1205 Classification of counties
8006-8156 Career technical education
17078.70-17078.72 Career technical education facilities
33430-33432 Health science and medical technology grants
35168 Inventory of equipment
41505-41508 Pupil Retention Block Grant
41540-41544 Targeted instructional improvement block grant
44257.3 CTC recognition of study in linked learning teaching methods
Instruction

44260-44260.1 Designated subjects career technical education credential
44260.9 Designated subjects career technical education credential
48430 Legislative intent; continuation education schools and classes
48980 Parental notification
51220-51229 Courses of study, grades 7-12
51760-51769.5 Work experience education
52390-52499.66 Career technical education
52519-52520 Adult education, occupational training
53080-53084 School-to-career initiatives
53086 California Career Resource Network
534690-54699.1 California Partnership Academies
54750-54760 California Partnership Academies, green technology and goods movement occupations
56363 Related services for students with disabilities; specially designed career technical education
66205.5-66205.9 Approval of career technical education courses for admission to California colleges
88500-88551 Community college economic and workforce development program

GOVERNMENT CODE
54590-54683 Brown Act
LABOR CODE
3070-3099.5 Apprenticeships

CODE OF REGULATIONS, TITLE 5
1635 Credit for work experience education
3051.14 Specially designed career technical education for students with disabilities
10070-10075 Work experience education
10080-10092 Community classrooms
10100-10111 Cooperative vocational education
11500-11508 Regional occupational centers and programs
11533-11538 Career technical education contracts with private postsecondary schools
11610-11611 Regional adult and vocational education councils

CODE OF REGULATIONS, TITLE 8
200-240 Apprenticeships
UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act of 2006
6301-6578 Improving the Academic Achievement of the Disadvantaged
CODE OF FEDERAL REGULATIONS, TITLE 34
76.730-76.731 Records related to federal grant programs
80.32 Equipment acquired with federal funds
80.42 Record retention
100.B Appendix B Guidelines for eliminating discrimination in career technical education programs
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex; effectuating Title IX

Management Resources:
CSBA PUBLICATIONS
Orientation to Apprenticeship Overview, Construction Management Task Force Fact Sheet, November 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
2008-2012 State Plan for Career Technical Education
Multiple Pathways to Student Success: Envisioning the New California High School, 2010
Regional Occupational Centers and Programs Operations Handbook March 2008
Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007
Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007
California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2003
Management of Vocational Education Equipment, April 2000
CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF APPRENTICESHIP STANDARDS PUBLICATIONS
WEB SITES
CSBA: http://www.csba.org
Association for Career and Technical Education: http://www.acteonline.org
California Association of Regional Occupational Centers and Programs: http://www.carocp.org
Instruction

California Career Resource Network: http://www.caliiforniacareers.info
California Department of Employment Development: http://www.edd.ca.gov
California Department of Industrial Relations: http://www.dir.ca.gov
California Workforce Investment Board: http://www.calwia.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov
University of California, a-g Course Submissions: http://www.ucop.edu/a-gGuide/ag/course_submissions
U.S. Department of Education, Office of Vocational and Adult Education:
http://www.ed.gov/about/offices/list/ovaed/cte/index.html

Board Policy
Adopted: PORTERVILLE UNIFIED SCHOOL DISTRICT
Porterville, California
I. Course Description
Each passing student will receive credit for one Science requirements, thus much of the class time will be learning about our diverse and very complicated planet and the surrounding universe. Seeing this is essentially an agriculture class, the material will be taught in a relevant way relating to agriculture and as it relates to us here on Earth. Career opportunities in agriculture will be addressed and students will be encouraged to participate in a Supervised Agricultural Experience Program which will give students hands-on experience in a particular agricultural industry. The California Earth Science content standards will be taught as mandated by the California department of education.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA-the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. Evaluation of Student Performance
A. The student will demonstrate knowledge and skill competence in a variety of ways:
   • Quizzes
   • Unit exams
   • Semester exams
   • Homework
   • Participation in class discussions
   • Special assignments
   • Class projects
   • Demonstrations

B. Twenty-five percent (25%) of the student’s grade is based on FFA/SAE participation

C. Grading Breakdown (for details, see subsequent descriptions)
   • 10% = SAE
   • 15% = FFA
   • 35% = Assessments
   • 40% = Assignments

D. Grade Scale
   • Above 90% = A
   • 80-89% = B
   • 70-79% = C
   • 60-69% = D
   • Below 59% = F
III. SAE/FFA Participation – 25%
   A. One of the National FFA Organization’s requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agricultural Experience, an SAE. The students are to keep accurate records on their SAE, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.
      • In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.
   B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically became a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.
      • In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.

IV. Assessments – 35%
   A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.
   B. Tests will be given on a unit basis, and will be given on a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or etceteras.
   C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. Assignments – 40%
   A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.
   B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.
   C. IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.
   D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.
   E. It is the student’s responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.
   F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do’s will be accepted.

VI. Class Notebook
   A. Each student will be responsible for maintaining his/her own class notebook as well as the daily agenda entry.
   B. The student needs to purchase
      • a spiral bound notebook with 100 pages
   C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.
   D. Grade will be given quarterly. Rubric Provided. Late Notebooks will follow same late policy as assignments, 20% deducted from total points earned.
   E. Daily agenda entries are checked biweekly.

VII. Classroom Routines
   A. Respect
      • Respect is the key to a successful year in class. Respect has become cliché so let’s take a few moments to learn what that means in our class.
First, every student will be treated the way you would like to be treated. There will be no name-calling or put-downs, profanity, or any other language which is deemed unacceptable at school. This includes being defiant with the teacher and talking when you are not supposed to be talking.

Second, respect means assuming the best for someone. If someone is in need, help them, and so on.

Third, I, the teacher want to help you. I want you to learn about agriculture and have a good time doing so. I want you to earn an A in the class and succeed to your fullest potential. You are in this class because you want to be. Therefore, doing all assignments and turning them in on time is a sign of respect. Not doing so tells me that you don’t care about the hard work I have put into preparing for the lesson.

B. Attendance
   • It is required to attend and be on-time every day to class. This is related to the respect previously discussed.
   • PHS Tardy Policy will be followed and enforced. See student handbook for details.

C. Borrowing stuff
   • When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.

D. Defiance or poor behavior
   • Please see attached rules for specific references to defiance
   • In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember....

MAKE GOOD CHOICES 😊
Mrs. Helm's Class Rules

1) No food, drink, gum, or any edible items in class.

2) No swearing, vulgar, offensive language.

3) Show respect to the teacher, others, the room, and yourself.

4) Raise your hand and wait to be called on to speak.

5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR's and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature: ___________________________ Date: ___________________________

Parent Signature: ___________________________ Date: ___________________________

**Return this sheet and this sheet only to Mrs. Helm by TOMORROW!!!**
Department: Agriculture & Science

Department Goal Statement: All science courses support Goals for Grads. Students will be provided with experiences in science that prepare them to meet the California State Science Standards and high school graduation requirements. Additionally, prepare them for their future as citizens with a working knowledge of scientific concepts, problem solving skills, technology skills, and career and post-secondary options.

Course Rationale: An understanding of Earth Science principles is necessary for many careers in science, technology, and related areas. This course provides part of a preparation for entrance into college level science majors and for vocational school program. It provides a background for the citizen who wants an understanding of science issues. On of the many factors for being a successful science student is practice.

Materials & Resources: Textbook Earth Science, Glencoe 2002/2007, Binder/Notebook, organized to teachers’ specifications, pens/pencils, binder paper, and agenda. Additional resources will include but are not limited to technology (computers, videos, etc). Laboratory equipment and safety apparatuses.

Academic Expectations:
1. Astronomy and planetary exploration reveal the solar system’s structure, scale, and change over time.
2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
3. Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth’s surface.
4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
5. Heating of Earth’s surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
6. Climate is the long-term average of a region’s weather and depends on many factors.
7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
8. Life has changed Earth’s atmosphere, and changes in the atmosphere affect conditions for life.
9. The geology of California underlies the state’s wealth of natural resources as well as its natural hazards.

Laboratory Experience: Student will be expected to participate in laboratory investigation that include but are not limited to

Homework Policy: Homework is assigned regularly.

Grading Policy:

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(Approximate Percentages)

15% FFA
10% SAE
40% Assignments
35% Assessments

ECLR’s for Agriculture Earth Science

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Agriculture Science

Instructor: Mrs. Jessica Helm
Email: jhelm@portervilleschools.org
Phone: 3604
Room: C-3
Grade Level: 09

I. Course Description
Agriculture Science meets the Life Science requirement for high school graduation. Agriculture Science 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. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA-the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. Evaluation of Student Performance
A. The student will demonstrate knowledge and skill competence in a variety of ways:
   - Quizzes
   - Unit exams
   - Semester exams
   - Homework
   - Participation in class discussions
   - Special assignments
   - Class projects
   - Demonstrations

B. Twenty-five percent (25%) of the student's grade is based on FFA/SAE participation
C. Grading Breakdown (for details, see subsequent descriptions)
   - 10% = SAE
   - 15% = FFA
   - 25% = Assessments
   - 25% = Assignments
   - 25% = Participation

D. Grade Scale
   - Above 90% = A
   - 80-89% = B
   - 70-79% = C
   - 60-69% = D
   - Below 59% = F
III. **SAE/FFA Participation – 25%**
   A. One of the National FFA Organization's requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agricultural Experience, an SAE. The students are to keep accurate records on their SAE, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.
      - In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.
   B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically became a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.
      - In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.

IV. **Assessments – 25%**
   A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.
   B. Tests will be given on a unit basis, and will be given in a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or etceteras.
   C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. **Assignments – 25%**
   A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.
   B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.
   C. IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.
   D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.
   E. It is the student’s responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.
   F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do’s will be accepted.

VI. **Participation – 25%**
   A. Students will be working on various projects and will be graded on participation.
   B. Grade for participation will be based on attentiveness to project, completeness of task, attitude, cooperation with classmates.

VII. **Class Binder**
   A. Each student will be responsible for maintaining his/her own class binder as well as the daily agenda entry.
   B. The student needs to purchase
      - a white 1 1/2 inch 3-ring binder and must be the clear view (with the plastic cover on both front and back)
      - 5 tab dividers
      - Binder paper
      - 5 clear page protectors
   C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.
D. Grade will be based on:
   - Random binder check-performed periodically during quarter. Teacher will use the following criteria to assign grade-questions will be answered with a “yes” or “no”. Each is worth 20% of the total, so 5 “yes’s” is 100%, and 5 “no’s” is 0%.
   - Does the binder pass the Inversion Test?
   - Are the assignments in the correct order?
   - Are all assignments in the binder?
   - Are class notes complete?
   - Are all required parts of the binder present?
   - Daily agenda entries are checked biweekly

VIII. Classroom Routines
   A. Respect
   - Respect is the key to a successful year in class. Respect has become cliché so let’s take a few moments to learn what that means in our class.
     - First, every student will be treated the way you would like to be treated. There will be no name-calling or put-downs, profanity, or any other language which is deemed unacceptable at school. This includes being defiant with the teacher and talking when you are not supposed to be talking.
     - Second, respect means assuming the best for someone. If someone is in need, help them, and so on.
     - Third, I, the teacher want to help you. I want you to learn about agriculture and have a good time doing so. I want you to earn an A in the class and succeed to your fullest potential. You are in this class because you want to be. Therefore, doing all assignments and turning them in on time is a sign of respect. Not doing so tells me that you don’t care about the hard work I have put into preparing for the lesson.

B. Attendance
   - It is required to attend and be on-time every day to class. This is related to the respect previously discussed.
   - PHS Tardy Policy will be followed and enforced. See student handbook for details.

C. Borrowing stuff
   - When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.

D. Defiance or poor behavior
   - Please see attached rules for specific references to defiance
   - In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember....

MAKE GOOD CHOICES 😊
Mrs. Helm's Class Rules

1) No food, drink, gum, or any edible items in class.

2) No swearing, vulgar, offensive language.

3) Show respect to the teacher, others, the room, and yourself.

4) Raise your hand and wait to be called on to speak.

5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR’s and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature: __________________________ Date: __________________________

Parent Signature: __________________________ Date: __________________________

**Return this sheet and this sheet only to Mrs. Helm by TOMORROW!!!**
Porterville High School
PRIDE in Achievement, HONOR in Effort, STRENGTH in Knowledge

ECLR’s for Agriculture Science

Department: Agriculture

Department Goal Statement: Our goal is to prepare students for a life beyond high school by instilling in them an ability to think critically, communicate ideas clearly through writing and speech. Our students will contribute to an effective community through agriculture and leadership. Students will develop skills in reading, writing, speaking, listening, mathematics, science and thinking. Understanding the importance of agriculture, we strive to present a variety of valuable hands-on experience, as well as, academically rigorous experiences for each student.

Course Rationale: Agriculture Science is an introductory course for students in the 1st year of the Agriculture Pathways. This is a course designed for freshman/new Ag students wishing to gain a broad, basic understanding of agriculture. This course meets the Life Science requirement for high school graduation.

Materials & Resources:
1. Binder organized to teacher’s specifications
2. Pens, pencils
3. Binder paper
4. Student planner
5. Additional resources will include but are not limited to technology (computers, videos, etc), Laboratory equipment, and safety apparatuses

Academic Expectations:
This course meets graduation credit for life science. The rigor of this course also matches the State Ag Science standards for year one of Agriscience. The units taught in this course will include basic animal science, horticulture, natural resources, California agriculture, agriculture and society, FFA and leadership, and agricultural careers. Additionally, this course is taught with a hands-on approach that encourages participation, questioning, and public speaking/presentations.
**FFA Participation and SAE Projects are a part of the educational experience, as well as the grading system, throughout the year.

Homework Policy:
Homework is assigned on a unit-by-unit basis. School policy is followed in regard to make-up for acceptable absences. Homework is due at the beginning of the class period.

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
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</table>

Homework is worth 10% of the total grade, FFA Participation is worth 15% of the total grade, Assessments are worth 25% of the total grade, Assignments are worth 25% of the total grade, and Participation is worth 25% of the total grade.

All Agriculture Class Grades Are Divided into Three Different Categories.

A. Classroom Participation 75%: 25% Assessments, 25% Assignments, 25% Participation
Points total will be varied, determined by the total points from participation, assignments, test, quizzes, etc.

B. FFA Participation (15%)
Every Agriculture Student is a member of the FFA. To remain in good standing and fully take advantage of the learning opportunities in the FFA organization, every Ag student is required to participate in at least three FFA activities each quarter to receive full points in the FFA participation area. These activities may take place before, during, or after school, on weekends or even during some vacation breaks. It is up to the FFA member to decide which ones he/she will participate in. The dates of these events will be posted and maintained in the classroom and it is up to the student to ensure that their participation is recorded. The following grading scale will be used in this area:

Porterville High School Expected Classroom Learning Results
Page 1
3 or more FFA activities attended = 15% Full Credit
2 FFA activities attended = 10%
1 FFA activity attended = 5%
0 activities attended = 0%

C. SAE/RECORD BOOK (10%)
The record book is an integral way for the Ag student to learn not only good record keeping, but also responsibility, accountability, and organization. ALL Ag students are required to maintain an FFA record book. Instruction will be given on the proper use of the book and each student will be given a record book supplied by the Ag department. Record books will be checked BI-weekly in class and are expected to be up-to-date. The record books will be kept in the Ag department and will not leave school unless the instructors are notified first! Grading will be a typical 100, 90, 80% format.

Make-up Policy:
A pupil absent from school due to verified illness, quarantine, medical appointments, funeral, jury duty or other justifiable reasons outlined in Education Code 48205.a.7 shall be allowed to complete all assignments and tests missed during the absences... The teacher shall determine the test and assignments and shall be reasonably equivalent to, but not necessarily identical to tests and assignments missed during absence. (California Education Code 48205 (a) (b))
Students who miss school work because of unexcused absences or suspension shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure (BP 6154 (a)).

Student Responsibilities:
Porterville High School disciplinary policy has been developed to insure that Porterville High School provides a proper learning environment for all students. All rules will be enforced and appropriate penalties assessed for infractions. Students who violate rules will be counseled, reprimanded, suspended, or expelled and/or cited by the police. It is the responsibility of every employee to apply the rules consistently and equally for all students. It is the responsibility of every student to complete all assignments on time, with the highest quality possible. In order for students to learn and teachers to teach, student responsibilities are:

1. To follow class rules and not disrupt the class
2. To respect other people and their property (school and personal)

Failure to comply will result in the following consequences:

STEP 1: verbal warning
STEP 2: Instructor makes personal contact with parent
STEP 3: A face to face parent/teacher conference & a 2 period class suspension
STEP 4: Assistant principal referral, parent notification & 2 period class suspension
STEP 5: Assistant principal referral resulting in student being dropped from the class and assigned RC for remainder of semester. Teacher will provide and grade student assignments.

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Veterinary Science
Instructor: Mrs. Jessica Helm
Email: jhelm@portervilleschools.org
Phone: ext. 3604
Room: C-3
Grade Level: 11/12

I. Course Description
Vet Science fulfills the life science graduation requirement in addition to the "G-college preparatory elective" of the UC A-G requirements.

This course will provide a realistic preview of both veterinary work and the academic rigor needed to achieve success in the profession. Students will learn the basic foundation, terminology, and concepts that are required to be a successful veterinary hospital. We will begin the year exploring cells and tissues. Throughout the year, we will investigate the different physiological systems and how they apply to nutrition, diseases, diagnosis, and surgery. Students will be assessed on tests, quizzes, performance, and projects; as well as behavior, attitude, and participation.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA—the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. Evaluation of Student Performance
A. The student will demonstrate knowledge and skill competence in a variety of ways:
   - Quizzes
   - Unit exams
   - Semester exams
   - Biology Notebook
   - Homework
   - Participation in class discussions
   - Special assignments
   - Class projects
   - Demonstrations

B. Twenty-five percent (25%) of the student's grade is based on FFA/SAE participation

C. Grading Breakdown (for details, see subsequent descriptions)
   - 10% = SAE
   - 15% = FFA
   - 35% = Assessments
   - 40% = Assignments

D. Grade Scale
   - Above 90% = A
   - 80-89% = B
   - 70-79% = C
   - 60-69% = D
   - Below 59% = F
III. SAE/FFA Participation – 25%
   A. One of the National FFA Organization’s requirements is for every FFA member to have an agriculturally related project. These projects are termed Supervised Agricultural Experience, an SAE. The students are to keep accurate records on their SAE, in which they will produce a product or provide a service, and hopefully make a profit. The project is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by their ag teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of the SAE.
   * In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.
   B. The FFA, formerly known as the Future Farmers of America, is a national organization found in thousands of high schools across the United States. The goals of the organization are to develop leadership, cooperation, and citizenship in its members. Students automatically became a member of the National FFA Organization when enrolled in this agriculture class. Becoming involved in the FFA will help you develop valuable leadership, social, and public speaking skills. It is an integral part of this course.
   * In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.

IV. Assessments – 35%
   A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.
   B. Tests will be given on a unit basis, and will be given in a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or etceteras.
   C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. Assignments – 40%
   A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.
   B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.
   C. IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.
   D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.
   E. It is the student’s responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.
   F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do’s will be accepted.

VI. Class Notebook
   A. Each student will be responsible for maintaining his/her own class notebook as well as the daily agenda entry.
   B. The student needs to purchase
      * a spiral bound notebook with 200 pages
   C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.
   D. Grade will be given at end of each unit. Notebooks will be evaluated on Completeness, Accuracy, Neatness, and Effort.
   E. Daily agenda entries are checked biweekly.

VII. Classroom Routines
   A. Attendance
      * It is required to attend and be on-time every day to class, as well as be prepared with appropriate materials.
      * PHS Tardy Policy will be followed and enforced. See student handbook for details.
   B. Borrowing stuff
· When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc, which will be returned upon returning the borrowed item.

C. Defiance or poor behavior
· Please see attached rules for specific references to defiance
· In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember....

MAKE GOOD CHOICES 😊

Mrs. Helm's Class Rules

1) No food, drink, gum, or any edible items in class.

2) No swearing, vulgar, offensive language.

3) Show respect to the teacher, others, the room, and yourself.

4) Raise your hand and wait to be called on to speak.

5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR's and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature: ___________________________ Date: ________

Parent Signature: ___________________________ Date: ________

**Return this sheet and this sheet only to Mrs. Helm by TOMORROW!!!**
PORTERVILLE HIGH SCHOOL
PRIDE in achievement, HONOR in effort, STRENGTH in knowledge

ECLR's for Veterinary Science

Department: Agriculture

Department Goal Statement: Our goal is to prepare students for a life beyond high school by instilling in them an ability to think critically, communicate ideas clearly through writing and speech. Our students will contribute to an effective community through agriculture and leadership. Students will develop skills in reading, writing, speaking, listening, mathematics, science and thinking. Understanding the importance of agriculture, we strive to present a variety of valuable hands-on experience, as well as, academically rigorous experiences for each student.

Course Rationale: The purpose of this course is to take students to the next level of understanding animals, predominately large livestock and small production animals. Animals affect our society in many ways, thus we must gain understanding of their internal organs, bones, systems as well as diet and nutrition. Vet Science fulfills the life science graduation requirement in addition to the G-college preparatory elective of the UC A-G requirements.

Materials & Resources:
1. Binder organized to teacher's specifications
2. Pens, pencils
3. Binder paper
4. Student planner
5. Additional resources will include but are not limited to technology (computers, videos, etc), Laboratory equipment, and safety apparatuses

Academic Expectations:
This course meets graduation credit for life science. The rigor of this course also matches the State Ag Science standards for year one of life science. The units taught in this course will include animal husbandry, animal nutrition, reproduction, genetics, diseases, welfare concerns, and basic veterinary assistant skills. Additionally, this course is taught with a hands-on approach that encourages participation, questioning, and public speaking/presentations.

**FFA Participation and SAE Projects are a part of the educational experience, as well as the grading system, throughout the year.

Homework Policy:
Homework is assigned on a unit-by-unit basis. School policy is followed in regard to make-up for acceptable absences. Homework is due at the beginning of the class period.

Grading Policy:
- A 90%-100% 10% FFA
- B 80%-89% 15% SAE
- C 70%-79% 35% Assessments
- D 60%-69% 40% Assignments
- F Less than 60%

All Agriculture Class Grades Are Divided into Three Different Categories.

A. Classroom Participation 75%: 35% Assessments, 40% Assignments
Points total will be varied, determined by the total points from assignments, test, quizzes, etc.

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Every Agriculture Student is a member of the FFA. To remain in good standing and fully take advantage of the learning opportunities in the FFA organization, every Ag student is required to participate in at least three FFA activities each quarter to receive full points in the FFA participation area. These activities may take place before, during, or after school, on weekends or even during some vacation breaks. It is up to the FFA member to decide which ones he/she will participate in. The dates of these events will be posted and...
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C. **SAE / RECORD BOOK (10%)**

The record book is an integral way for the Ag student to learn not only good record keeping, but also responsibility, accountability, and organization. ALL Ag students are required to maintain an FFA record book. Instruction will be given on the proper use of the book and each student will be given a record book supplied by the Ag department. Record books will be checked bi-weekly in class and are expected to be up-to-date. The record books will be kept in the Ag department and will not leave school unless the instructors are notified first! Grading will be a typical 100, 90, 80% format.

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Agricultural Biology

Instructor: Mrs. Jessica Helm
Email: jhelm@portervilleschools.org
Phone: ext 3604
Room: C-3
Grade Level: 10

I. **Course Description**

Agricultural Biology is a University of California approved science course that meets the UC requirement for science. Students enrolled in this course also fulfills Biology/Life Science graduation requirements.

The purpose of this course is to introduce students to the world of agriculture through the exploration of life science biology. The course emphasizes detailed knowledge of the central concepts, principles, and basic factual material of the following topics: scientific methodology, relationships between living organisms and their environment, biochemistry, cellular structure and function, homeostasis within the context of animal physiology, infection and immunity, molecular processes/biotechnology, principles of genetics, the processes by which organisms change over time, and comparative animal anatomy/physiology.

This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA—the largest high school organization in America. The FFA will give students opportunities to serve the community in many ways, develop leadership skills, develop public speaking skills, be an entrepreneur, and travel throughout the nation in many competitions, to say a few.

II. **Evaluation of Student Performance**

A. The student will demonstrate knowledge and skill competence in a variety of ways:
   - Quizzes
   - Unit exams
   - Semester exams
   - Biology Notebook
   - Homework
   - Participation in class discussions
   - Special assignments
   - Class projects
   - Demonstrations

B. **Twenty-five percent (25%) of the student's grade is based on FFA/SAE participation**

C. Grading Breakdown *(for details, see subsequent descriptions)*
   - 10% = SAE
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  - In order for students to receive the full 10% for the SAE, students must have a project with COMPLETE and CURRENT records in the FFA Record Book.
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  - In order for students to receive the full 15% for the FFA portion of the grade, students must participate in a minimum of 3 activities per quarter, 6 per semester.

IV. Assessments – 35%
A. Quizzes will be given on a weekly basis, at minimum, and will be based on weekly class material, vocabulary, and/or some previous unit review questions.
B. Tests will be given on a unit basis, and will be given in a variety of methods, including multiple choice, true/false, matching, fill-in, short answer, essay, demonstrations and/or etceteras.
C. Semester final exams will be given on final days (see school calendar) and will be comprehensive.

V. Assignments – 40%
A. Assignments will consist of class work, homework, projects, labs, and participation in various activities/discussions.
B. Assignments will be passed in on the due date. Anything not collected at that time is considered late work.
C. IT IS THE STUDENTS RESPONSIBILITY TO COLLECT MAKE UP WORK, AND WILL BE DONE OUTSIDE OF CLASS TIME.
D. Any assignment considered late will have 20% deducted from the total points earned. Late work will be accepted until the day of the unit test.
E. It is the student’s responsibility to request make-up work when absent. Students who have an excused absence will have 3 class days, upon return, to complete for full credit.
F. If a student chooses to re-do any assignments, they are also due the day of the unit test, no late re-do’s will be accepted.
VI. **Class Notebook**
A. Each student will be responsible for maintaining his/her own class notebook as well as the daily agenda entry.
B. The student needs to purchase
   - a **spiral bound notebook with 100 pages**
C. This binder will be used for the entirety of the class and each student is responsible for maintaining an organized, complete binder.
D. Grade will be given quarterly. Rubric Provided. Late Notebooks will follow same late policy as assignments, 20% deducted from total points earned.
E. Daily agenda entries are checked biweekly.

VII. **Classroom Routines.**
A. Attendance
   - It is required to attend and be on-time every day to class, as well as be prepared with appropriate materials.
   - PHS Tardy Policy will be followed and enforced. See student handbook for details.
B. Borrowing stuff
   - When items are borrowed from the teacher, a deposit needs to be given, such as your ID card, shoe, key, etc. which will be returned upon returning the borrowed item.
C. Defiance or poor behavior
   - Please see attached rules for specific references to defiance
   - In addition to in-room policies, the PHS STEP system will also be followed and enforced. See student handbook for details.

*To end on a positive note, I am glad that you have decided to pursue the agriculture courses offered at Porterville High School. I am excited to show you what the world of agriculture has to offer you and what you have to offer the world. This classroom is meant to be a place of exploration, learning, discovering, and caring. I truly want each and every one of you to succeed and I will do everything in my power to help you do so, but only if YOU want to succeed. Always remember...*

**MAKE GOOD CHOICES 😊**
Mrs. Helm's
Class Rules

1) No food, drink, gum, or any edible items in class.
2) No swearing, vulgar, offensive language.
3) Show respect to the teacher, others, the room, and yourself.
4) Raise your hand and wait to be called on to speak.
5) Stay on task and in your seat.
I have read the SYLLABUS as well as the ECLR's and understand what the course will entail. I also understand the expectations from the instructor and I will do my best to ensure that this year is successful and enjoyable.

Student Full Name (Print):

Student Signature: Date:

Parent Signature: Date:

**Return this sheet and this sheet only to Mrs. Helm by TOMORROW!!!**
PORTERVILLE HIGH SCHOOL
PRIDE IN ACHIEVEMENT, HONOR IN EFFORT, STRENGTH IN KNOWLEDGE

ECLR's for Agricultural Biology

**Department:** Agriculture & Biology

**Department Goal Statement:** Our goal is to prepare students for a life beyond high school by instilling in them an ability to think critically, communicate ideas clearly through writing and speech. Our students will contribute to an effective community through agriculture and leadership. Students will develop skills in reading, writing, speaking, listening, mathematics, science and thinking. Understanding the importance of agriculture, we strive to present a variety of valuable hands-on experience, as well as, academically rigorous experiences for each student.

**Course Rationale:** An understanding of biological principles is necessary for many careers in science, technology, and related areas. This course provides part of a preparation for entrance into college level science majors and for vocational school program. It provides a background for the citizen who wants an understanding of science issues. One of the many factors for being a successful science student is practice. In addition, students will be exposed to the world of agriculture, related careers, and real world skills. This course will fulfill Biology/Life Science graduation requirements.

**Materials & Resources:**
1. Textbook Biology, Miller/Levine 2007 (Prentice Hall)
2. 8 1/2 X 11" Spiral Bound Notebook with 200 Pages
3. Pens, pencils
4. Binder paper
5. Student planner
6. Additional resources will include but are not limited to technology (computers, videos, etc), Laboratory equipment, and safety apparatuses

**Academic Expectations:**
Students are expected to demonstrate proficiencies in the following California State, district and department standards. These standards are not meant to be exclusive.
1. Fundamental life process of plants and animals and their dependence on a variety of chemical process that occur at the cellular level.
2. Mutations and sexual reproduction lead to genetic variability in a population.
3. Multicellular organisms develop from single zygotes through the process of fertilization. An organism’s phenotype is determined by its genotype.
4. Genes are a set of instruction encoded in the DNA sequence of an organism. The DNA sequence specifies a sequence of amino acids to build protein sequences for the specific organism.
5. Genetic composition of a cell can be altered by incorporating foreign DNA into the cells DNA sequence.
6. Stability of an ecosystem is determined by the stability of competing effects.
7. Stability of an allele in a gene pool of a population depends on many factors and be stable and unstable over time.
8. Evolution is the result of genetic changes that occur in constantly changing environments.
9. The human body remains relatively stable (homeostatic) despite changes in the outside environment; as a result of, coordination of multiple organ systems.
10. Organisms have a variety of mechanisms to combat disease.

**FFA Participation and SAE Projects are a part of the educational experience, as well as the grading system, throughout the year.**

**Homework Policy:**
Homework is assigned on a unit-by-unit basis. School policy is followed in regard to make-up for acceptable absences. Homework is due at the beginning of the class period.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
<td></td>
</tr>
</tbody>
</table>

10% = SAE  
15% = FFA  
35% = Assessments  
40% = Assignments

Porterville High School Expected Classroom Learning Results
Page 1
All Agriculture Class Grades Are Divided into Three Different Categories.

A. Classroom Participation 75%: 35% Assessments, 40% Assignments
   Points total will be varied, determined by the total points from notebook, assignments, test, quizzes, etc.

B. FFA Participation (15%)
   Every Agriculture Student is a member of the FFA. To remain in good standing and fully take advantage of the learning opportunities in the FFA organization, every Ag student is required to participate in at least three FFA activities each quarter to receive full points in the FFA participation area. These activities may take place before, during, or after school, on weekends or even during some vacation breaks. It is up to the FFA member to decide which ones he/she will participate in. The dates of these events will be posted and maintained in the classroom and it is up to the student to ensure that their participation is recorded. The following grading scale will be used in this area:
   
   3 or more FFA activities attended = 15% Full Credit
   2 FFA activities attended = 10%
   1 FFA activity attended = 5%
   0 activities attended = 0%

C. SAE/RECORD BOOK (10%)
   The record book is an integral way for the Ag student to learn not only good record keeping, but also responsibility, accountability, and organization. ALL Ag students are required to maintain an FFA record book. Instruction will be given on the proper use of the book and each student will be given a record book supplied by the Ag department. Record books will be checked bi-weekly in class and are expected to be up-to-date. The record books will be kept in the Ag department and will not leave school unless the instructors are notified first! Grading will be a typical 100, 90, 80% format.

Make-up Policy:
A pupil absent from school due to verified illness, quarantine, medical appointments, funeral, jury duty or other justifiable reasons outlined in Education Code 48205.a.7 shall be allowed to complete all assignments and tests missed during the absences… The teacher shall determine the test and assignments and shall be reasonably equivalent to, but not necessarily identical to tests and assignments missed during absence. (California Education Code 48205 (a) (b) )
Students who miss school work because of unexcused absences or suspension shall be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure (BP 6154 (a)).

Student Responsibilities:
Porterville High School disciplinary policy has been developed to insure that Porterville High School provides a proper learning environment for all students. All rules will be enforced and appropriate penalties assessed for infractions. Students who violate rules will be counseled, reprimanded, suspended, or expelled and/or cited by the police. It is the responsibility of every employee to apply the rules consistently and equally for all students. It is the responsibility of every student to complete all assignments on time, with the highest quality possible. In order for students to learn and teachers to teach, student responsibilities are:
1. To follow class rules and not disrupt the class
2. To respect other people and their property (school and personal)
Failure to comply will result in the following consequences:

STEP 1: verbal warning
STEP 2: Instructor makes personal contact with parent
STEP 3: A face to face parent/teacher conference & a 2 period class suspension
STEP 4: Assistant principal referral, parent notification & 2 period class suspension
STEP 5: Assistant principal referral resulting in student being dropped from the class and assigned RC for remainder of semester. Teacher will provide and grade student assignments.

<table>
<thead>
<tr>
<th>Student’s Printed Full Name</th>
<th>Student’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent’s Printed Full Name</td>
<td>Parent’s Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Porterville High School Expected Classroom Learning Results
Page 2
8. PROGRAM OF ACTIVITIES

The Porterville FFA Program of Activities had not been formally updated since 2006. As one of the projects for the Master’s Program, I chose to work with the chapter officers and the Ag Sales class to complete this project.

The project began with reviewing other Program of Activities in order to be more familiar with what a quality document should include and the formatting. I also reviewed the Curricular code for the POA to help guide with the development of a quality project. I met with officers during the summer to begin the process of the POA and to revise the Chapter FFA Constitution. After working with the officers, I enlisted the help of the Ag Sales students to assist with the different sections of the POA. Once students were done with their sections, I took all documents and formatted each to be uniform and professional.

Unfortunately, the POA was not submitted for the Spring Region Meeting for the judging of the POA contest as previously planned. However, with this newly revised POA, we have a good starting point for next year.

Attached is the 2013-2014 Porterville FFA Program of Activities.
Porterville High School FFA

Program of Activities
2013-2014
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*2013-2014 Program of Activities*
CHAPTER OFFICERS’ MESSAGE

“This is ten percent luck, twenty percent skill, fifteen percent concentrated power of will, five percent pleasure, fifty percent pain, and a hundred percent reason to REMEMBER THE NAME!” That’s right, Porterville FFA, 2013-2014 is going to be full of fun, hard work, and victories! This year’s officer team is dedicated to involving more members than ever in the judging competitions, leadership conferences, and community service.

The theme is “Remember the Name” with the focus being to make people remember the Porterville FFA as a great chapter. This will be a year of challenges and changes, but everything we have planned will not only involve every single member, but will also help us achieve greatness.

The officer team has planned some of our traditional activities, such as our awesome plant sale, terrific judging teams, and Relay-4-Life. In addition to our traditions which run strong at Porterville FFA, we have some new activities planned. One that we are very excited about is an Easter Basket assembly for needy children; we will collect various items and arrange them into at least 50 Easter gift baskets to be handed out to children who would otherwise go without for Easter. The officer team this year is dedicated to not only serve our members, but the members of the community as well—our little way of giving back for the years of support.

So members, get ready for what will prove to be an awesome year, filled with all sorts of activities that will prove to make people “Remember the name!”

Sincerely,

The 2013-2014 Porterville FFA Officer Team

Sarah Babcock-President
Emily Babcock-Secretary
Katie Ferraro-Reporter
Brayden Wylie-Chaplain

Kristopher Grzybek- Vice President
Kyle Marshall-Treasurer
Sarah Shannon-Sentinel
Samantha Cox-Historian
CHAPTER OFFICERS

President
Sarah Babcock
CDE: Livestock Judging
SAE: Work at ACE Hardware

Vice President
Kris Grzybek
CDE: Cooperative Marketing
SAE: Market Steer

Secretary
Emily Babcock
CDE: Livestock Judging
SAE: Dairy Goats

Treasurer
Kyle Marshall
CDE: Ornamental Horticulture
SAE: Market Hog

Reporter
Katie Ferraro
CDE: Veterinary Science
SAE: Market Hog

Sentinel
Sarah Shannon
CDE: Cooperative Marketing
SAE: Market Steer

Historian
Samantha Cox
CDE: Vegetable Judging
SAE: Market Hog

Chaplain
Brayden Wylie
CDE: Forestry
SAE: Landscape Maintenance
Welcome to the Porterville High School Agriculture Department!

For the 2013-2014 school year, we are excited to offer over 80 different FFA activities for students to participate in, many traditional favorites, and some new activities which are sure to excite. These different activities will find students traveling all across the state for leadership conferences, FFA Judging Field Days, section and region FFA meetings, and so much more. Porterville FFA has maintained a reputation for excellence throughout the years, and this year will prove to be the best yet. Our students will earn awards for their SAE projects by filling out Proficiency awards at the section and region level. Also, students will climb the ladder of success in the FFA by earning Greenhand, Chapter, and State FFA Degrees, and a select few will achieve the highest honor-the American FFA Degree. With our travels in the spring, we will take as many students we can, and plan to earn numerous awards with each contest.

In addition to the busy FFA calendar, we are excited to offer 13 different rigorous courses which allow students to explore science, business, and mechanics, all of which revolve around the practices and principles of agriculture. This year we also look forward to continuing our PAAL Academy, which is aimed at giving students a holistic educational experience, allowing them to explore agriculture not only in their Ag classes, but also in English, Math, and History.

The Porterville High School Agriculture Department prides itself on our students’ premier leadership, personal growth, and career success. We strive to give our students the skills and knowledge necessary to be successful in whatever path they choose to follow after high school—whether it is military, technical school, 2-year or 4-year college, or directly joining the work force—our students are set up to succeed.

We look forward to an amazing year full of challenge, success, learning, and of course fun! With hard work from our students and advisors alike, and support from our wonderful community, everyone we meet is sure to “Remember the Name” Porterville FFA.

Sincerely,

Todd Coons
Ag Instructor/Department Head

Jessica Helm
Ag Instructor/FFA Advisor

Michelle Evans-Valdez
Ag Instructor/PAAL Academy Chair
Administration and Staff

- Jose Valdez, Principal
  (559) 793-3497

- Salma Aziz, Assistant Principal
  (559) 793-3484

- Christine Amann, Assistant Principal
  (559) 793-3487

- Norita Knutson, Principal’s Secretary
  (559) 793-3498

- Diana McLaughlin, Assistant Principal’s Secretary
  (559) 793-3495

- Brian Hill, Athletic Director
  (559) 793-3492

- Jeanni Buzzelli, Dean of Counseling
  (559) 793-3479

- Larry Herrera, Special Projects Coordinator
  (559) 793-3478

- Kristi Covian, Title I Secretary
  (559) 793-3475

- Celestine Zamora, ASB Bookkeeper
  (559) 793-3494

- Hope Adams, Registrar
  (559) 793-3482

- Vanessa Salas, PAAL Guidance Counselor
  (559) 793-3486

- Raul Bermudez, Guidance Counselor
  (559) 793-3476

- Teresa Zamarripa, Guidance Counselor
  (559) 793-3474

- Kathy Canata, Guidance Technician
  (559) 793-3480

- Irene Garza, Guidance Technician
  (559) 793-3432

- Denise Dorough, Guidance Secretary
  (559) 793-3483

- Amanda Wingfield, Psychologist
  (559) 793-3488

- Lorena Salas, Attendance Secretary
  (559) 793-3490

- Betty Johnson, Attendance Secretary
  (559) 793-3499
PORTERVILLE UNIFIED SCHOOL DISTRICT

600 West Grand Avenue Porterville, CA 93257
Phone: (559) 793-2400  Fax: (559) 793-1088
www.portervilleschools.org
Grades: K – 12/Adult
Average Daily Attendance: 13,756

Administration

- John Snively, Ed.D., Superintendent
  E-mail: jsnively@portervilleschools.org
  Phone: (559) 793-2455

- Ken Gibbs, Ed.D., Asst. Superintendent, Business Services
  Phone: (559) 793-2450

- Nate Nelson, Ed.D., Asst. Superintendent, Human Resources/Technology
  Phone: (559) 793-2480

- Martha Stuemky, Ed.D., Asst. Superintendent, Instructional Services
  Phone: (559) 793-2452

- Jeff Bottoms, Director of Curriculum/ Instructional Technology
  Phone: (559) 793-2451

- Cynthia Brown, Director, Student Pathways
  Phone: (559) 793-2406

- Isaac Nuñez, Director, Programs and Assessment
  Phone: (559) 793-2445

- Rich Rankin, District Athletic Director
  Phone: (559) 793-2469

- Brad Rohrbach, Director of Fiscal Services
  Phone: (559) 793-2458

- Kris Wilson, Director, Special Education
  Phone: (559) 793-2473
PORTERVILLE UNIFIED SCHOOL DISTRICT

600 West Grand Avenue Porterville, CA 93257
Phone: (559) 793-2400  Fax: (559) 793-1088
www.porterville.k12.ca.us
Grades: K – 12/Adult
Average Daily Attendance: 13,756

Board of Trustees
- Pete Lara, Jr., President (Area 3)
- Lillian Durbin, Vice President (Area 4)
- David DePaoli, Clerk (Area 7)
- Hayley Buettner, Member (Area 1)
- Patricia Garcia Contreras, Member (Area 2)
- Sharon Glee Gill, Member (Area 6)
- Richard Morris, Member (Area 5)

Trustee Meeting Date: second and fourth Thursdays of the month at 4:30 p.m.

PORTERVILLE UNIFIED SCHOOL DISTRICT

Our Vision
PUSD students will have the skills and knowledge to be prepared for college and career and to make a positive impact in a dynamic global society.

Our Mission
The mission of PUSD is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.
COURSES OFFERED IN AGRICULTURE EDUCATION
AT PORTERVILLE HIGH SCHOOL

Course Title: Agriculture Science
Grade Level: Recommended 9th only – open to all grades
Length of Course: 2 Semesters = 10 Credits
Description: This is an introductory class to the agriculture industry in California. The course is science based, however, the students learn with a “hand on” approach. This course meets the Life Science requirement for high school graduation. Units taught include California agriculture, leadership/FFA, animal science, plant science, careers in agriculture, and record keeping.

Course Title: Agriculture Mechanics 1
Grade Level: Recommended 9th only – open to all grades
Length of Course: 2 Semesters = 10 Credits
Description: The subject matter covered in this course includes shop safety, tool identification, project design, woodworking, metal project fabrication, rope work, plumbing, electricity, and welding. Leadership/FFA is also an integral component to this course.

Course Title: Agriculture Earth Science
Grade Level: Recommended 9th only – open to all grades
Length of Course: 2 Semesters = 10 Credits
Description: Much of the class time will be learning about our diverse and very complicated planet and the surrounding universe. Material will be taught in a relevant way relating to agriculture and as it relates to us here on Earth. Career opportunities in agriculture will be addressed and students will be encouraged to participate in a Supervised Agricultural Experience Program which will give students hands-on experience in a particular agricultural industry. This course meets the Physical Science requirement for high school graduation.

Course Title: Agriculture Biology P
Grade Level: Recommended 10th only – open to all grades
Length of Course: 2 Semesters = 10 Credits
Description: This college prep course is an introduction to animal and plant physiology, covering the same topics as a regular biology course but with an agriculture emphasis. Topics include cells, genetics, evolution, ecology, and physiology. FFA and SAE participation are also part of the grading system throughout the year. This course will satisfy UC and CSU “D” Lab Science requirement as well as the Biology/Life Science graduation requirement. Students will take the Biology segment of the California Standards Based Test.

Course Title: Nursery Practice
Grade Level: Recommended 10th only – open to 10th, 11th, and 12th grades
Length of Course: 2 Semesters = 10 Credits
Description: Practical experience in plant propagation and in wholesale and retail nursery work. Units include, but are not limited to planting, transplanting, and sale of various varieties of seedlings and cuttings of trees, shrubs, vines, ground cover, annuals, perennials, and household plants of ornamental and commercial varieties. SAE and FFA participation are a part of the grading system.
COURSES OFFERED IN AGRICULTURE EDUCATION
AT PORTERVILLE HIGH SCHOOL

Course Title: Agriculture Mechanics 2
Grade Level: Open to 10th, 11th, and 12th grades only
Length of Course: 2 Semesters = 10 Credits
Description: This course furthers the education of the agriculture mechanics student. The areas that may be covered include safety, concrete and masonry work, arc welding, soldering, power woodworking, electricity, carpentry, and project construction. FFA and SAE participation are a part of the grading system.

Course Title: Landscape Design
Grade Level: Open to 10th, 11th, and 12th grades only
Length of Course: 2 Semesters = 10 Credits
Description: Art principles of design and landscape drafting will be taught. Plan drawings, rendering (color drawings), and model construction are included. Class will require student projects. This class will satisfy the Fine Arts requirements for graduation. FFA and SAE participation are a part of the grading system.

Course Title: Agriculture Sales
Grade Level: Open to 11th grade only
Length of Course: 2 Semesters = 10 Credits
Description: A survey of job opportunities and skills needed in agriculture sales and service jobs. How to sell, how to communicate, interviewing skills, and marketing skills will be taught. FFA and SAE participation are a part of the grading system.

Course Title: Veterinary Science
Grade Level: Recommended 11th only – open to 11th and 12th grades
Length of Course: 2 Semesters = 10 Credits
Description: This course will provide a realistic preview of both veterinary work and the academic rigor needed to achieve success in the profession. Students will learn the basic foundation, terminology, and concepts that are required to be a successful veterinary hospital. We will begin the year exploring cells and tissues. Throughout the year, we will investigate the different physiological systems and how they apply to nutrition, diseases, diagnosis, and surgery.

Course Title: Greenhouse Management (TCOVE)
Grade Level: Open to 11th and 12th grades only
Length of Course: 2 Semesters, 2 period class = 20 Credits
Description: Provides comprehensive training for students desiring to perfect vocational landscaping, nursery production, and plant propagation skills. Students will be exposed to skills and techniques used in home and commercial landscaping along with exposure to nursery design and layout, ordering, inventorizing, maintaining equipment, and retail sales skills. FFA and SAE participation are a part of the grading system.
COURSES OFFERED IN AGRICULTURE EDUCATION
AT PORTERVILLE HIGH SCHOOL

Course Title: Agriculture Mechanics 3/4
Grade Level: Open to 11th and 12th grades only
Length of Course: 2 Semesters = 10 Credits
Description: This course, which is the last class in the Agriculture Mechanics series, uses the skills learned in the previous courses to construct ag shop projects. Course includes woodworking, welding, hot and cold metal work, building construction, and project creation and fabrication. FFA and SAE participation are a part of the grading system.

Course Title: Agriculture Business/Economics P
Grade Level: Open to 12th grade only
Length of Course: 2 Semesters = 10 Credits
Description: This course includes a survey of jobs and job skills in the field of business related to agriculture. Business records, income tax, basic economics, and law for agriculture are units taught. Accounting, home projects, and FFA and SAE Participation are included in the grading system. Both semesters are required to meet Economics graduation requirement.

Course Title: Agriculture Communications
Grade Level: Recommended 12th only – open to 10th, 11th, and 12th
Length of Course: 2 Semesters = 10 Credits
Description: This course is designed to enhance leadership skills, as well as written and oral communication. Students will be trained and compete in public speaking and debate. Speaking participation, and FFA and SAE participation will be included in the grading system.
SUGGESTED AGRICULTURE STUDENT 4 YEAR STUDY PLAN

Jr. College/Tech School Bound

Freshman Year
English 1
Physical Ed
Algebra
Health/Computers
Ag Science or Ag Mech 1
Ag Earth Science
Visual/Performing Art

Sophomore Year
English 2
Physical Ed
Geometry
World History
Ag Biology P
Nursery Practice or Ag Mech 2
*Elective

Junior Year
English 3
U.S. History
Algebra 2
Chemistry
Ag Sales or Vet Science
*Elective
**Ag Elective

Senior Year
English 4
Civics
Ag Business/Econ P
Ag Communications
*Elective
*Elective
**Ag Elective

4 Year College/University Bound

Freshman Year
English 1
Physical Ed
Algebra
Health/Computers
Ag Science or Ag Mech 1
Ag Earth Science
*Elective

Sophomore Year
English 2
Physical Ed
Geometry
World History
Ag Biology P
Nursery Practice or Ag Mech 2
Foreign Language

Junior Year
English 3
U.S. History
Algebra 2
Chemistry
Ag Sales or Vet Science
Foreign Language
Visual/Performing Art

Senior Year
English 4
Civics
Ag Business/Econ P
Pre Calculus
Ag Communications
*Elective
**Ag Elective

*Electives include Academy classes as well as graduation requirement courses
**Ag Electives include: Ag Sales, Greenhouse Management, Ag Mechanics ¾, Landscape Design, Nursery Practice, Ag Communications, Vet Science
## PORTERVILLE AGRICULTURE DEPARTMENT CURRICULAR PATHWAYS

<table>
<thead>
<tr>
<th>Year</th>
<th>Agri-Science</th>
<th>Plant Science</th>
<th>Agri-Business</th>
<th>Ag Mechaniues</th>
</tr>
</thead>
<tbody>
<tr>
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## SUPPLEMENTAL COURSES

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STRUCTURE OF AGRICULTURAL EDUCATION

Through agricultural education, students are provided opportunities for leadership development, personal growth and career success. Agricultural education instruction is delivered through three major components:

1) Classroom/laboratory instruction (contextual learning)
2) Supervised agricultural experience programs (work-based learning)
3) Student leadership organizations (National FFA Organization)

STRUCTURE OF THE FFA

The FFA is a student run organization that makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The heart of the National FFA Organization is at the local chapter level. Leadership is provided by student officers who are elected each year by the chapter’s members, and by the agriculture teacher who serves as the advisor for the chapter. Leadership opportunities continue through the Section, Region, State, and National Organizations.
Porterville FFA Chapter Goals
2013-2014

1. Increase participation above the chapter level by 50% in the areas of public speaking, judging teams, etc.

2. Win sweepstakes at one contest or more by having more high quality teams with at least 5 members per team.

3. Make incoming freshman recruitment efforts by visiting schools and having a freshman only activity to encourage involvement.

4. Create more interactive and exciting activity to increase participation to 100% involvement at meetings.

---

THIS IS
10% LUCK
20% SKILL
15% CONCENTRATED POWER
OF WILL
5% PLEASURE
50% PAIN
AND 100% REASON TO REMEMBER THE NAME
INTRODUCTION TO THE FFA

The FFA is a national organization of, by, and for students studying agriculture in public secondary schools under the provision of the National Vocational Education Acts.

An integral part of the program of education in agriculture in the public schools system of America, the FFA has become well known in recent years. No national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November of 1928, the Future Farmers of America brought together students, teachers, and agribusiness to solidify support for agricultural education. In Kansas City's Baltimore Hotel, 33 young farm boys charted a course for the future. Since its creation, the FFA has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training and citizenship in agriculture business.

Since 1928, millions of agriculture students have donned the official FFA jacket and championed the FFA creed. FFA has opened its doors and its arms to minorities and women, ensuring that all students could reap the benefits of agricultural education. The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agriculture understanding. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare in Washington D.C. The National FFA Convention is held annually in October, rotating every five years between Louisville, Kentucky and Indianapolis, Indiana. The California State FFA Convention is held at the Fresno Convention Center every April.

Today, the National FFA Organization remains committed to the individual student, providing a path to achievement in premier leadership, personal growth and career success through agricultural education. Now, the organization is expanding the nation's view of "traditional" agriculture and finding new ways to infuse agriculture into the classroom.
FFA MISSION STATEMENT 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 its mission, FFA:

• Develops competent and assertive agricultural leadership.

• Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.

• Strengthens the confidence of agriculture students in themselves and their work.

• Promotes the intelligent choice and establishment of an agricultural career.

• Encourages achievement in supervised agricultural experience programs.

• Encourages wise management of economic, environmental and human resources of the community.

• Develops interpersonal skills in teamwork, communications, human relations and social interaction.

• Builds character and promotes citizenship, volunteerism and patriotism.

• Promotes cooperation and cooperative attitudes among all people.

• Promotes healthy lifestyles.

• Encourages excellence in scholarship
FFA CODE OF ETHICS

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

1. Develop my potential for premier leadership, personal growth, and career success.

2. Make a positive difference in the lives of others.

3. Dress neatly and appropriately for the occasion.

4. Respect the rights of others and their property.

5. Be courteous, honest, and fair with others.

6. Communicate in an appropriate, purposeful, and positive manner.

7. Demonstrate good sportsmanship by being modest in winning and generous in defeat.

8. Make myself aware of FFA programs and activities and be an active participant.

9. Conduct and value a Supervised Agriculture Experience Program.

10. Strive to establish and enhance my skills through agricultural education in order to enter a successful career.

11. Appreciate and promote diversity in our organization.

Responsibilities of Members

For a chapter to operate effectively, each member must play an active role. FFA is truly an organization of, by, and for its members. Members decide and direct the activities of their own chapter. They hold positions of leadership and conduct all activities. The success or failure of chapter activities and programs rests with the membership.

Each member is charged with the responsibility of upholding the ideals and principles of the organization, as well as participating in all chapter activities.

Adopted by the delegates at the 1952 National FFA Convention. The Code of Ethics was revised by delegates at the 1995 National FFA Convention.
OFFICIAL DRESS

As FFA members, we have the opportunity to impact many people who may or may not be familiar with the organization: Community residents, businessmen and women, FFA sponsors, guests, parents, etc.

Therefore, first impressions are crucial, and that involves the way we dress. ALL FFA members are required to wear official dress while participating in official activities.

**Male Official Dress**

- Black dress pants. (No jeans - blue or black, leather, pleather, etc.)
- White dress shirt and official FFA tie
- Black dress shoes with a closed heel and toe. (No boots, sandals, open-toed shoes, tennis shoes.)
- Black socks.
- Official FFA jacket zipped to the top.

**Female Official Dress**

- Black skirt. (Skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than 2 inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling and outdoor activities.)
- White collared blouse and official FFA blue scarf.
- Black dress shoes with a closed heel and toe (No boots, sandals, open-toed shoes, or tennis shoes.)
- Nylon hosiery. (Black for National Events, Nude for State Events.)
- Official FFA jacket zipped to the top.
PROPER USE OF THE FFA JACKET

The jacket was first created by an FFA chapter from Fredericktown, Ohio. In 1933, the Fredericktown FFA band performed at the National FFA Convention in Kansas City, and they wanted to wear something in addition to the dress shirt and trousers of the official FFA uniform back then. The group opted for a corduroy jacket that would unify and evoke pride in the band members, not knowing their new uniform would become a national FFA tradition. Eighty years later, the jacket continues to instill a sense of pride and belonging in all who wear it.

1. The jacket is to be worn only by members.

2. The jacket should be kept clean and neat.

3. The back of the jacket should have only a large official FFA emblem, the name of the state and the name of the local chapter, region, district or area. The front of the jacket should have only a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.

4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.

5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.

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

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

8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.

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

10. A member should act professionally when wearing the FFA jacket.

11. Members should refrain from use of tobacco and alcohol when underage at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member. No more than three medals should be worn on the jacket.

HOW TO WEAR AWARDS

- Chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket.

- State FFA Degree or American Degree keys should be worn above the name on the right side of the jacket or attached to a standard key chain.

- No more than three medals should be worn on the jacket. These should represent highest degree earned, highest office held and the highest award earned.
The National FFA Emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of FFA and agriculture. Each element within the emblem has unique significance.

- The cross section of the ear of corn provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

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

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

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

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

- The words Agricultural Education and FFA are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.
The FFA Motto gives members twelve short words to live by as they discover the opportunities available in the organization.
THE FFA CREED

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

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

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

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

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

The creed was written by E. M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.
PORTERVILLE FFA POINT AWARDS SYSTEM

As a part of the grade, students are required to earn 3 FFA points per quarter, 6 per semester. Students are required to sign in at events, ensuring the record of their points. Each event is worth 1 point, unless otherwise stated. These points will be kept on a spreadsheet that will be distributed periodically throughout the semester. Towards the end of the year, points will be added from both semesters and the top 20 point-earners will be rewarded with a Top 20 End of the Year Trip, which will be decided by the group. Examples include attending a San Francisco Giants game, a trip to the Island Waterpark in Fresno, going camping, etc.

SOME PEOPLE DREAM
OF SUCCESS

WE WORK HARD
TO ACHIEVE IT
SUPERVISED AGRICULTURAL EXPERIENCE

An SAE is a program you design to gain hands-on experience and develop skills in agricultural career areas that interest you.

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

You are truly in charge of your SAE! Although your agriculture teacher will help you learn related information and keep good records, the success or failure of your SAE is up to you. With help from the agricultural teachers, you can develop an SAE project based on one or more SAE categories:

**Entrepreneurship**
Own and operate an agricultural business (e.g. a lawn care service, a pay-to-fish operation, holiday poinsettia production and sales.)

**Placement**
Get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory.

**Research and Experimentation**
Plan and conduct a scientific experiment. (e.g. Determine whether the phases of the moon affect plant growth, or test and determine the efficacy of different welding methods.)

**Exploratory**
Explore careers in agriculture by attending an agriculture career fair, or creating a report or documentary on the work of a veterinarian.
FFA DEGREE REQUIREMENTS

FFA members can earn degrees as they progress through the phases of their leadership, academic and career skills development. The Greenhand Degree and Chapter FFA Degree are all earned at the chapter level. State FFA Associations recognize their top members with a State FFA Degree. The National FFA Organization awards top members from each state with the American FFA Degree.

Greenhand Degree Requirements
1. Be regularly enrolled in a vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised agricultural experience.

2. Learn and explain the FFA Creed, Motto, Salute, and the FFA Mission Statement.

3. Describe the FFA emblem, colors, and symbols.

4. Explain the proper use of the FFA jacket.

5. Have satisfactory knowledge of the history of the organization.

6. Know the duties and responsibilities of FFA members.

7. Personally own or have access to the Official FFA Manual.

8. Submit written application for the degree for chapter records.

Chapter FFA Degree Requirements
1. Must have held the degree of Greenhand for at least one complete semester of instruction and have a record of satisfactory participation in the activities of the local chapter. It shall be understood that conformance with the provisions of this article precludes a member from receiving both the Greenhand FFA and Chapter FFA Degrees during the same academic year.

2. Must have satisfactorily completed at least one year of systematic instruction in agriculture education, at or above the ninth grade level, have in operation an approved supervised farming and/or other supervised agricultural experience program, have developed plans for continued growth and improvement in a supervised farming and/or other supervised agricultural experience program, and be regularly enrolled in an agriculture education class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.

4. Be familiar with the provisions of the constitution of the local chapter.

5. Be familiar with Parliamentary Procedure.

6. Must have led a group discussion for fifteen minutes.

7. Must have earned at least $150 by his/her own efforts from his/her supervised farming and/or other supervised agricultural experience program, and have it productively invested or deposited in a bank, or have worked 100 hours on his/her SOEP in excess of scheduled class time.

8. Have a 2.0 scholastic record in an agricultural course.

9. Participate in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 10 hours of personal time, which you seek to serve and/or improve the quality of life in the local community.

State FFA Degree Requirements

1. Must have held the Chapter FFA Degree for at least one year immediately preceding application for the State FFA Degree.

2. Have been an active member of the FFA for at least two years preceding application for the State FFA Degree.

3. At the time of application for the State FFA Degree,
   - must have completed at least two years of instruction in agriculture education, at or above the ninth grade level, which included an agricultural Supervised Agricultural Experience Program; and
   - must be regularly enrolled in an agriculture education class at the secondary education level, an agriculture course at the post-secondary education level, or be a graduate of a secondary agriculture education program who is engaged in an agricultural occupation.

4. Have worked for a minimum of 500 hours, in excess of scheduled class time, on his/her Supervised Agricultural Experience Program, and
   - must have earned by his/her own efforts from an agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively invested at least $1,000.00; or
   - show an investment cost of at least $2,000.00 in depreciable property inventory; or
   - have earned by his/her own efforts from agricultural enterprise or other agriculturally-related work and deposited in a bank or otherwise productively
invested a combination of dollars and unpaid labor hours which, when summed, equal at least $1,000.00. When qualifying based on a combination of dollars and hours, the hours counted for qualification must be unpaid labor hours of agriculturally-related work which are hours in excess of class time and which are hours over and above the minimum of 500 hours required in (4) above. Under no circumstances shall a member be qualified for the degree when qualifying based on a combination of dollars and hours without posting a minimum of $750.00 of earned and productively invested income

**(For the purposes of this subsection, productively invested is defined as any, all, or any combination of the following: amounts held in secured liquid financial investments, expenses paid for educational purposes, financial support of the immediate family, and/or that proportion of the purchase price of a motor vehicle which is equivalent to the proportion of the vehicle’s normal usage which is used for transportation to, from, or in the conduct of educational and/or SAE activities.**)

5. Demonstrate leadership ability by:
   - performing ten procedures of parliamentary law OR demonstrate proficiency in parliamentary law as evidenced by passing a written examination prepared and administered by the local agriculture instructor;
   - giving a six-minute speech OR lead a group discussion for forty-minutes on a topic relating to agriculture or the FFA;
   - serving as an officer, committee chairperson, or participating member of a committee;
   - participating in at least five distinctly different FFA activities at the chapter level;
   - participating in at least two distinctly different non-FFA school activities which are conducted outside of normal class time;
   - participating in activities for community improvement as evidenced by participating in at least two distinctly different activities, to the extent of spending at least 25 hours of personal time, which seek to serve and/or improve the quality of life in the local community; and
   - being familiar with the provisions of the constitution of the State Association and National FFA Organization as certified by the local FFA advisor.

**American FFA Degree Requirements**

1. Have received a Greenhand FFA Degree, Chapter FFA Degree and State FFA Degree.

2. Have been FFA members for at least three years.

3. Have completed at least three years (540 hours) of high school agriculture classes, or 2 years of high school agriculture classes and one year of college agriculture classes (360 hours.)

4. Have graduated from high school one year prior to the National FFA Convention at which their degree will be awarded.
5. Have maintained detailed SAE records, which demonstrate outstanding planning, managerial and financial skills.

6. Have earned and productively invested at least $7,500, or have earned and productively invested at least $1,500 and worked 2,250 hours beyond scheduled school hours through their SAEs.

7. Have a record of outstanding leadership skills.

8. Have a record of participating in community service activities. 50 community service hours (a minimum of 3 different activities)

9. Have maintained a “C” grade average or better.
CHAPTER OFFICER DUTIES

President: Stationed by the rising sun
1. Preside over meetings according to accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as an ex-officio (non-voting) member.
3. Coordinate the activities of the chapter and evaluate the progress of each division of the Program of Activities.
4. Represent the chapter in public relations and official functions.

Vice President: Stationed by the plow
1. Assume all duties of the president if necessary.
2. Develop the Program of Activities and serve as an ex-officio (non-voting) member of the POA committees.
3. Coordinate all committee work.
4. Work closely with the president and advisor to assess progress toward meeting chapter goals.
5. Establish and maintain a chapter resource file.

Secretary: Stationed by the ear of corn.
1. Prepare and post the agenda for each chapter meeting.
2. Prepare and present the minutes of each chapter meeting.
3. Place all committee reports in the designated area.
4. Be responsible for chapter correspondence.
5. Maintain member attendance and activity records and issue membership cards.
6. Keep the Program of Activities wall chart up-to-date.
7. Have on hand for each meeting:
   a. Official FFA Chapter Secretary's Book including minutes of the previous meeting.
   b. Copy of the Program of Activities including all standing and special committees.
   d. Copies of the chapter constitution and bylaws

Treasurer: Stationed at the emblem of Washington.
1. Receive, record and deposit FFA funds and issue receipts.
2. Present monthly treasurer's reports at chapter meetings.
3. Collect dues and special assessments.
4. Maintain a neat and accurate FFA Chapter Handbook: Secretary, Treasurer & Program of Activities Workbook or the computer software.
5. Prepare and submit the membership roster and dues to the National FFA Organization in cooperation with the secretary.
6. Serve as chairperson of the earnings and savings committee.
Reporter: Stationed by the flag
1. Plan public information programs with local radio, television, newspaper and service clubs and make use of other opportunities to tell the FFA story.
2. Release news and information to local and regional news media.
3. Publish a chapter newsletter.
4. Prepare and maintain a chapter scrapbook.
5. Send local stories to area, district and state reporters.
6. Send articles and photographs to FFA New Horizons and other national and/or regional publications.
7. Work with local media on radio and television appearances and FFA news.
8. Serve as the chapter photographer.

Sentinel: Stationed by the door
1. Assist the president in maintaining order.
2. Keep the meeting room, chapter equipment and supplies in proper condition.
3. Welcome guests and visitors.
4. Keep the meeting room comfortable.
5. Take charge of candidates for degree ceremonies.
6. Assist with special features and refreshments.

Advisor: Stationed by the owl
1. Supervise chapter activities year-round.
2. Inform prospective students and parents about the FFA.
3. Instruct students in leadership and personal development.
4. Build school and community support for the program.
5. Encourage involvement of all chapter members in activities.
6. Prepare students for involvement in contests and awards programs.

Parliamentarian: Stationed by Roberts Rules of Order
1. Be proficient with parliamentary procedure.
2. Rule on all questions of parliamentary conduct at chapter meetings.
3. Serve as a participant or an ex-officio member of the parliamentary procedure team.
4. Conduct parliamentary procedure workshops at the chapter level.
5. Chair or serve as ex-officio member on the conduct of meetings committee.

Historian: Stationed by the Chapter Scrapbook
1. Develop and maintain a scrapbook of memorabilia in which to record the chapter's history
2. Research and prepare items of significance of the chapter's history.
3. Prepare displays of chapter activities and submit stories of former members to the media.
4. Assist the reporter in providing photography for chapter needs.

Chaplain: Stationed by the Cross
1. Present the invocation at banquets and other functions.
2. Coordinate FFA participation at local area churches during National FFA Week.
3. Conduct reflections services at summer camps and conferences.
CAREER DEVELOPMENT EVENTS

Throughout the year, members of the Porterville FFA participate in a variety of Career Development Events, more commonly known as judging teams. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture. In addition, participation in a judging team helps students develop leadership skills and allows them to be recognized for their achievements. This year, Porterville FFA will compete in more CDE’s than ever before. It is our goal this year to win the sweepstakes award at a contest; sweepstakes is the award given to the chapter with the most points overall, from all of the contests combined. The following teams are available for students to participate in.

- Ag Mechanics
- Farm Power
- Best Informed Greenhand
- Cooperative Marketing
- Creed Speaking
- Cotton Judging
- Computers
- Citrus Judging
- Job Interview
- Livestock Judging
- Opening/Closing Ceremonies
- Prepared Speaking
- Impromptu Speaking
- Extemporaneous Speaking
- Banking
- Vegetable Judging
- Ornamental Horticulture
- Forestry
- Natural Resources
- Veterinary Science
- Ag Sales
- Marketing
The Agricultural Proficiency Awards honor FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers. Students can compete for awards in 53 areas covering everything from Agricultural Communications to Wildlife Management.

DEFINITION OF KEY TERMS

- Agriscience Research and Experimentation - Involves planning and conducting a scientific experiment based on hypothesis and the use of the scientific method of investigation on the hypothesis. This may include qualitative, quantitative, experimental, descriptive and quasi experimental research.
- Entrepreneurship - A student-owned enterprise where the student assumes responsibility for all financial and management decisions for the successful completion of the project or activity.
- Placement – A student works for an agriculture-related business or individual, either for pay or for the experience

2014 PROFICIENCY AWARD AREA DESCRIPTIONS

- Agricultural Communications - Entrepreneurship/Placement – Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio and TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. The student may also own and produce an agriculture related broadcast or show. This area also includes any use of technology (such as websites and blogs) aimed at communicating the story of agriculture.

- Agricultural Education - Entrepreneurship/Placement – Relates to education and extension, including, but not limited to youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, developing and conducting informational materials and presentations for civic organizations and school-aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA.

- Agricultural Mechanics Design and Fabrication - Entrepreneurship/Placement – Involves the design and construction of agricultural equipment structures, and/or selection of the structural materials, and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

- Agricultural Mechanics Energy Systems - Entrepreneurship/Placement – Involves the adjustment, repair, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power.
PROFICIENCY AWARD AREAS

- Agricultural Mechanics Repair and Maintenance – Entrepreneurship – Student owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

- Agricultural Mechanics Repair and Maintenance – Placement – Student works for an employer involved in the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

- Agricultural Processing – Entrepreneurship/Placement – A student owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Nonfood products could include by-products processing such as meat, bone, fish and blood meal, tallow, hides; processing of wool & cotton, making compost, cubing & pelleting of forages, producing bird seed and other pet foods.

- Agricultural Sales-Entrepreneurship – Student owns the enterprise or business, not covered in a more appropriate proficiency award category, could include enterprises such as the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises could also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, or forestry items at either the retail or wholesale level.

- Agricultural Sales-Placement – Student works for an agriculture related business that is not covered in a more appropriate proficiency award category. This could include sales of feed, seed, fertilizer or agricultural chemicals. Students could also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities could include the merchandising (buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, floriculture and/or forestry items at either the retail or wholesale level.

- Agricultural Services – Entrepreneurship/Placement –Student owns enterprises or works in an agricultural business that is not covered in any of the existing award categories. This includes enterprises such as custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horseshoeing, taxidermy services, auction services (working at or owning the auction house), custom and contract feeding services or other appropriate services offered through agricultural enterprises. Students applying for placement in agricultural services must work for a company or individual whose primary activity to provide agricultural services.
PROFICIENCY AWARD AREAS

- Agriscience Animal Systems Research - Research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

- Agriscience Plant Systems Research - Research in the life cycles, classifications, functions, practices of plant systems related to crops, turf grass, trees and shrubs and/or ornamental plants.

- Agriscience Integrated Systems Research - Must fit one of the following descriptions:
  - Diversified Research – Research in two or more of the Agriscience research areas.
  - Environmental Service Systems/Natural Resource Systems Research - Research in the systems, instruments and technology used in waste management and their influence on the environment.
  - Food Products and Processing Systems Research - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.
  - Power, Structural and Technical Systems Research - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
  - Social Sciences Research - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.

- Beef Production- Entrepreneurship – Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

- Beef Production- Placement – Student works for a livestock producer applying the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

- Dairy Production- Entrepreneurship – Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.

- Dairy Production- Placement – Student works in the dairy cattle industry applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.

- Diversified Agricultural Production - Entrepreneurship/Placement- Involves the use of the best management practices available to produce and market a combination of livestock and crops in two or more proficiency areas. These areas include at least one species included in Diversified Livestock and at least one species included in Diversified Crop proficiency area.
PROFICIENCY AWARD AREAS

- Diversified Crop Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies areas. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

- Diversified Crop Production – Placement – Student works for a crop producer that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies areas. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

- Diversified Horticulture – Entrepreneurship – Student who owns the enterprise or business that applies the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: landscape management, nursery operations, turf grass management, or the specific floricultural production or floral design and floral sales activities accepted in specialty crop production.

- Diversified Horticulture – Placement – Student works for someone that applies the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: landscape management, nursery operations, turf grass management, or the specific floricultural production or floral design and floral sales activities accepted in specialty crop production.

- Diversified Livestock Production – Entrepreneurship – Student who owns the enterprise or business that applies the use of the best management practices available to efficiently produce and market a combination of two or more livestock related proficiency award areas. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, small animal production and care, or poultry.

- Diversified Livestock Production – Placement – Student works for someone in the livestock industry applying the use of the best management practices available to efficiently produce and market a combination of two or more livestock related proficiency award areas. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, small animal production and care, or poultry.

- Emerging Agricultural Technology - Entrepreneurship/Placement – Involves gaining career experiences in the development of new and emerging agricultural technologies such as engineering, remote sensing, hand held device technology, precision agriculture, agrobotics and other new and emerging technologies that are not covered in any of the existing award categories. The implementation of new and emerging agricultural technologies is more appropriate in other existing categories.
PROFICIENCY AWARD AREAS

- Environmental Science and Natural Resources Management – Entrepreneurship/Placement – Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include the areas of management of agriculture waste (excluding common compliance with EPA regulations) recycling of agriculture products, environmental cleanup, serving in the conservation corps; managing agricultural energy usage (not for building or maintaining), multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, wildlife surveys, erosion prevention practices; public relations and education concerning pollution.

- Equine Science - Entrepreneurship – Student owns an enterprise or business that provides experiences in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses.

- Equine Science - Placement – Student works for an employer providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses.

- Fiber and Oil Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fiber and/or oil such as cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

- Food Science and Technology – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies microbiology and biochemistry or food product development to improve taste, nutrition, quality and/or value of food. Programs could include the development of new products, food testing, grading and inspecting.

- Forage Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for forage such as sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages and all pastures.

- Forest Management and Products – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, making and selling cedar shakes and firewood, and wood chips/mulch, or working for the Forest Service.
PROFICIENCY AWARD AREAS

- Goat Production - Entrepreneurship/Placement -- Student owns the enterprise, or works for a business that involves the use of the best management practices available to efficiently produce and market goats and all goat products.

- Grain Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production does not include any of the aforementioned crops with an intended use for forage.

- Grain Production – Placement – Student works for a crop producer or grain production related business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production does not include any of the aforementioned crops with an intended use for forage.

- Home and/or Community Development – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

- Landscape Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

- Nursery Operations – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that provides students with job-entry experience in areas such as turf, ornamental plants, vegetable starter plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

- Outdoor Recreation – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that develops outdoor recreational activities best suited to family use or as income-producing enterprises. These enterprises could include vacation cabins and cottages, camping and/or picnic areas, fishing, hunting, water sports (not including indoor lifeguard activities), winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where the member does not own or manage animals.
PROFICIENCY AWARD AREAS

- Pomology Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fruits such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, nuts and all common fruits. (Pome fruits include apples, mayhaws, and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries).

- Poultry Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

- Sheep Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

- Small Animal Production and Care – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, small birds (such as canaries, cockatiels, cockatoos, parakeets, parrots, etc.) and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, as a groomer, as a dog trainer, providing pet sitting services, working at a kennel, or preparing guide and assistance animals.

- Specialty Animal Production – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market specialty animals within the Agriculture industry. Students in the specialty animal production proficiency area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award categories. Specialty animals can include the following: aquaculture, bees, mules, donkeys, bison, oxen, mink, worms, ostriches, pigeons, emus, alpacas or llamas. Placement experiences could include roles as a zoo worker or placement at any specialty animal facility. In their supervised work experience, students must participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment.

- Specialty Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories such as: native prairie plants, sugar beets, dry edible beans, green peanuts, gourds, tobacco, specialty corns (popcorn, white corn, Indian corn), all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of crop seed or specific floriculture production.

- Swine Production – Entrepreneurship – Student owns an enterprise that applies the best management practices available to efficiently produce and market swine.
PROFICIENCY AWARD AREAS

- Swine Production – Placement – Student works for an employer that applies the best management practices available to efficiently produce and market swine.

- Turf Grass Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that involves the planting and maintaining of turf for outdoor beautification, providing a lawn mowing service; improving recreational areas, sod produced for sale, and sport field or golf course management.

- Vegetable Production – Entrepreneurship – Student owns the enterprise that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, sweet potatoes, yams, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

- Vegetable Production – Placement – Student works for a business that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, sweet potatoes, yams, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

- Veterinary Science – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

- Viticulture – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market grapes.

- Wildlife Production and Management – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the improvement and the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, or the stocking of fish and wild game. This proficiency includes activities conducted with the Fish & Wildlife departments, or Department of Natural Resources. The production of wild species for the stocking of ducks, geese, quail and pheasants are eligible if used as an income enterprise.
### FFA BUDGET

#### EXPENSES

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Supplies/Food</td>
<td>$800</td>
</tr>
<tr>
<td>End-of-Year Banquet</td>
<td>$1,800</td>
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<tr>
<td>Greenhand Conference</td>
<td>$1,800</td>
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<tr>
<td>Officer Retreat</td>
<td>$1,500</td>
</tr>
<tr>
<td>National FFA Week</td>
<td>$160</td>
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<tr>
<td>Field Days</td>
<td>$2,500</td>
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<tr>
<td>State Degree Banquet</td>
<td>$1,500</td>
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<tr>
<td>Top 20 Trip</td>
<td>$1,000</td>
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<tr>
<td>General Supplies</td>
<td>$300</td>
</tr>
<tr>
<td>Chapter Officer Leadership Conference</td>
<td>$250</td>
</tr>
<tr>
<td>Region Leadership Boot Camp</td>
<td>$250</td>
</tr>
<tr>
<td>Spring Region FFA Meeting</td>
<td>$100</td>
</tr>
<tr>
<td>Section FFA Dues</td>
<td>$50</td>
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<tr>
<td>Relay-4-Life</td>
<td>$150</td>
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<tr>
<td>State FFA Conference</td>
<td>$1,000</td>
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**Total Expenses** $13,160

#### RECEIPTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Deep Pit Sales</td>
<td>$2,000</td>
</tr>
<tr>
<td>Poinsettia Sales</td>
<td>$2,500</td>
</tr>
<tr>
<td>Candle Sales</td>
<td>$1,000</td>
</tr>
<tr>
<td>Cookie Dough Sales</td>
<td>$1,500</td>
</tr>
<tr>
<td>Football Concessions</td>
<td>$2,500</td>
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<tr>
<td>Bingo Concessions</td>
<td>$2,000</td>
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<tr>
<td>OH Plant Sale</td>
<td>$2,500</td>
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</table>

**Total Receipts** $14,000

### PROJECTED ENDING BALANCE

$840
MARKET HOG PROJECT PLAN

ESTIMATED EXPENSES

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$250</td>
</tr>
<tr>
<td>Feed</td>
<td>$150</td>
</tr>
<tr>
<td>Miscellaneous Equipment</td>
<td>$20</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>$20</td>
</tr>
<tr>
<td>Insurance</td>
<td>$25</td>
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<tr>
<td>Fair Entry Fees</td>
<td>$30</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$495</strong></td>
</tr>
</tbody>
</table>

ESTIMATED RECEIPTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Animal</td>
<td>$520</td>
</tr>
<tr>
<td>(Need $2 per lb for 260 lb animal)</td>
<td></td>
</tr>
<tr>
<td>Sales Commission (4%)</td>
<td>-$20</td>
</tr>
<tr>
<td><strong>Total Receipts</strong></td>
<td><strong>$500</strong></td>
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</tbody>
</table>

PROJECTED NET PROFIT

$5
MARKET LAMB PROJECT PLAN

**ESTIMATED EXPENSES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$300</td>
</tr>
<tr>
<td>Feed</td>
<td>$100</td>
</tr>
<tr>
<td>Veterinary Supplies</td>
<td>$5</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>$20</td>
</tr>
<tr>
<td>Insurance</td>
<td>$25</td>
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<td>Fair Entry Fees</td>
<td>$30</td>
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<td><strong>Total Expenses</strong></td>
<td><strong>$480</strong></td>
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**ESTIMATED RECEIPTS**

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<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Sale of Animal</td>
<td>$520</td>
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<tr>
<td>(Need $4 per lb for 130lb animal)</td>
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<tr>
<td>Sales Commission (4%)</td>
<td>-$20</td>
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**PROJECTED NET PROFIT**

$20
MARKET STEER PROJECT PLAN

ESTIMATED EXPENSES

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<tr>
<th>Item</th>
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<tr>
<td>Cost of Animal</td>
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<td>Feed</td>
<td>$500</td>
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<td>Veterinary Supplies</td>
<td>$25</td>
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<tr>
<td>Show Supplies</td>
<td>$150</td>
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<tr>
<td>Insurance</td>
<td>$25</td>
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<td>Fair Entry Fees</td>
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<td><strong>Total Expenses</strong></td>
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ESTIMATED RECEIPTS

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<tbody>
<tr>
<td>Sale of Animal</td>
<td>$2,400</td>
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<tr>
<td>(Need $2 per lb for 1200lb animal)</td>
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<td>Sales Commission (4%)</td>
<td>-$96</td>
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<td><strong>Total Receipts</strong></td>
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PROJECTED NET PROFIT

$374
MARKET GOAT PROJECT PLAN

ESTIMATED EXPENSES

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</thead>
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<tr>
<td>Cost of Animal</td>
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<tr>
<td>Feed</td>
<td>$75</td>
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<td>Insurance</td>
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ESTIMATED RECEIPTS

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<tbody>
<tr>
<td>Sale of Animal</td>
<td>$330</td>
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<tr>
<td>(Need $3 per lb for 110 lb animal)</td>
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<td>Sales Commission</td>
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<td><strong>Total Receipts</strong></td>
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PROJECTED NET PROFIT

$42
### DAIRY GOAT PROJECT PLAN

#### ESTIMATED EXPENSES

<table>
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<tr>
<th>Item</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$125</td>
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<td>Feed</td>
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<td>Veterinary Supplies</td>
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<td>Show Supplies</td>
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<tr>
<td>Insurance</td>
<td>$25</td>
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<tr>
<td>Fair Entry Fees</td>
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<td><strong>Total Expenses</strong></td>
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#### ESTIMATED RECEIPTS

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<td>Sale of Animal</td>
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<tr>
<td><strong>Total Receipts</strong></td>
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#### PROJECTED NET PROFIT

$50
# DAIRY HEIFER PROJECT PLAN

## ESTIMATED EXPENSES

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<td>Feed (16 months)</td>
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<td>Veterinary Supplies</td>
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<td>Show Supplies</td>
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<td>Insurance</td>
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<td>Fair Entry Fees</td>
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<tr>
<td>Miscellaneous Equipment</td>
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## ESTIMATED RECEIPTS

<table>
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</thead>
<tbody>
<tr>
<td>Sale of Animal</td>
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</tbody>
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<p>| | |</p>
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</tbody>
</table>

| **Total Receipts** | **$2,500** |

## PROJECTED NET PROFIT

<$205>
# SHOW RABBIT PROJECT PLAN

## ESTIMATED EXPENSES

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<td>Veterinary Supplies</td>
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<tr>
<td>Grooming Supplies</td>
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<tr>
<td>Fair Entry Fees</td>
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**Total Expenses** $110

## ESTIMATED RECEIPTS

**NO SALE OF ANIMAL**

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

**Total Receipts** $0

## PROJECTED NET PROFIT

<$110>
**MEAT RABBIT PROJECT PLAN**

### ESTIMATED EXPENSES

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal (3)</td>
<td>$60</td>
</tr>
<tr>
<td>Feed</td>
<td>$50</td>
</tr>
<tr>
<td>Veterinary Supplies</td>
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<tr>
<td>Fair Entry Fees</td>
<td>$15</td>
</tr>
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</table>

Total Expenses $130

### ESTIMATED RECEIPTS

<table>
<thead>
<tr>
<th>Receipt</th>
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<tbody>
<tr>
<td>Sale of Pen</td>
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<tr>
<td>Sales Commission</td>
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</tbody>
</table>

Total Receipts $264

**PROJECTED NET PROFIT**

$134
**POULTRY MEAT PEN
PROJECT PLAN**

**ESTIMATED EXPENSES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal (2)</td>
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<tr>
<td>Feed</td>
<td>$25</td>
</tr>
<tr>
<td>Fair Entry Fees</td>
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</tr>
<tr>
<td><strong>Total Expenses</strong></td>
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</tr>
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</table>

**ESTIMATED RECEIPTS**

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
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<tr>
<td>Sales Commission</td>
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<td><strong>Total Receipts</strong></td>
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</table>

**PROJECTED NET PROFIT**

$110
POULTRY PROJECT PLAN

ESTIMATED EXPENSES

<table>
<thead>
<tr>
<th>Cost of Animal</th>
<th>$10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feed</td>
<td>$25</td>
</tr>
<tr>
<td>Fair Entry Fees</td>
<td>$15</td>
</tr>
</tbody>
</table>

Total Expenses $50

ESTIMATED RECEIPTS

NO SALE OF ANIMAL

Total Receipts $0

PROJECTED NET PROFIT

<$50>
LIVESTOCK EXHIBITOR CONTRACT

PORTERVILLE FFA
LIVESTOCK CONTRACT

It is a privilege to show for the Porterville FFA. Along with this privilege come certain expectations and responsibilities. The instructors are here to guide you with your project, not to maintain and care for the project. It is your responsibility to care for and manage your project.

Below, you will find a set of expectations that must be followed in order to retain your privilege of showing for Porterville FFA. Please read through these expectations with your parent/guardian. This contract must be signed and returned to your project advisor before your project begins.

UPDATED: AUGUST 2013.

RULES AND RESPONSIBILITIES

Advisor: As your advisors, we are dedicated to your success, the success of the livestock team, and the welfare of the animals that represent our team. As your advisors, we will

- Lead the selection & purchasing process for student animal projects
- Provide advice on feeding, grooming, equipment, and other necessary purchases
- Provide instruction and recommendations to help students properly groom animals for show, train their animals prior to show, learn animal anatomy and facts necessary for showmanship, and exhibit their animals successfully in the show ring
- Visit each project AT LEAST once, aside from the initial visit.
- Provide students with entry forms for all school sponsored livestock shows
- Provide transportation, if needed, for livestock to and from school-sponsored livestock shows
- Ensure that all students who are competing have followed the rules and guidelines set forth in this contract
  - The Porterville High School Ag teachers reserve the right to dismiss any student from the Livestock Show team on a per show basis based on eligibility, behavior, or improper care of animal

Students: As members of the Porterville FFA Livestock Show Team, students will conduct themselves in a way that brings pride to our team:

- Treat animals ethically at all times
- Be present at any project visits scheduled
- Make sure animals eat every day, don’t run out of feed for your animal
- Submit entry forms for shows by due date set by Ag Teachers
  - If animal was purchased on own ag teacher must see animal before signing entries
- Read and follow all show rules and regulations for each show in which you compete
- Follow all school student rules at all FFA show team events including anytime the student exhibits their animal as a representative of Porterville FFA. Any offense regarding fighting,
consumption of alcohol, use of tobacco, or possession/use of illicit drugs will result in immediate termination of the project and the student will not be allowed to show at the fair.

- Follow all rules and regulations as set forth in this contract
- Work with fellow show team members and advisors to maintain cleanliness in the livestock trailers and equipment
- While at a show, arrive on time to scheduled feeding and team meetings times, remain in the areas designated by the advisors, and leave only when dismissed by the advisor
- Follow all instructions from ANY FFA advisor, show coordinator, or judge
- Refrain from cursing, arguing, and horseplay in the barns and show ring
- Wear appropriate clothing at all times while representing the show team at livestock events
- Wear official FFA Show Uniform while showing: White jeans, Neutral colored boots, White button down-collared shirt, FFA Jacket, FFA Scarf/Tie, and Belt.
- Assist fellow show team members before, during, and after show
- Remain eligible with school to participate in extracurricular activities (attendance, grades, discipline)
- Obtain supplies necessary to show your animal (see Supplies)
- Display a positive attitude and good sportsmanship at any time you represent the Porterville FFA Livestock Show Team

Parent Responsibilities: To help promote teamwork, good showmanship, and success, your assistance as a parent of the livestock show team is very important and valued. Please help us and:

- Review show team guidelines, show rules, and school rules with your child frequently.
- Ensure your child accurately completes and turns in all registration paperwork and other required forms on time.
- Refrain from the use of tobacco, alcohol, and profanity at all FFA livestock events.
- Support the decisions and instructions given by FFA advisors, show judges, and other officials at all FFA and livestock events.
- Provide positive support of your child and the entire FFA livestock team.
- Ensure that your student is on time to all required meetings and fair obligations & that they follow all show team contract guidelines.

Other Key Rules/Responsibilities:

1. Any student wishing to exhibit for Porterville FFA must start their school year showing for PHS FFA (school year eligibility begins July 1st each year)
2. Any student who switches to 4-H or independent at anytime in their PHS FFA show career may not switch back to the FFA in that species ever again.
3. Students are responsible for caring for and monitoring their show animals on a daily basis. Advisors have the right to deny student’s participation in FFA livestock shows if their animal is obviously underweight, underfed, in poor health, or in poor physical or mental condition that diminishes their show appeal, threatens the health of other animals, threatens their animal’s health, or brings discredit to our organization.
4. Students are responsible for filling out and returning appropriate entry forms to the advisor for signature. Advisor WILL NOT sign entries without first seeing the animals.
5. Parents/Students may be asked to leave school or county property or any FFA sponsored event for misconduct, aggressive or disrespectful behavior towards advisors, parents/students, or any behavior that brings discredit to our organization.
6. Students must be eligible both at the time the project begins and at the time of the fair. Any student not meeting these requirements or any student who loses eligibility for 2 consecutive 6 week grading periods will lose their privilege to show with the Porterville Show Team.
7. Students who choose to attend livestock shows outside of the designated school shows must follow all school, FFA, and show team guidelines as they still represent our organization.

8. Students will be expected to attend mandatory species meetings on dates established at their species meeting at the beginning of each year as well as any called as needed throughout the year. No excuses for missing these dates will be accepted.

9. You must be set up and clean up at the fair.

10. A completed record book and thank you cards/letters must be completed in order to receive fair check.

11. Any decisions or instructions made by the Advisor at a school sponsored show are final. Any discussion can directed to Advisor or school district administrators at a later date.

12. Disrespect to Ag Instructors, Teachers, Leaders, Parents, or other advisors will not be tolerated and will result in termination of the project. Please watch what you say to other exhibitors as well.

13. Students must be passing all Ag Classes both at the start of the project and at the time of fair.

By working together as a team, caring for the health and welfare of your animals, and dedicating your time to practicing, studying, and grooming for exhibitions, the Porterville FFA Livestock Team is sure to have a smooth and successful year!

**CONSEQUENCES FOR BREAKING SHOW TEAM CONTRACT RULES**

Failure to comply with show team rules at a school sponsored show will result in a Porterville Show Team demerit for each offense. An accumulation of 3 or more demerits in a show season will result in a student losing the privilege to show at the next show opportunity (could be current show if applicable). Student will also be responsible for completing an assigned task by an Ag science teacher to regain their privilege to be a part of the Porterville Show Team. If the problem persists, removal from the facilities can be enforced pending a conference with Ag science teachers and administration.

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**Porterville FFA Livestock Show Team**

**Contract Acknowledgment Form**

Student Name: ___________________________ Grade: ______

Address: ____________________________________________

Student Phone: ___________________ Parent Phone: ______________

**STUDENTS:**

I, ___________________________ understand that participation on the Porterville FFA Livestock show team is a privilege that requires hard work, sportsmanship, and dedication. This privilege may be
revoked by the FFA advisor if I fail to follow any of the above guidelines or in any way discredit the Porterville FFA.

Student Signature: __________________________ Date: ______________________

PARENTS:
I, __________________________, understand that by participating as a member of the Porterville FFA Show Team, my child and I are responsible for the health and welfare of our animals. I also understand that maintaining a high level of discipline and teamwork is crucial to our team’s success and will help ensure that my child observes the guidelines listed above and stated by their advisors. I understand that failure to follow these guidelines may result in disciplinary actions as deemed necessary by the FFA advisors and Administration.

Parent Signature: __________________________ Date: ______________________

ADVISOR:
As your advisor, I, __________________________, am dedicated to your success and will work with parents and students to promote the success and safety of the Porterville FFA Livestock Show Team, and the welfare of the animals that represent the show team.

Advisor Signature: __________________________ Date: ______________________
PORTERVILLE FAIR
BEEF/DAIRY SHOW POLICIES

1. All animals must be fed and pens spot cleaned each morning by 7am. Your work must be
   COMPLETED by 7am. This is non-negotiable nor is it a suggestion. Failure to be completed by
   7am may result in your removal from the Jr. Livestock auction, removal from showing for
   Porterville FFA or both.

2. All exhibitors must be present starting at 6:30 am on both show and sale days. You will remain
   at the fairgrounds until every person is done showing/selling-including chapter group. There are
   no reasons to be late or absent from showing or selling. Please plan accordingly. If you are not
   present at the time of your market class, showmanship class, or sale lot, your animal will be
   scratched.

3. New exhibitors may borrow a chapter jacket for show, and must return dry cleaned to the chapter
   before fair check will be released. Experienced showmen should purchase an FFA jacket before
   the fair.

4. All exhibitors must be present in uniform for the FFA Chapter group competition at the end of
   show day. While you do not have to remain in uniform all day, you must be back in uniform for
   the chapter group and we will take a show team picture after.

5. All exhibitors must be present at the weight in of your animal or it will not be weighed. A parent
   or sibling may stand in for you-another exhibitor is not an appropriate substitute.

6. All exhibitors must be present at the following meetings during the fair: 30 minutes after weigh
   in on Tuesday, 6pm Wednesday morning, and 6:30am on Thursday.

7. Each exhibitor is responsible for getting his/her animal fitted and to the show ring. This is not
   your advisor, parent, or fellow FFA member’s responsibility-it is your own!

8. Although the FFA Chapter does have limited supplies, you are strongly encouraged to bring your
   own blocking chute, clippers, and fitting supplies. Most exhibitors are using their own on show
   day and cannot share them with you.

9. Each exhibitor will sign up for/be assigned AT LEAST one barn duty shift. Depending on the
   number of students showing, more shifts might be required.

10. Each exhibitor will be at BOTH pen set up on Saturday before the fair AND tear down on
    Sunday. Times will be discussed at the pre-fair meeting.
1. All animals must be fed and pens spot cleaned each morning by 7am. Your work must be COMPLETED by 7am. This is non-negotiable nor is it a suggestion. Failure to be completed by 7am may result in your removal from the Jr. Livestock auction, removal from showing for Porterville FFA or both.

2. All exhibitors must be present starting at 6:30 am on both show and sale days. You will remain at the fairgrounds until everyone is done showing/selling-including chapter group. There are no reasons to be late or absent from showing or selling. Please plan accordingly. If you are not present at the time of your market class, showmanship class, or sale lot, your animal will be scratched.

3. New exhibitors may borrow a chapter jacket for show, and must return dry cleaned to the chapter before fair check will be released. Experienced showmen should purchase an FFA jacket before the fair.

4. All exhibitors must be present in uniform for the FFA Chapter group competition at the end of show day. While you do not have to remain in uniform all day, you must be back in uniform for the chapter group and we will take a show team picture after.

5. All exhibitors must be present at the weight in of your animal or it will not be weighed. A parent or sibling may stand in for you-another exhibitor is not an appropriate substitute.

6. All exhibitors must be present at the following meetings during the fair: 30 minutes after weigh in on Monday, 6pm Tuesday night, 6:30am Wednesday morning, and 7am on Saturday.

7. Each pen must have a water bucket. If you have your own feeder, bring it, we will have a limited number of feeders available for use. All feeders must be put away when lambs are finished eating. If you are sharing a pen, please make arrangements to feed separately.

8. Each exhibitor will sign up for/be assigned AT LEAST one barn duty shift. Depending on the number of students showing, more shifts might be required.

9. Each exhibitor will be at BOTH pen set up on Saturday before the fair AND tear down on Sunday. Times will be discussed at the pre-fair meeting.

10. Students will be on teams during fair week. There will be one team leader, and a few team members. The team will work together to get animals clipped, cleaned, show ready; they will work together to ensure everyone is where they are supposed to be and when and will check uniforms before entering show ring. The Team Leader is the TEAM LEADER-they will help the less experienced showmen as well as report to the advisor with any questions or concerns-not the team members. Team work is key and by breaking into smaller show teams, chaos will be reduced and the team leaders will be in charge of their team, leaving more time for the advisor to help where needed.
PORTERVILLE FAIR
SWINE SHOW POLICIES

1. All animals must be fed and pens spot cleaned each morning by 7am. Your work must be COMPLETED by 7am. This is non-negotiable nor is it a suggestion. Failure to be completed by 7am may result in your removal from the Jr. Livestock auction, removal from showing for Porterville FFA or both.

2. New exhibitors must supply a NEW feed pan and a 4’ X 8’ X 3/8” sheet of plywood for the pens. These will be kept by the chapter for future use.

3. All exhibitors must be present starting at 6:30 am on both show and sale days. You will remain at the fairgrounds until every person is done showing/selling-including chapter group. There are no reasons to be late or absent from showing or selling. Please plan accordingly. If you are not present at the time of your market class, showmanship class, or sale lot, your animal will be scratched.

4. New exhibitors may borrow a chapter jacket for show, and must return dry cleaned to the chapter before fair check will be released. Experienced showmen should purchase an FFA jacket before the fair.

5. All exhibitors must be present in uniform for the FFA Chapter group competition at the end of show day. While you do not have to remain in uniform all day, you must be back in uniform for the chapter group and we will take a show team picture after.

6. All exhibitors must be present at the weight in of your animal or it will not be weighed. A parent or sibling may stand in for you-another exhibitor is not an appropriate substitute.

7. All exhibitors must be present at the following meetings during the fair: 30 minutes after the last PHS FFA hog is weighed on Monday, 6pm Wednesday morning, and 7am on Saturday.

8. No Self Waterers or self feeders are allowed. This includes buckets and pans mounted to the fence. Feed pans are to be removed immediately after your pig has eaten as well as buckets for water. Please plan your time accordingly.

9. Each exhibitor will sign up for/be assigned AT LEAST one barn duty shift. Depending on the number of students showing, more shifts might be required.

10. Each exhibitor will be at BOTH pen set up on Saturday before the fair AND tear down on Sunday. Times will be discussed at the pre-fair meeting.

11. You will be excused for show day and barn duty, otherwise, you must be at school
   a. Before feeding, check with an Advisor for instructions about amounts as they change depending on your pig’s condition.
   b. Help with cleaning of the area as directed by an Advisor.
   c. In the morning feeding, shavings will be replaced as needed.
   d. No student may leave from a feeding without checking out with the Advisor
   e. Wash your pig the night before the show so you can do a light wash the morning of after putting down clean shavings.
   f. If you have a question or an issue, contact an Ag teacher. Do not take it upon yourself to solve a dispute.
SPECIFIC SWINE SHOW TEAM SUPPLIES & RULES:

- Feed for correct number of days with each feeding in a Ziploc bag marked with your name.
- 2 Clip on feed pans (one for water, one for feed)
- Shavings will need to be purchased and at the fair at time of set up. Number of bags of shavings will be determined and emailed out by an Ag science teacher.
- Shampoo/skin product/towels
- Brush
- Whip
- No Water buckets- we will be packing a few that night to take and share
- We will take water hoses to share
- There will be a combo lock put on each show box & everyone will be told the combos for both show boxes. This will give everyone access whenever they need in the show boxes.
1. All animals must be fed and pens spot cleaned each morning by 7am. Your work must be COMPLETED by 7am. This is non-negotiable nor is it a suggestion. Failure to be completed by 7am may result in your removal from the Jr. Livestock auction, removal from showing for Porterville FFA or both.

2. All exhibitors must be present starting at 6:30 am on both show and sale days. You will remain at the fairgrounds until every person is done showing/selling-including chapter group. There are no reasons to be late or absent from showing or selling. Please plan accordingly. If you are not present at the time of your market class, showmanship class, or sale lot, your animal will be scratched.

3. New exhibitors may borrow a chapter jacket for show, and must return dry cleaned to the chapter before fair check will be released. Experienced showmen should purchase an FFA jacket before the fair.

4. All exhibitors must be present in uniform for the FFA Chapter group competition at the end of show day. While you do not have to remain in uniform all day, you must be back in uniform for the chapter group and we will take a show team picture after.

5. All exhibitors must be present at the weight in of your animal or it will not be weighed. A parent or sibling may stand in for you-another exhibitor is not an appropriate substitute.

6. All exhibitors must be present at the following meetings during the fair: To Be Announced

7. Each pen must have enough feed for the week-do not expect to “borrow” anyone else’s.

8. Spot cleaning of pens should be done every day, with a complete clean every other day.

9. Each exhibitor will be at BOTH pen set up on Saturday before the fair AND tear down on Sunday. Times will be discussed at the pre-fair meeting.

10. Chickens and Champion Meat Pens will go through the auction ring, so the FFA Uniform is mandatory on auction day.
PORTERVILLE FFA CONSTITUTION

Article I. - Name and Purpose

Section A. The name of this organization shall be the "Porterville FFA Chapter."

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

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love for agricultural life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of Supervised Agricultural Experience Projects.
6. To participate in worthy undertakings for the improvement of agriculture.
7. To develop character, train for useful citizenship, and foster patriotism.
8. To participate in cooperative effort.
9. To encourage and practice thrift.
10. To encourage improvement in scholarship.
11. To provide and encourage the development of organized recreational activities.

Article II. - Organization

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

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

Article III. - Membership

Section A. Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B. The regular work of this Chapter shall be limited to the Active Membership.

Section C. Honorary Membership in this Chapter shall be limited to those individuals who have received the Honorary Chapter FFA Degree.

Section D. Active Members in good standing may vote on all business brought before the Chapter. An Active member shall be considered in good standing when:

1. They regularly attend Chapter meetings.
2. They show an interest in, and take part in the affairs of the Chapter.
3. They pay all bills within 30 days or have made prior arrangements with advisors.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Porterville Unified School District Board of Trustees.

Section E. Names of applicants for membership shall be filed with the Chapter Secretary.

Article IV. - Emblems

Section A. The emblem of the FFA shall be the emblem for the Chapter.

Section B. Emblems used by members shall be designated by the National FFA Organization.

Article V. - Membership Degrees and Privileges

Section A. There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand Degree, Chapter FFA Degree, State FFA Degree, and American FFA Degree.

Section B. All members holding the Greenhand FFA Degree are entitled to wear the bronze emblem pin, all members holding the Chapter FFA Degree are entitled to wear the silver emblem pin, all members holding the State FFA Degree are entitled to wear the gold emblem charm, and all members holding the American FFA Degree are entitled to wear the gold emblem key.

Section C. Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the California Association FFA Constitution.

Section D. Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article VI. - Officers

Section A. The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel. The chapter officers may also consist of Historian, Parliamentarian, Chaplain, and Representatives at the discretion of the Nominating Committee at the time of election. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The Officers shall perform the following duties:

1. The President shall preside over and conduct meetings according to accepted parliamentary procedure, keep members on the subject and within the time limits, represent the Chapter and in public and at official functions, coordinate Chapter efforts by keeping in close touch with the other Officers and Advisor(s), preside over meetings and meet beforehand with advisors to set-up and type agenda.
2. The Vice President shall assist the President when needed, oversee committee work, preside at meetings in the absence of the President, appoint committees and serve on them as an ex-officio member to them, and work closely with the President and chapter advisors to assess progress toward meeting chapter goal.

3. The Secretary shall prepare and read the minutes of each chapter meetings, prepare the agenda for each chapter meeting, attend to official correspondence, count and record rising votes when taken, prepare chapter membership records, issue membership cards, and call meetings to order in the absence of the presiding officer.

4. The Treasurer shall assist chapter advisors with receiving, recording and depositing FFA funds, assist in preparing the chapter budget, keep the financial records of the chapter, and submit in writing a financial report at each meeting and submit all bulletin announcements.

5. The Reporter shall gather and classify Chapter news, prepare articles for publication or broadcast, contact local newspapers, send news to State or National publications, arrange for FFA participation in local radio and/or TV programs, and keep an up-to-date Chapter Scrapbook with the assistance of the Chapter Historian. The Reporter shall prepare a Chapter Newsletter for publication with the assistance of the Advisor(s).

6. The Sentinel shall set up the meeting room and care for Chapter paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, take charge of candidates for degree ceremonies, and assist with special activities and refreshments.

7. The Historian shall assist the Reporter when needed. It is the duty of the Historian to help with publicity. The Historian is in charge of the Point Award Chart and will keep it updated at all times with the assistance of the advisor(s).

8. The Chaplain will be responsible for creating and reciting the invocation at banquets and other official functions. The Chaplain will also coordinate community service outreach during National FFA Week. The Chaplain shall be charged with the duty of planning and chairing any reflective services at retreats and conferences.

9. The Parliamentarian shall assist the president with keeping parliamentary law enforced. The Parliamentarian will also serve as a member of the parliamentary procedure team and conduct parliamentary procedure workshops at the chapter level.

10. The Representatives shall serve as committee chairs of the large events throughout the year. They will also be charged with filling in when other officers are absent. Representatives will be the communication link between officers and their grade level being represented.
11. The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Historian in preparing the Point Award Chart and assist the Chapter Reporter in preparing the Chapter Newsletter.

Section B. Officers of the Porterville FFA shall be elected and announced annually at the May meeting. Applications will be made available to members and will be due two weeks prior to the May meeting. The applications will be screened by a committee consisting of senior officers, non-returning officers, and the chapter advisor(s). A group of students may be elected to serve on the committee based on a need of members. Eligible candidates will be allowed to run for offices “at large” and will be appointed to specific offices during a meeting of both current and newly elected officers. This will be done after the May election meeting and prior to the annual end of the year banquet.

Section C. To be eligible to run for Chapter Office you must:

1. Hold Greenhand FFA Degree.

2. Two weeks prior to the election the applicant’s application must be turned in to the Advisor(s). If application is not in on time, the applicant will forfeit.

3. Be in good standing with the Chapter as outlined in Article III, Section D of the Porterville FFA Constitution.

4. Must be academically eligible when his/her serving term begins.

Section D. The Chapter Officers, with the exception of the President, whose vacancy shall be filled by the Vice President, shall appoint all Officer vacancies during the term.

Section E. An officer can be removed from the officer team at any time for conducting himself/herself in a manner that is not unbecoming to a chapter officer as determined by the fellow officers and advisor(s). (Possible examples include but are not limited to: Not fulfilling duties as required by the Constitution, not portraying the image of a FFA member as established by the Chapter Executive Committee, poor attendance to required officer activities, loosing respect of fellow Chapter Officers, Members, Advisor(s), or the community.) The vote to remove an officer must be carried by the majority of the Chapter Executive Committee.

Section F. An Officer missing a meeting, leadership conference, or other responsibility must provide an explanation to the chapter advisor(s) one month prior to the event, except in uncontrolled circumstances or extreme emergencies deemed so by the advisor.

Section G. Any Officer who is placed on academic probation two quarters consecutively will be forced to resign, in writing, at the first appropriate FFA Chapter Executive Committee meeting. In this case, the office will be filled as seen fit by the remaining chapter officers and advisors.
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<th>Steps to Complete</th>
<th>Member(s)/Advisors Responsible</th>
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<tr>
<td><strong>7/24-27/2013</strong></td>
<td>1. Out of County Form</td>
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<tr>
<td><strong>Chapter officer retreat</strong></td>
<td>2. Submit Requisitions</td>
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</tr>
<tr>
<td></td>
<td>3. Secure Site</td>
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<td>4. Have Planning Meeting</td>
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<td></td>
<td>5. Purchase Supplies</td>
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<td>6. Conduct Activity</td>
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<td>7. Report in Newsletter</td>
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<td></td>
<td>8. Write thank youys</td>
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<tr>
<td><strong>8/ /2013</strong></td>
<td>1. Secure Pool</td>
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<tr>
<td><strong>Summer Freshman/Chapter Meeting</strong></td>
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<tr>
<td></td>
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2013-2014 Program of Activities  Page 72
# Porterville FFA

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Porterville FFA

March 2014

2013-2014 Program of Activities Page 78
# April 2014

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2013-2014 Program of Activities  Page 79
## May 2014

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*2013-2014 Program of Activities*
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The Porterville FFA was established on January 15, 1930. Porterville FFA is the 37th chapter to be chartered in California. In the past 83 years, there have been hundreds of awards and degrees bestowed upon the chapter and its members. The following is a record of all degree recipients and awards the Porterville FFA and its members have earned.
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      | Joe Underhill  
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      | Neil Ray  
      | Victoria Resendez  
      | Kerah Short  
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      | Darrel Townsend  
      | Jaime Vaught  
      | JC Vega  
      | Sabrina Young  |
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      | James Atherton  
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      | Morgan Bering  
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      | Josh Walker  
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      | Garrett Williams  |
| 2005 | Joe Amos  
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Cody Tinny

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Savannah Campbell
Felicity Hill
Mitchell Ladrigan
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### Porterville FFA

**Career Development Event Awards**

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9. RECRUITMENT

Due to various district policies, recruitment activities have dropped significantly. In the past two years, we have not been able to do any formal recruitment activities with incoming freshmen. We were initially promised the possibility of performing presentations just with our feeder schools, but we were recently told that will not be possible. Due to this fact, I decided that for one of my projects, I would create various recruitment materials for the chapter that we can send with counselors or give to some of the 8th grade teachers to share with their classes. This is the best solution to our current situation of no formal recruitment with incoming freshmen.

In addition to the materials created, I also coordinated two outreach events, which we categorize as recruitment because we can work with younger students and encourage them to enroll in Ag classes at PHS when they register for high school.

The first event that I coordinated was the Porterville Fair Farm Day at the Fair. This day is dedicated to the high school students educating 2nd grade students on various agriculture topics. I worked diligently with our junior and senior students to select topics, create creative and interactive presentations, and assemble interesting displays. We had 50 of our students involved, who saw over 2,000 2nd graders. I made sure before presentations began to highlight what PHS Ag Department had done for them on that day. We participate in this activity in hopes that these students will remember not only what they learned but also what high school created the most fun and interesting presentations. We hope that students will choose PHS when the time comes for high school registration.

The second event that I coordinated was Butterfield Stage Days. This event is geared towards 4th grade students and teaching them what Porterville and agriculture was like in 1900. My job consisted of working with our Ag Sales class to create historically accurate agricultural presentations for the 4th grade students. Some of the booths included butter, machinery, and dairy cattle. On each of the display boards that students created, students put PHS in one of the corners to reinforce what high school they represented. As with the Farm Day at the Fair, it was not a true recruitment activity, but we participate in hopes of giving those students an introduction to the Porterville FFA and what they have to look forward to in a few years.

Included in this section are the brochure, the poster, and the PowerPoint presentation that I created for our recruitment efforts.
About Porterville FFA

- Established in 1930
- Oldest FFA Program in Porterville
- Over 300 members
- Hundreds of Awards given to members

Ag Myths—Busted!

- No! You don't have to live on a farm!
- No! You don't have to want to be a farmer!
- No! You don't have to raise an animal!

Contact Us

ADVISORS
Mr. Todd Coons
Mrs. Jessica Helm
Ms. Michelle Evans

Porterville FFA
465 W. Olive Street
Porterville, CA 93257
(559) 793-3470
theportervilleffa@gmail.com

facebook: ThePortervilleFFA
twitter: theportervilleffa

BECOME A PART OF THE PORTERVILLE FFA
Course Offerings

- Freshman
  - *Ag Earth Science
  - *Ag Mechanics 1/2
  - *Ag Science

- Sophomore
  - *Ag Mechanics 1/2
  - *Nursery Practice
  - *Ag Biology

- Junior
  - *Ag Mechanics 3/4
  - Greenhouse Management
  - *Landscape Design
  - *Vet Science

- Senior
  - *Ag Mechanics 3/4
  - Greenhouse Management
  - *Floral Design
  - *Landscape Design
  - *Ag Communications
  - *Ag Economics

Activities

- FFA Meetings
- Judging Teams
- Conferences
  - Fresno, CA
  - Louisville, KY
- Community Service

$\$$

Earn money in a variety of ways!
- Supervised Agriculture Experience Projects
- Scholarships
- Awards
Become a part of the PORTERVILLE FFA

Travel
Leadership
Activities

Instruction

SAE
FFA
BECOME A PART OF
THE
PORTERVILLE
FFA

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

Fun, Food, Activities

How does it work?
1. Enroll in an Ag class at Porterville High School
   - You are automatically a member of the Porterville FFA
2. Become involved in different activities
3. Have fun

Freshman Classes

AG EARTH SCIENCE
- Earth Science with a twist of Ag
- Required
- Take this class and EITHER Ag Mech 1 OR Ag Science

AG MECHANICS 1
- Basic Ag Mechanics Skills
- Pre-Requisite for AM 2, 3, 4
- Ag Science
- Introduction to Agriculture and the FFA

Advanced Classes

SOPHOMORE
- Ag ecology
- Forestry Practices
- Ag Mechanics 2

JUNIOR
- Viticulture
- Farm Design
- Greenhouse Management
- Ag Mechanics 3
- Ag Bios

JUNIOR ELECTIVES
- Ag Economics
- Ag Communications
- Ag Mechanics 4
- Landscape Design
Scholarships

- In 2013, 127 sponsors provided 1,750 individual scholarships worth over $2.1 million through the National FFA Organization.
- To date, more than $350 million in FFA collegiate scholarships have been awarded to students pursuing higher education.
- PLUS thousands of dollars worth of scholarships offered at local and state levels

Travel

- Colleges
  - Cal Poly Pomona
  - Cal Poly San Luis Obispo
  - Fresno State
  - Chico State
  - UC Davis
  - Bakersfield College
  - Mendocino College
  - Modesto Junior College
  - Sacramento River College
  - West Valley College
  - Woodland Community College
  - Madison Ag Expo
  - McDonald Field House
  - Adventure Park
  - Vinores Corn Maze
  - Louisville, Kentucky
  - And so much more!

CSU Fresno Field Trip

- Tour Fresno State Agriculture Unit
- Have lunch in the Student Union
- Tour the Campus

Teams

- Cotton Judging
- Chia Judging
- Computer Applications
- Ag Mechanics
- Forestry
- Ornamental Horticulture
- Farm Power
- Veterinary Science
- Ag Sales
- Livestock Judging
- Cooperative Marketing
- Ag Sales
- Vegetable Judging
- Horse Judging
- Best Informed Greenhand

Best Informed Greenhand

- A team only for Freshmen!

FFA Meetings

- Water Olympics
- Rafting Trip
- Broom Hockey
- Capture the Flag
- Grow-in-The-Park Dodgeball
- Ag Olympics
- Lunch Meetings
- And so much More!
Fair Projects
- Sheep
- Meat Goats
- Dairy Goats
- Pigs
- Beef Cattle
- Dairy Cattle
- Rabbits
- Poultry
- Ornamental and Petoultry
- Vegetables
- Photography
- Foods

Premier Leadership
- Conferences
- Greenhand Leadership Conference
- Made for Excellence Conference
- Advocacy Leadership Conference
- Invitational Leadership Experience
- State Conference
- National Conference
- Officer Positions
- Section
- Region
- State
- National
- Team Building
- Public Speaking
- Parliamentary Procedure

Greenhand Officer Team
- Freshmen only Officer Team
- Your first chance to be a leader

Greenhand Leadership Conference
- Freshmen Only Leadership Conference

Greenhand Initiation

10. PORTERVILLE FFA SCRAPBOOK

The Porterville FFA has not completed a chapter scrapbook in many years. Even though we have hundreds of pictures printed and saved, we never got to put them in a formal scrapbook. There are some old scrapbooks housed in the Ag department office, but none from the last 5 years. For next year, it is a goal of mine to create a committee in the beginning of the year and hold monthly meetings to complete a scrapbook.

Attached is a picture of the cover of the most recent scrapbook as well as one of the pages on the inside of that book. This one is obviously very old because the emblem embossed on the front of the binder says “Vocational Agriculture”.
11. SUMMER ACTIVITIES PLAN/CALENDAR

Porterville High School releases students for summer in the third week of May with students returning back in the second week of August. During the 12 week break, Ag advisors are charged with taking care of the OH unit and the greenhouses, visiting student livestock projects for Tulare Fair, working with chapter officers to plan out activities for the year, and preparing departmental policies and procedures for the new year. Ag teachers also attend the CATA summer conference which gives us valuable information to start our new school year.

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

I hereby certify that the above is a true and accurate statement of hours worked.

Signatures: Employee: [Signature] Dated: 7/8/13

Site Supervisor: ___________________________ Program Supervisor: ___________________________ Dated: ___________
### PORTERVILLE UNIFIED SCHOOL DISTRICT ** TIME SUMMARY **

**SOCIAL SECURITY NUMBER:** [Redacted]

**NAME:** Jessica Helm

**CERTIFICATED**

**ACCOUNT**

<table>
<thead>
<tr>
<th>Account Line</th>
<th>DATE</th>
<th>Site</th>
<th>Sub for and/or Description</th>
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<th>MON</th>
<th>TUES</th>
<th>WED</th>
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<th>FRI</th>
<th>SAT</th>
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**ACCOUNT CODES**

<table>
<thead>
<tr>
<th>Fund #</th>
<th>Resource</th>
<th>Proj Year</th>
<th>Goal</th>
<th>Function</th>
<th>Object</th>
<th>Sub Site</th>
<th>Optional Fld (Type)</th>
<th>Myr Code (Sub Pgm)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>5</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**RATE**

**TOTAL TIME:** 48

---

I hereby certify that the above is a true and accurate statement of hours worked.

**Signatures:**

Employee: [Signature]  Dated: 6/29/13

Site Supervisor: [Signature]  Program Supervisor: [Signature]  Dated: [Signature]
12. GRADUATE FOLLOW UP SURVEY

Mr. Coons is charged with the duty of graduate follow up surveys. He gives the attached survey to senior students during their Spring Ag final in order to get an initial idea. Students are then contacted during October via text message, phone call, email, or Facebook.

Attached is a copy of the blank form that Mr. Coons gives senior students with their Spring Ag final.
Agriculture Department  
Graduate Follow-up

Name: _______________________________________________________

Address: ___________________________________________________

Phone: _______________________________________________________

1. What are you doing at the present time?

   _______ Attending school  _______ Working
       _______ Full-time        _______ Full-time
       _______ Part-time        _______ Part-time
       _______ Ag Major         _______ AG Major
       _______ Non-AG Major     _______ Non-AG Major
       _______ In the military  _______ Not working
       _______ Homemaker        _______ Looking for work
       _______ Other_____________
       _______ Not looking for work

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

   ___________________________________________________________

3. What is your job title or job description?

   ___________________________________________________________

4. Which statement best applies to your present occupation?

   ___________________________________________________________

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

5. What type of school are you currently attending?

   _______ Community College _______ Trade/technical school
   _______ 4-year college _______ Private business school
   _______ Adult education _______ Other_____________________

6. What is your major course of study? ___________________________
7. How would you rate the training received in the agriculture program?
   _____ Excellent  _____ Good  _____ Fair  _____ Poor

8. How do you rate the career guidance and counseling you received in agriculture program?
   _____ Excellent  _____ Good  _____ Fair  _____ Poor

   FFA

1. Please check the following areas you feel are valuable components of FFA.
   _____ Officer and committee chairman experience
   _____ Judging contests
   _____ Advanced degree and proficiency awards
   _____ Participation in chapter activities, working with others
   _____ Livestock raising, shows, fairs, etc.
   _____ Other—please describe______________________________

2. What were the most valuable aspects of the SAEP (supervised projects)?
   _____ Learning skills related to future ag employment
   _____ Development of responsibility
   _____ Learning record keeping
   _____ Other—please describe______________________________

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

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

   Equipment:
   _____ Modern  _____ Out-of-date
   _____ Well-maintained  _____ Poorly maintained
   _____ Adequate amount of equipment for all students in class
   _____ Other—please describe______________________________

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

__________________________________________________________________________

__________________________________________________________________________
Agriculture Department

Program Completer Follow-up Results for ____________________________

The following indicates information gathered from Program Completers of the Agriculture Program.

Percent of Students agree With statement.

**Which statement best applies to the students present occupation.**
- ________ I am using **most** of the skills I learned in the agriculture program at.
- ________ I am using **some** of the skills I learned in the agriculture program.
- ________ I am not using any of the skills I learned in the agriculture program.

**How the students rated the training & career guidance/counseling they received in the agriculture program.**

<table>
<thead>
<tr>
<th>Training</th>
<th>Career guidance/counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
</tr>
<tr>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Fair</td>
<td>Fair</td>
</tr>
<tr>
<td>Poor</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**Which activities in the FFA program that the students thought were valuable.**
- ________ Officer and committee chairman experience
- ________ Judging contests
- ________ Advanced degree and proficiency awards
- ________ Participation in chapter activities, working with others
- ________ Livestock raising, shows, fairs, etc.
- ________ Other: Leadership Conference, National Convention, Overall experience

**What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.**
- ________ Learning skills related to future ag employment
- ________ Development of responsibility
- ________ Learning record keeping
- ________ Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

**Past students rated the facilities and equipment used at agriculture program.**

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcrowded</td>
<td>Modern</td>
</tr>
<tr>
<td>Modern</td>
<td>Well-maintained</td>
</tr>
<tr>
<td>Adequate square space</td>
<td>Poorly maintained</td>
</tr>
<tr>
<td>Out-of-date</td>
<td>Out-of-date</td>
</tr>
<tr>
<td></td>
<td>Adequate amount of equipment</td>
</tr>
<tr>
<td></td>
<td>Not adequate equipment</td>
</tr>
</tbody>
</table>
13. GRADUATE FOLLOW UP SURVEY RESULTS

Mr. Coons is charged with the duty of graduate follow up surveys. He gives the attached survey to senior students during their Spring Ag final in order to get an initial idea. Students are then contacted during October via text message, phone call, email, or Facebook. Usually, after the final, Mr. Coons reads through the surveys and throws them away. Then in October, he relies on the phone calls and digital contacts to re-collect the data. Because of this, we don’t have any completed graduate survey forms, but we do have the results compiled.

Attached are the results that were compiled by Mr. Coons and submitted with the October 15 reports. Also there is a copy of the 2013 Graduate Follow Up page from the Online R-2 Data entry page.
Porterville High School Agriculture Department
Graduate Follow-up

1. What are you doing at the present time?

<table>
<thead>
<tr>
<th>Attending school</th>
<th>Working</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Full-time</td>
<td>Full-time</td>
</tr>
<tr>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Part-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Ag Major</td>
<td>Not working</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Non-Ag Major</td>
<td>Looking for work</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>In the military</td>
<td>Not looking for work</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Homemaker</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Which statement best applies to your present occupation?

25 I am using **most** of the skills I learned in the agriculture program.
2 I am using **some** of the skills I learned in the agriculture program.
0 I am **not** using any of the skills I learned in the agriculture program.

What type of school are you currently attending?

<table>
<thead>
<tr>
<th>Community College Trade</th>
<th>Technical school</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>4-year college</td>
<td>Private business school</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Adult education</td>
<td>Other</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
How would you rate the training received in the agriculture program?
25 Excellent 2 Good 0 Fair 0 Poor

8. How do you rate the career guidance and counseling you received in ag program?
24 Excellent 3 Good 0 Fair 0 Poor

FFA

1. Please check the following areas you feel are valuable components of FFA.
   - Officer and committee chairman experience
   - Judging contests
   - Advanced degree and proficiency awards
   - Participation in chapter activities, working with others
   - Livestock raising, shows, fairs, etc.
   - Other – please describe

2. What were the most valuable aspects of the SAEP (supervised projects)?
   - Learning skills related to future ag employment
   - Development of responsibility
   - Learning record keeping
   - Other – please describe

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

   **Facilities:** Overcrowded Adequate space provided
   - Modern Out-of-date
   - Equipment: Modern Out-of-date
   - Well-maintained Poorly maintained
   - Adequate amount of equipment for all students in class
   - Other – please describe

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

Program Completer Follow-up Results for
The following indicates information gathered from Program Completers of the Porterville Agriculture Program for 2007
27 Number of Program Completers
26 Employed in Agriculture, Continuing education or Military

**Which statement best applies to the students present occupation.**
25 I am using **most** of the skills I learned in the agriculture program at.
2 I am using **some** of the skills I learned in the agriculture program.
0 I am not using any of the skills I learned in the agriculture program.

**How the students rated the training & career guidance/counseling they received in the agriculture program.**
Training Career guidance/counseling
25 Excellent
2 Good
0 Fair
0 Poor

**Which activities in the FFA program that the students thought were valuable.**
14 Officer and committee chairman experience
17 Judging contests
22 Advanced degree and proficiency awards
24 Participation in chapter activities, working with others
19 Livestock raising, shows, fairs, etc.
9 Other: Leadership Conference, National Convention, Overall experience

**What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.**
12 Learning skills related to future ag employment
19 Development of responsibility
22 Learning record keeping
5 Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

**Past students rated the facilities and equipment used at agriculture program.**

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Equipment</th>
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</thead>
<tbody>
<tr>
<td>9 Overcrowded</td>
<td>17 Modern</td>
</tr>
<tr>
<td>16 Modern</td>
<td>22 Well-maintained</td>
</tr>
<tr>
<td>27 Adequate square space</td>
<td>5 Poorly maintained</td>
</tr>
<tr>
<td>0 Out-of-date</td>
<td>0 Cut-of-date</td>
</tr>
<tr>
<td>25 Adequate amount of equipment For all students in class.</td>
<td>0 Not adequate equipment</td>
</tr>
</tbody>
</table>
Graduate Follow-up Report
Filing Year=2013

# CA0182  Porterville
Porterville HS
465 W. Olive
Porterville, CA 93257

Printed: 3/9/2014 12:27:23 PM

<table>
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<tr>
<th>Total Seniors (Year=2012):</th>
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<tbody>
<tr>
<td>Total Seniors having completed 3 or more years of Ag Instruction:</td>
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</table>

<table>
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<th>Program Completer Status</th>
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<td>10</td>
</tr>
<tr>
<td>Four Year College Ag Major</td>
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</tr>
<tr>
<td>Four Year College Non-Ag Major</td>
<td>2</td>
</tr>
<tr>
<td>Employed - Parttime Ag Job</td>
<td>2</td>
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<tr>
<td>Employed - Parttime Non-Ag Job</td>
<td>2</td>
</tr>
<tr>
<td>Employed - Fulltime Ag Job</td>
<td>5</td>
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<tr>
<td>Employed - Fulltime Non-Ag Job</td>
<td>1</td>
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<tr>
<td>Military</td>
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<td>Location or Position Unknown</td>
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</table>

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# Graduate Follow-up

# CA0182  Porterville
Porterville HS
465 W. Olive
Porterville, CA 93257

Graduates for Spring: 2013  [Go](#)

<table>
<thead>
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<th>Last Name</th>
<th>First Name</th>
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<tbody>
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<tr>
<td>Dale</td>
<td>Samantha</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Hicks</td>
<td>Casey</td>
<td>Employed - Fulltime-Ag Job</td>
</tr>
<tr>
<td>Hulse</td>
<td>Kimberly</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Pecho</td>
<td>Andrea</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Phillips</td>
<td>Samantha</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Richie Phillips</td>
<td>Dina</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Scheer</td>
<td>Mikayla</td>
<td>Four Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Shannon</td>
<td>Tabatha</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Zamora</td>
<td>Ana</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Ames</td>
<td>Jake</td>
<td>Employed - Fulltime-Ag Job</td>
</tr>
<tr>
<td>Baxley</td>
<td>Ashlynn</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Martin</td>
<td>Lane</td>
<td>Employed - Fulltime-Ag Job</td>
</tr>
<tr>
<td>Orduno</td>
<td>Johnathan</td>
<td>Employed - Fulltime-Ag Job</td>
</tr>
<tr>
<td>Sandborg</td>
<td>Cody</td>
<td>Employed - Part-time-Ag Job</td>
</tr>
<tr>
<td>Bautista</td>
<td>Neftali</td>
<td>Military-</td>
</tr>
<tr>
<td>Cook</td>
<td>Calia</td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>Cruz</td>
<td>Julio</td>
<td>Employed - Part-time-Non-Ag Job</td>
</tr>
<tr>
<td>Fredrick</td>
<td>Shana</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Johnstone</td>
<td>Ivana</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Linley</td>
<td>William</td>
<td>Four Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Longoria</td>
<td>Ty</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Palafox</td>
<td>Melissa</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Peltzer</td>
<td>Abby</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Stengel Pierce</td>
<td>Jeffery</td>
<td>Employed - Part-time-Ag Job</td>
</tr>
<tr>
<td>Bedolla</td>
<td>Adrian</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Riordan</td>
<td>Mattie</td>
<td>Location or Position Unknown-</td>
</tr>
<tr>
<td>Hill</td>
<td>Felicity</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Campbell</td>
<td>Savannah</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Kyle</td>
<td>Cheyenne</td>
<td>Employed - Fulltime-Non-Ag Job</td>
</tr>
<tr>
<td>Quintana</td>
<td>Taylor</td>
<td>Employed - Part-time-Non-Ag Job</td>
</tr>
</tbody>
</table>


Gomez David Two Year College Non Ag Major
Juarez Joe Two Year College-Ag Major
Ochoa Casas Osvaldo Two Year College-Non-Ag Major
Linan Fabian Employed - Fulltime-Ag Job

Printed: 3/9/2014 12:29:30 PM
Count: 35

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14. COMPREHENSIVE PROGRAM PLAN

In preparing materials for this project, I came across our only copy of the Program Plan, which was last updated in 2008. According to Mr. Coons, we did have a digital copy of an updated Program Plan, but with all of the departmental drama, the files were either lost or locked, leaving him unable to find it. Had I know of this before, I would have made this one of my projects for the Master’s degree. Over the summer, I will take the paper copy we have and update it for the new school year.

Attached is a copy of the paper copy that we did have in the department office. Even though it is quite outdated, it is all we currently have.
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- Job Market .................................................................................................................... A
- Targeted Occupations ................................................................................................. B
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- Program Description of included Courses, SOE and Leadership .............................. D
- Program and/or Course Subject Matter Content Outline ........................................... E
- Program Completion Standards .................................................................................. F
- Description of Facilities and Major Equipment .......................................................... G
- Five Year Facility and Equipment Acquisition Schedule ........................................... H
- Staff Assignments ....................................................................................................... I
- FFA Program of Activities ........................................................................................ J
- School and/or Department Policies .............................................................................. K
- Proficiency Standards for Program Completers .......................................................... L
- Teacher Data Sheet for each Teacher .......................................................................... M
- Roster of Agriculture Advisory Committee ............................................................... N
- Advisory Committee Minutes .................................................................................... O
- Current Year Budget ................................................................................................... P
- Signed Articulation Agreement and/or Evidence of Articulation ................................. Q
- Graduate Follow-up System ....................................................................................... R
- List of Active Placement Sites .................................................................................... S
- Recruitment Activities and Materials .......................................................................... T
- Staff In-service Record ............................................................................................... U
A.

Job Market Description
JOB MARKET DESCRIPTION

Agriculture is the most important industry in the United States with California being the number one state in production and the San Joaquin Region its most important area. As the look of agriculture in this area changes, it is vital that the educational facilities keeps pace with this by supplying students prepared to enter this vast job market.

Porterville is located in Eastern Tulare County. The climate is one of limited to moderate rainfall during the winter and the summers are hot and dry. The winter months can bring foggy days and nights with mild to cold weather. The proximity of Porterville lies directly within the “Orange belt” of the Central Valley where the inversion layer provides for an excellent Citrus growing environment.

Citrus production dominates the area yet there is livestock production as well. Agriculture enterprises include all citrus, alfalfa hay, nut crops, grains, grapes, beef cattle, and many others. Irrigation is a must during the dry summers. Farmers get their water from irrigation districts and well supplies.

Statistics show that over 80% of Porterville High School graduates attend post secondary education with the remainder joining the work force or armed services. Because of the number of students who seek employment it is important that they be taught the necessary skills to make them marketable. These skills are hands-on Career/Technical skills. Agriculture job skills must be taught because that is where the jobs are in our area. A student who has been properly trained but doesn’t have any higher education can still get a job. Such job areas can include mechanics, welder, secretary, ag sales, farm manager, maintenance, landscaping, as well as many others. It is the job of the Agriculture program to provide these students with the Career/Technical skills necessary for successful employment.
B. 
*Targeted Occupations*
PORTERVILLE HIGH SCHOOL AGRICULTURE DEPARTMENT TARGETED OCCUPATIONS

We train our students to meet competencies in one or more of the “Five Program Areas of Occupations in Agriculture.” Listed below are various jobs within each of the program areas.

<table>
<thead>
<tr>
<th>Agriculture Production</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crop Production</td>
<td>Irrigator, Propagator, Farmhand, Foreman, Ranch Laborer, Feed Lot Hand, Field Crop Grower, General Maintenance</td>
</tr>
<tr>
<td>Animal Production</td>
<td>Livestock Handler, Milker, Inseminator, Auctioneer, Vet Aide, Pet Care, Ranch Laborer, Brand Inspector, Farm Hand, Pest Control</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agriculture Mechanics</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>Small Engine Mechanic, Equipment Operator, Parts Person, Farm Mechanic, Shop Foreman, Repairman, General Maintenance/Mechanics</td>
</tr>
<tr>
<td>Welder</td>
<td>Welder/Helper, Fabricator, Specialized Repair and Maintenance</td>
</tr>
<tr>
<td>Equipment Operator</td>
<td>Tractor Driver, Harvest Equipment Operator, Fork Lift Driver, Mechanic Helper</td>
</tr>
<tr>
<td><strong>Ornamental Horticulture</strong></td>
<td><strong>Jobs</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Greenhouse Management</td>
<td>Greenhouse Worker, Foreman Maintenance, Propagator, Tissue Culture</td>
</tr>
<tr>
<td>Nursery &amp; Turf Operator</td>
<td>Nursery Worker, Salesman, Plant Propagator, Gardener, Golf Course Maintenance</td>
</tr>
<tr>
<td>Landscape</td>
<td>Grounds Worker, Gardening Business, Garden Store Sales</td>
</tr>
<tr>
<td>Floriculture</td>
<td>Floral Design, Floral Sales, Floral Delivery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Agribusiness/Computers</strong></th>
<th><strong>Jobs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agribusiness</td>
<td>Ag Sales, Banking, Keyboard Operator, Farm Accounting, Ag Secretary/Bookkeeper, Inventory Maintenance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Agriculture Science/Ag Education &amp; Communications</strong></th>
<th><strong>Jobs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Science</td>
<td>Reproduction Technician, Embryologist, Tissue Culture, Geneticist, Chemical Research, USDA</td>
</tr>
<tr>
<td>Ag Education &amp; Communications</td>
<td>High School Agriculture Teacher, Community College Agriculture Teacher, Public Relations Director, Ag Journalist Livestock Breed Association Field Person, Ag Marketing Publisher</td>
</tr>
</tbody>
</table>
C.
Total Program
Goals and Objectives
Agricultural Education Aims

The outcome of achievements derived from courses in agriculture are many even though they are not always realized immediately. The more desirable ones are described below.

1. The student's interest in agriculture is determined.
2. An appreciation of conversation of our natural resources is developed in the student.
3. The student is given a knowledge of living and growing things.
4. Gives the student the ability to make intelligent selections of farm products for home use.
5. Teaches the student to provide and maintain attractive home surroundings.
6. Develops in the student an appreciation and understanding of the importance of agriculture to all citizens.
7. Acquaints the student with related agricultural fields. (Job prospects)
8. Trains the student for related agricultural fields.
9. Prepares the student to become engaged in an agricultural production enterprise.
10. Prepares the student for higher education in agriculture or its related fields.

PROGRAM GOALS AND OBJECTIVES
AGRICULTURE PRODUCTION

A. Agricultural Production

This instructional program is designed to prepare persons employment in enterprise involved in the production of plant or animal products associated with food, feed, clothing, etc. Most occupations served by this program are located on the farm or ranch.
The goals of this instructional program are:

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

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

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

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

B. Agricultural Mechanics

This instructional program is designed to prepare persons for employment in enterprises associated with any agricultural industry but requiring primarily mechanical competencies of the worker. Agricultural mechanics maintain and repair farm equipment and machinery, fabricate parts, and perform welding tasks.

The goals of this instructional program are:

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

2. To prepare students for advanced post secondary vocational education in agricultural mechanics.

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

4. To provide the agricultural mechanics industry with appropriate numbers of persons adequately prepared for successful employment in those occupations which presently exist and which are developing in the industry.
C. **Ornamental Horticulture**

This instructional program is designed to prepare persons for employment in enterprises associated with floriculture, greenhouse operation, turf production and management, and floristry. The occupations in this industry involve mostly outdoor work growing and managing plants.

The goals of this instructional program are:

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

2. To prepare students for post secondary vocational education in agriculture.

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

4. To provide the ornamental horticulture industry with appropriate numbers of persons adequately prepared for successful employment in those occupations that presently exist and that are developing in the industry.

C. **Agriculture Science, Education and Communications**

This instructional program is designed to prepare persons for employment in enterprises associated with agriculture in regards to science, education and communications. The occupations in this segment of the industry involve research and education involving agriculture as well as public relations and correspondence.

The goals of this course are:

1. To supply students with some of the basic agricultural knowledge and skill required for advanced understanding of scientific principles associated with agriculture.

2. To supply students with the knowledge and understanding required to make informed career choices in agriculture in particular the ever increasing need for secondary and post-secondary agriculture educators.
3. To enable students to acquire an understanding of the economic and social impact of the agriculture industry on society and its relationship to science in general.

4. To assist students to prepare a personal plan of preparation for their chosen agricultural career.

The objectives of this course area are:

1. Each student completing the Ag Science Career Pathway will possess certain basic agricultural competencies that are commonly required in entry-level agricultural occupations that form the foundation for advanced, specialized career/technical education in one of the five instructional programs in agricultural education.

2. Each student will have made at least a preliminary tentative personal choice pertaining to an agricultural career.

3. Each student selecting a personal career in agriculture will have prepared an educational plan for achieving that career goal. The plan shall consist of learning activities in at least the following: course work in agriculture, selected activities conducted through the FFA organization, and supervised occupational experience.

**Ag. Business/Computers**

This instructional program is designed to prepare students for entry level positions in agribusiness. The occupations in this industry will be varied depending on the specific industry involved.

The goals of this instructional program are:

1. To introduce students to computer hardware and software applications.

2. To enable students to understand that computers are an ongoing process and that technology is constantly changing.

3. To prepare students for post-secondary Vocational Education in agriculture.
The objectives of this course are:

1. Upon completion of this course each student will be able to demonstrate how computers increase efficiency and influence management decisions.

2. Each student completing this course will be able to distinguish between spreadsheet, word processing and database programs.

A) Understand the term and principles of computer management.
B) Identify practical applications of computer management.
Porterville High School
Agriculture Department
Goals

1. Install in the hearts of each member confidence in the Porterville FFA as well as in themselves at all times.

2. To develop a competitive attitude as well as a sense of fairness at all FFA activities.

3. To improve communication between Chapter Officers, Advisors, and Members as well as with the Community, Parents, and School Leaders.

4. To improve member involvement in judging teams, SAE's, meetings and other FFA related activities.

5. To encourage all members to observe FFA week as a week of honor and celebration.

6. To make the public aware of our chapter's success and activities.

7. To have regular publications in both school and local newspapers.

8. To have a monthly newsletter that is available to all FFA members.

9. To promote the great opportunities of agricultural careers and to instill an interest in members to pursue one.

10. To provide fun and organized recreational activities of interest to FFA members on a regular basis.
D. Program Description of included Courses, SOE and Leadership
PROGRAM DESCRIPTION

We offer the three parts of a complete agricultural educational program at Porterville High School: Classroom Instruction, Hands On Training, and Leadership Development. Our staff is committed to focusing their teaching procedures in these three areas. In order to deliver the Ag Program in its entirety at Porterville High School, a competent staff of three credentialed Ag teachers is a necessity.

Our Classroom Instruction involves teaching the basic concepts of the units taught within each of our courses offered. Students are required to use their reading, writing, and thinking skills. Assignments, Tests, and Quizzes are given and graded regularly.

Our Hands On Training supplements the education that takes place in the classroom. Students are taught the various procedures and techniques used in Animals, Plants, Mechanics, and Ag Business. They put these methods to use in “real life” situations both in and out of the classroom setting.

Our Leadership Development is taught through the FFA. We teach an FFA Unit in all ag classes so students can build on their own leadership skills whether they are new to the program or continuing on. We focus on leadership, responsibility, and cooperation. Students put these traits to use through the various activities they participate in during their involvement in our program.
E.

Program and/or Course Subject Matter Content Outline
I. MAJOR OBJECTIVES OF THE COURSE
   A. Introduction to Agricultural Biology
      1. What is Ag Biology?
      2. Uses of Ag Biology
      3. Scientific Method

   B. Animal/Plant Cells and their Function
      1. Life Substances
      2. Function of Animal Cells
      3. Function of Plant Cells
      4. Examination of animal cells
      5. Examination of the Cell Wall
      6. Eukaryotic Cell Structure
      7. Blood, nerve, muscle, bone and fat cell functions
      8. Process of Photosynthesis, Respiration, and Cellular Transport
      9. Getting Energy to make ATP
     10. Mitosis / Meiosis
     11. Sex cells and fertilization
     12. Cellular Reproduction
     13. Control of the Cell Cycle

   C. Animal Breeding, Genetics and Management
      1. Sperm and Egg Production
      2. Genes and DNA
      3. From DNA to Protein
      4. Dominant and Recessive Genes
      5. Selection, Heritability and Genetic Change
      6. Animal Breeding Systems
      7. Embryo Transfer
      9. Estrus Cycle and Breeding Capacities
     10. Gestation and Parturition
     11. Environment and Care or Reproducing Animals
     12. Cloning and Genetic Engineering

   D. Evolution
      1. The History of Life
      2. The Record of Life
      3. The Theory of Evolution
      4. Mechanisms of Evolution

   E. Ecology
      1. Categories and sources of pollution
      2. Conserving natural resources
      3. Agricultural practices beneficial/harmful to the environment
      4. Populations, Communities and ecosystems
      5. Biological Diversity
      6. The Nitrogen Cycle
      7. The Oxygen Cycle
      8. The Food Web
F. Animal Physiology
   1. The digestive process
   2. The respiratory system
   3. The endocrine system
   4. The nervous system
   5. The circulatory system
   6. The urinary system

I. Plant Physiology, Reproduction and Growth
   1. Root, Stem and leaf Structures
   2. Transpiration/Absorption
   3. Plant Growth Requirements
   4. Climatic Factors Affecting Plant Growth
   5. Seed Germination
   6. Sexual/Asexual Reproduction

G. Animal Health and Diseases
   1. Disease Fighting Agents
   2. Skin and Hide as Disease Prevention
   3. Causes of Diseases
   4. Infectious and Non-infectious Diseases
   5. Viruses and Bacteria
   6. Health Practices
   7. Common Internal & External Parasites Lifecycles

H. Animal Nutrition
   1. Feed ID and Nutrient Evaluation
   2. Feed additives
   3. Developing Rations
   4. Vitamin and Amino Acid Requirements
   5. Nutritional Diseases
F.
Program Completion Standards
F. PROGRAM COMPLETION STANDARDS

Step 1  Make sure all courses/programs in your department have completion standards. Completion standards are basically what you as a teacher expect the students to learn by the end of the year and to what level.

Step 2  These standards can be based on each class or a combination of courses. This includes career pathways.

Step 3  Type a list of the completion standards and label by course or program.

Idea's  A check list meets this section great and is beneficial to both the program and student. It is easy to use.

Note   Refer to the curriculum goals and objectives as a guide when developing your completion standards.
Agriculture Science

-------------------------has completed----------------------------
Courses of study and practice in Agriculture Science and has attained a
competency level of: (n/a) not applicable; (0) does not meet basic standards;
(1) basic; (2) good; or (3) excellent as certified by instructor in the following skill
areas:

Competency Level

____ Basic Animal Science
____ Anatomy and Physiology of Farm Animals
____ Livestock Breeding and Genetics
____ Handling Livestock
____ Livestock Nutrition and Feeds
____ Animal Health
____ Beef Cattle
____ Swine
____ Sheep
____ Beef, Swine, and Sheep Husbandry
____ Dairy Cattle and Dairy Cattle Husbandry
____ Livestock Evaluation and Selection
____ Livestock Products
____ Poultry
____ Basic Plant Science
____ Plant Classification Systems
____ Areas of Crop Production
____ Vegetable Crops
____ Tree Crops
____ Forage Crop Production
____ Vine and Small Fruit Crops
____ Land Preparation and Planting
____ Soils
____ Fertilizers
____ Irrigation and Drainage
____ Harvesting
____ Identification of Crops, Products, and By-Products
____ Agricultural Production Services
____ Agricultural Production Records
____ Marketing Agricultural Products
____ Financing Agricultural Production

Certifying Instructor __________________________ Course Grade __________ Date __________
Proficiency Standards

Students are to be graded on their ability to accomplish or perform different tasks.

Rating Scale:

4 – Skilled or can work independently
3 – Moderately skilled or can perform with limited help
2 – Limited skill, requires instruction and close supervision
1 – No exposure, no experience or knowledge in this area

Agriculture I

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To identify the importance of production agriculture.</td>
<td>Identify the seven basic agricultural career areas.</td>
<td>Identify and understand the function of the Future Farmers of America as it relates to modern agriculture, the structure, history and purpose of the Future Farmers of America and how it develops leadership skills.</td>
<td>Demonstrate an understanding of the Supervised Occupational Experience Projects and their relationship with agriculture and agriculture careers.</td>
<td>Demonstrate an understanding of the California Vocational Agriculture Record Book by following actual or sample student projects.</td>
<td>Identify the common breeds of beef, sheep, swine, horse, dairy cattle and small animals.</td>
<td>Demonstrate an understanding of basic livestock management principles, including feeds and nutrition, care and maintenance, diseases and reproduction.</td>
<td>Demonstrate an understanding of the terminology associated with each species of livestock.</td>
<td>Identify the common crops grown and understand their importance to California Agriculture.</td>
<td>Identify plant parts and explain their functions for a variety of common agriculture plants.</td>
<td>Explain the factors involved in plant growth and general production practices.</td>
<td>Students will understand and perform basic tractor operations and maintenance. Identify basic parts of common agriculture equipment.</td>
<td>Identify basic parts of common agriculture equipment.</td>
<td>Demonstrate proper safety techniques used in the agricultural industries and in the classroom setting.</td>
</tr>
</tbody>
</table>
G. Description of Facilities and Major Equipment
G. DESCRIPTION OF FACILITIES AND EQUIPMENT

Step 1  Develop a list of all facilities and equipment in your department.

Step 2  To make this task easier, have all teachers, if in a multi person program, provide a list from each of their areas.

Step 3  Compile this list into one or break it down by specific programs.

Idea's  This is a great way to do a yearly check on your existing inventory.

Note   Using a database or simple chart on a word processing program will make this document easy to read.
H.
Five Year Facility
And Equipment
Acquisition
Schedule
PORTERVILLE HIGH SCHOOL  
AGRICULTURE DEPARTMENT  
FIVE YEAR PLAN

Year 1 2006-2007  
1. Purchase 22 computers, a Laptop Computer and a data projector.  
2. Continue facility/equipment repairs.  
3. Continue to landscape area around the OH Unit and Classrooms.  
4. Continue to purchase lab equipment.  
5. Organize the shop tools, equipment and facility.  
6. Purchase new greenhouse and shade house for OH Unit.  
7. Organize and update existing OH tool room.  
8. Repair and organize soil mixing area.  
9. Purchase 16ft. pull behind livestock trailer.  
10. Refurbish existing 16ft livestock trailer for concessions storage.

Year 2 2007-2008  
1.  
2.  
3.  
4.  
5.  

Year 3 2008-2009  
1.  
2.  
3.  
4.  
5.  

Year 4 2009-2010  
1.  
2.  
3.  

Year 5 2010-2011  
1.  
2.  
3.
I.

Staff Assignments
<table>
<thead>
<tr>
<th>Project Supervision</th>
<th>Mr. Robles</th>
<th>Mr. Coons</th>
<th>Ms. Castle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Mechanics</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Beef</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Dairy</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Goat</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ornamental Horticulture/Landscape</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Poultry</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Rabbit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheep</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Swine</td>
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<td></td>
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<tr>
<td>Work Experience</td>
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<tr>
<td><strong>Judging Teams and Contests</strong></td>
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<tr>
<td>Ag Issues</td>
<td>X</td>
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<tr>
<td>Ag Mechanics</td>
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<td>Banking</td>
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<td>Best Informed Greenhand</td>
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<td>Creed Speaking</td>
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</tr>
<tr>
<td>Co-op Quiz</td>
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<td></td>
<td></td>
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<tr>
<td>Computers</td>
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</tr>
<tr>
<td>Cotton</td>
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</tr>
<tr>
<td>Agronomy</td>
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<td>Extemporaneous Speaking</td>
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<td>Farm Power</td>
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<td>Job Interview</td>
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<tr>
<td>Opening Closing</td>
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<tr>
<td>Novice Team</td>
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<tr>
<td>Open Team</td>
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<tr>
<td>Officer Team</td>
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<tr>
<td>Prepared Speaking</td>
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<td>Livestock Judging</td>
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<td>Dairy Products</td>
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<td>Vegetable Crops</td>
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<td>Forestry</td>
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<tr>
<td>Citrus</td>
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<tr>
<td>Farm Records</td>
<td></td>
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<tr>
<td>Transportation</td>
<td>Mr. Robles</td>
<td>Mr. Coons</td>
<td>Ms. Castle</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------</td>
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<td>------------</td>
</tr>
<tr>
<td>Fairs and shows</td>
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<td>Contests</td>
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<td>Meetings</td>
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<tr>
<td>“Fun” Trips</td>
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**Fundraising Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mr. Robles</th>
<th>Mr. Coons</th>
<th>Ms. Castle</th>
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<tbody>
<tr>
<td>Labor Day Bingo</td>
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<tr>
<td>Roast Sales</td>
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<tr>
<td>Poinsettia Sales</td>
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<tr>
<td>Football Concessions</td>
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<tr>
<td>Cookie Dough Sales</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Donkey Basketball</td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>OH Sale</td>
<td></td>
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</tr>
</tbody>
</table>

**Banquets**

<table>
<thead>
<tr>
<th>Banquet</th>
<th>Mr. Robles</th>
<th>Mr. Coons</th>
<th>Ms. Castle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhand/Chapter FFA Degree/End of Year</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Food and Clean up</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Set up and Decorations</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Program, Awards, Officers</td>
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**Reports**

<table>
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<tr>
<th>Report</th>
<th>Mr. Robles</th>
<th>Mr. Coons</th>
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<tr>
<td>Incentive Grant</td>
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<td>Roster</td>
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<td>Program Plan</td>
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**Other Assignments**

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<tr>
<th>Assignment</th>
<th>Mr. Robles</th>
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<tr>
<td>Ag Advisory and Booster Meetings</td>
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<td>FFA Meeting</td>
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<td>FFA Advisors</td>
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<td>Department Chairperson</td>
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<tr>
<td>Other Activities</td>
<td>Mr. Robles</td>
<td>Mr. Coons</td>
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<td>FFA Week</td>
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<td>Eighth Recruitment</td>
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<td>FFA Booster Dinner</td>
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<td>Relay For Life</td>
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<td>Fairs and Shows</td>
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<td>Officer Retreat</td>
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<td>Regional Meetings</td>
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<td>State FFA Conference</td>
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<td>National FFA Convention</td>
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<td>Point Awards Program/Greenhand Officers</td>
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**Responsibilities**

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<th>Mr. Robles</th>
<th>Mr. Coons</th>
<th>Ms. Castle</th>
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<tbody>
<tr>
<td>Ag Classrooms</td>
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<td>Ag Shop</td>
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<td>OH Unit</td>
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<td>Computers</td>
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<td>Vehicles</td>
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<td>Trailers</td>
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<tr>
<td>FFA Officer Team</td>
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DUTIES AND ACTIVITIES AS AGREED UPON BY THE AG STAFF.

Isaac Robles               Todd Coons               Nicole Castle
J.

FFA

Program of Activities
PORTERVILLE FFA

Take the Challenge: LEAD

PROGRAM OF ACTIVITIES
2006-2007

Porterville High School
Section C. To be eligible to run for Chapter Office you must:

1. Hold Greenhand FFA Degree.

2. Two weeks prior to the election the applicant’s application must be turned in to the Advisor(s). If application is not in on time, the applicant will forfeit.

3. Be in good standing with the Chapter as outlined in Article III, Section D of the Porterville FFA Constitution.

4. Must be academically eligible when his/her serving term begins.

Section D. The Chapter Officers, with the exception of the President, whose vacancy shall be filled by the Vice President, shall appoint all Officer vacancies during the term.

Section E. An officer can be removed from the officer team at any time for conducting himself/herself in a manner that in unbecoming of a chapter officer as determined by the fellow officers and advisor(s). (Possible examples include but are not limited to: Not fulfilling duties as required by the Constitution, not portraying the image of a FFA member as established by the Chapter Executive Committee, poor attendance to required officer activities, loosing respect of fellow Chapter Officers, Members, Advisor(s), or the community.) The vote to remove an officer must be carried by the majority of the Chapter Executive Committee.

Section F. An Officer missing a meeting, leadership conference, or other responsibility must provide an explanation to the chapter advisor(s) one month prior to the event, except in uncontrolled circumstances or extreme emergencies deemed so by the advisor.

Section G. Any Officer who is placed on academic probation two quarters consecutively will be forced to resign, in writing, at the first appropriate FFA Chapter Executive Committee meeting. In this case, the office will be filled as seen fit by the remaining chapter officers and advisors.
## FFA Activity Dates and Responsibilities

<table>
<thead>
<tr>
<th>Date and Activity</th>
<th>Steps to Complete</th>
<th>Member(s)/Advisors Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/26-29/2006</td>
<td>1. Out of County Form</td>
<td>Mr. Robles</td>
</tr>
<tr>
<td>Chapter Officer Retreat</td>
<td>2. Submit Requisitions</td>
<td>Mr. Coons</td>
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<tr>
<td></td>
<td>3. Secure Site</td>
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<td>4. Have Planning Meeting</td>
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<td>5. Purchase Supplies</td>
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<td>6. Conduct Activity</td>
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<td></td>
<td>7. Report in Newsletter</td>
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<td></td>
<td>8. Write thank yous</td>
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<tr>
<td>8/9/2006</td>
<td>1. Secure Pool</td>
<td>Mr. Robles</td>
</tr>
<tr>
<td>Summer</td>
<td>2. Submit Requisitions</td>
<td>Mr. Coons</td>
</tr>
<tr>
<td>Freshman /Chapter Meeting</td>
<td>3. Write and Send Letters</td>
<td>Randi Carter – Chair</td>
</tr>
<tr>
<td></td>
<td>4. Purchase Supplies</td>
<td>Corey Duysen – Co-Chair</td>
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<tr>
<td></td>
<td>5. Conduct Activity</td>
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<td>6. Report in Newsletter</td>
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<td>7. Write thank yous</td>
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<tr>
<td>Fall 2006</td>
<td>1. Secure Dates</td>
<td>Mr. Robles</td>
</tr>
<tr>
<td>Football Concessions</td>
<td>2. Submit Requisitions</td>
<td>Bryce Baker – Chair</td>
</tr>
<tr>
<td></td>
<td>3. Submit Fundraising Requests</td>
<td>Chris Loflin – Co-Chair</td>
</tr>
<tr>
<td></td>
<td>4. Purchase Supplies</td>
<td>Corey Duysen – Co-Chair</td>
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<tr>
<td></td>
<td>5. Recruit Help</td>
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<td>6. Request Change</td>
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<td>7. Conduct Activities</td>
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<td></td>
<td>8. Make Prompt Deposit</td>
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<td></td>
<td>9. Turn in Income Summary</td>
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<tr>
<td>Date and Activity</td>
<td>Steps to Complete</td>
<td>Member(s)/Advisors Responsible</td>
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</table>
2. Submit Fundraising Requests  
3. Secure Door Prizes  
4. Organize Serving Crew  
5. Publicize  
6. Organize Parent Help  
7. Acquire Desserts  
8. Conduct Activity  
9. Make Prompt Deposit  
10. Turn in Income Summary  
11. Write thank yous | Chapter Officers  
Mr. Coons  
Sarah Tuttle – Chair  
Rob Konda – Co-Chair |
| **9/11, 18, 25/2006** Bingo Concessions | 1. Submit Requisitions  
2. Submit Fundraising Requests  
3. Purchase Supplies  
4. Recruit Help  
5. Get Dessert Donations  
6. Request Change  
7. Conduct Activity  
8. Make Deposit  
9. Turn in Income Summary  
10. Write Thank Yous | Mr. Coons  
See Calendar |
| **10/7-8/2006** Relay for Life | 1. Submit Requisitions  
2. Recruit Participants  
3. Participation Forms  
4. Solicit Donations  
5. Purchase Items  
6. Conduct Activity  
7. Send Thank Yous | Mr. Robles  
Mr. Coons  
Katie Duysen – Chair  
Hanna Serafin – Co-Chair |
<table>
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<tr>
<th>Date and Activity</th>
<th>Steps to Complete</th>
<th>Member(s)/Advisors Responsible</th>
</tr>
</thead>
</table>
| **10/30 thru 22/2006 Roast Sales** | 1. Submit Requisitions  
2. Submit Fundraising Requests  
3. Purchase Supplies  
4. Advertise  
5. Pre-Sell Roasts  
6. Recruit Help  
7. Conduct Activity  
8. Make Deposit  
9. Turn in Income Summary | Mr. Coons  
Tommy Slaton – Chair  
Jerod Ray – Co-Chair |
| **11/1 thru 12/8-2006 Poinsettia Sales** | 1. Submit Requisitions  
2. Submit Fundraising Requests  
3. Make Contract w/Duarte  
4. Advertise  
5. Pre-Sell Poinsettias  
6. Recruit Help  
7. Get Poinsettias  
8. Deliver Product  
9. Make Deposit  
10. Turn in Income Summary | Mr. Robles  
Kristy Hewitt – Chair  
Danielle Davis – Co-Chair |
| **11/1 thru 12/8-2006 Christmas Tree Sales** | 1. Submit Requisitions  
2. Submit Fundraising Requests  
3. Make Contract w/Gomes  
4. Advertise  
5. Pre-Sell Trees  
6. Deliver Product  
7. Make Deposit  
8. Turn in Income Summary | Mr. Robles  
Layton Johns – Chair  
Tylar Coons – Co-Chair  
Corey Duysen – Co-Chair  
Sarah Tuttle – Co-Chair |
<table>
<thead>
<tr>
<th>Date and Activity</th>
<th>Steps to Complete</th>
<th>Member(s)/Advisors Responsible</th>
</tr>
</thead>
</table>
| 1/8 thru 2/2/2006 Cookie Dough Sales | 1. Submit Requisitions  
2. Submit Fundraising Requests  
3. Make Contract w/Distrib.  
4. Pre-Sell Cookie Dough  
5. Make Deposit  
6. Order Product  
7. Deliver Product  
8. Turn in Income Summary | Mr. Robles  
Kristy Hewitt – Chair  
Randi Carter – Co-Chair |
| 2/20-23/2006 FFA Week     | 1. Get on School Calendar  
2. Plan Activities  
3. Get Activities Approved  
4. Recruit Help  
5. Acquire Needed Materials  
6. Advertise on Campus  
7. Conduct Activity  
8. Write Thank Yous’ | Mr. Robles  
Mr. Coons  
Chris Loflin – Chair  
Corey Duysen – Co-Chair |
| 3/14/2006 Donkey Basketball | 1. Submit Requisitions  
2. Submit Fundraising Requests  
3. Make Contract w/Brul  
4. Get Facility  
5. Choose and Secure Opponent  
6. Advertise  
7. Sell Tickets  
8. Conduct Activity  
9. Deposit/Pay Brul  
10. Income Summary | Mr. Robles  
Mr. Coons  
Randi Carter – Chair  
Bryce Baker – Co-Chair  
Jerod Ray – Co-Chair |
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CHAPTER OFFICERS’ MESSAGE

Sit down, buckle up, and get ready for the ride of your life! The Porterville FFA Chapter is ready to have an unforgettable year that is jam-packed with career development events, leadership conferences, and many more fun-filled activities.

Our theme this year is “Take the Challenge: L.E.A.D.”, and our officer team is ready to lead our members into the best year our chapter has ever seen. This is a year of opportunities. Each student in the FFA has an amazing opportunity participate and succeed.

Also this year our officer team has made great plans to continue out strong tradition of community support and giving. We have plans to work with grade school students in youth mentoring, teach Ag workshops at the Butterfield stage days, and give a helping hand to as many as we can during various holiday activities. The Relay for Life still remains as one of our most favorite activities to start the year. In the Porterville FFA chapter we realize the importance of servant leadership.

To our members, the FFA officer team say “take the challenge”, get involved; “take the challenge”, succeed; “take the challenge”, be a leader!

Sincerely,

The Porterville FFA Officer Team

Corey Duysen 
President

Sarah Tuttle
Vice-President

Miranda Carter
Secretary

Bryce Baker 
Treasurer

Tylar Coons
Reporter

Chris Loflin
Sentinel

Kristy Hewitt 
Historian

Hanna Serafin, Jerod Ray, Tommy Slaton, Katie Duysen, & Layton Johns
Officer Representatives/Committee Chairs
ADVISORS’ MESSAGE

Welcome to the Porterville High School Agriculture Department!

This will be a very exciting year for the Porterville FFA Chapter. Building on the momentum from last year, our students will be involved in more activities, travel more miles, and learn more exciting new things than any other students in the Porterville School district!

Our students will attend College FFA Field days, leadership conferences, Career Development Events and virtually every FFA Activity our Section, Region, State, and National FFA organizations have to offer. We will continue to maintain a tremendous level of success and participation in this program. Our student accomplishments of record setting numbers of proficiency awards, State FFA Degrees, American FFA degrees, Star Awards, and Career Development event victories are too numerous to list. Our vision and our mission sees success, achievement and career development as the number one priority.

Career/Technical education is at the heart of what we do. Our students will learn skills that will not only translate into career success, but lifelong success in whatever our students do after high school; the military, technical school, Jr. College, 4 year college, or the work force.

This year will undoubtedly be filled with continued success, education, and excitement. As our community begins to lift our program with great support through the FFA Foundation and FFA Boosters we will continue to thrive and be successful in the coming years.

Sincerely,

Isaac Robles
Ag Instructor/FFA Advisor

Todd Coons
Ag Instructor/Department Head
PORTERVILLE UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

Richard Morris .......................................................... President
John Nash ............................................................... Vice President
David Itzenhauser ......................................................... Clerk
Sharon Gill ................................................................. Member
Pete Lara ................................................................. Member
Leslie Lessenger .......................................................... Member
Donald Simonic .............................................................. Member

PORTERVILLE HIGH SCHOOL
ADMINISTRATION AND STAFF

Steve Graybehl .......................................................... Superintendent/Principal
Jose Valdez ............................................................. Assistant Principal
Donna Smith ............................................................ Assistant Principal
Norita Knudsen ........................................................ Principals Secretary
Diana McLaughlin ......................................................... Vice Principals Secretary
Salma Aziz ............................................................... Head Counselor
Francisco Nuno .......................................................... Counselor
Kathy Canata ............................................................ Guidance Technician
Janive Barrows ........................................................ Guidance Technician
Imelda Ureno ........................................................... Guidance Technician
Hope Adams ............................................................... Registrar
Lori Lienau ............................................................... Librarian
Betty Johnson ............................................................ Attendance Secretary
Marla Vidrio .............................................................. Attendance Secretary
Celestine Zamora ....................................................... Student Body Accounts
Richard Valderama .................................................... Maintenance
Ed Patino ................................................................. Campus Supervisor
Porterville High School
Agriculture Advisory Committee

The function of the Advisory Committee is to provide advice on the curriculum, funding, and operations of the Porterville High School Agriculture Department. Additionally, this committee provides support and evaluates the progress of the department. The Advisory Committee is comprised of representatives from the community, business industry, post-secondary educational institutions and parents.

**Chairperson** – John Konda – Konda Farms, Parent
   Isaac Robles - PHS
   Todd Coons – PHS, Parent
   Steve Graybehl - PHS
   Richard Morris – PUSD Board of Trustees
   Kenny Walker – KSJ Investments, City of Lindsay
   Tony Berra – Berra Farms, Parent
   Ken Balderama – The Gas Company
   Bill Loflin – Irrigation
   Thomas Prescott – Farmer, PHS
   Paul Tuttle – Target Stores, Parent
   Steve Scarborough – PCA Crumbliss and Horton
   Gary Ingraham – PUSD
   David Fernandez – Fruit Growers Supply
   Cindy Dabney – Bank of the Sierra
   Bob Kimbrell – Porterville Fruit Exchange
   Pete Lara - PUSD Board of Trustees
   John Spears – Friends Lumber
Porterville High School
FFA Foundation

The Porterville FFA Foundation has been established as a non-profit organization to provide for the financial support of the FFA Program at Porterville High School. The goals of this group are to assist in funding FFA activities, leadership conferences, SAE projects, scholarships and facility improvements as well as equipment and supply purchases. The boards of directors of the FFA foundation are:

- John Billiou
  President
- Robert Mailand
  Vice President
- Sammy Duysen
  Secretary/Treasurer
- Richard Bennett
  Board Member
- John Konda
  Board Member
- Kenny Walker
  Board Member
- Steve Graybehl
  Board Member
- John Nash
  Board Member
- Casey Tharp
  Board Member
- Barbara Job
  Board Member
- Doug Schultz
  Board Member

Porterville High School
FFA Booster Club

The Porterville FFA Booster Club is a newly established group of parents, alumni, and interested community members. Their mission is to provide continuing support of the day-to-day needs of the Porterville FFA Chapter. Their support goals include travel expenses, field day fees, chapter supplies, equipment purchases, and scholarships. Their fast start and early dedication has already provided the chapter with funds for the FFA Banquet as well as chapter awards. The officers of the FFA Booster club are:

- Bill Loflin .............................................. President
- Richard Bennett ........................................... Vice President
- Mary Ann Konda ........................................ Secretary
- Sammy Duysen ........................................... Treasurer
Courses Offered in Agricultural Education
at Porterville High School

Course Title: Agriculture Science
Grade Level: Recommended 9th Only – Open to all grades
Length of Course: 2 Semesters = 10 Credits
This is an introductory class to the agriculture industry in California. The course is science based however, the students learn with a “hands on” approach. This course meets the Life Science requirement for high school graduation. The units taught include:
5. Leadership/FFA 6. Computers in Agriculture

Course Title: Agriculture Mechanics 1
Grade Level: Recommended 9th Only – Open to all grades
Length of Course: 2 Semesters = 10 Credits
The subject matter covered in this course is: shop safety, tool identification, project design, woodworking, metal project fabrication, rope work, plumbing, electricity, and welding. FFA/Leadership is also an integral component to this course.

Course Title: Agriculture Biology P
Grade Level: Recommended 10th Only – Open to all grades
Length of Course: 2 Semesters = 10 Credits
This college prep course is an introduction to animal and plant physiology covering the following topics: Health and sanitation, anatomy and physiology, reproduction, nutrition, pathology, and genetics. FFA participation and SAE are also part of the grading system throughout the year. This class will satisfy U.C. and C.S.U. “D” Lab Science. Additionally, this course will fulfill Biology/Life Science graduation requirements. Students will take the Biology segment of the California Standards Based test.

Course Title: Agriculture Business/Economics P
Grade Level: 11th & 12th grades only
Length of Course: 2 Semesters = 10 Credits
This course includes a survey of jobs and job skills in the field of business related to agriculture. Business records, income tax, basic economics and law for agriculture are units taught. FFA participation, accounting, and home projects are part of the grading process as well. Both semesters required to meet Economics graduation requirement.

Course Title: Agriculture Sales/Crop Science P
Grade Level: 11th & 12th grades only
Length of Course: 2 Semesters = 10 Credits
Agriculture Sales – A survey of job opportunities and skills needed in agricultural sales and service jobs. How to sell, communication, interviewing and marketing skills taught.
Crop Science – How to grow common field crops grown in Tulare County. Field trips, speakers, and student projects are part of the course content. FFA participation and SAE are part of the grading process. This class fulfills the C.S.U. college prep elective requirement.
Course Title: Landscape Design  
Grade Level: 10th, 11th, 12th grades only  
Length of Course: 2 Semesters = 10 Credits  
Art principles of design and landscape drafting will be taught. Plan drawings, renderings (color drawings), and model construction are included. Class will require student projects. This class will satisfy the Fine Arts requirement for graduation. FFA participation and SAE are part of the grading system.

Course Title: Nursery Practice  
Grade Level: 10th, 11th, 12th grades only  
Length of Course: 2 Semesters = 10 Credits  
Practical experience in plant propagation and in wholesale and retail nursery work. Units include the planting, transplanting, and sale of various varieties of seedlings and cuttings of trees, shrubs, vines, ground cover, annuals, perennials, and household plants of ornamental and commercial varieties. FFA participation and SAE are part of the grading system.

Course Title: Greenhouse Management (TCOVE)  
Grade Level: 11th & 12th grades only  
Length of Course: 2 Semesters, 2 Period Class = 20 Credits  
Provides comprehensive training for students desiring to perfect vocational landscaping, nursery production, and plant propagation skills. Students will be exposed to skills and techniques used in home and commercial landscaping along with exposure to nursery design and layout, ordering, inventorying, maintaining equipment, and retail sales skills. FFA participation and SAE are part of the grading system.

Course Title: Advanced Agriculture  
Grade Level: 10th, 11th, 12th grades only  
Length of Course: 2 Semesters = 10 Credits  
This class is designed for the "active" FFA member. The major focus of the course is leadership, FFA contest preparation, and FFA event planning. Community service, FFA member mentoring, and program of activities coordination are also a major emphasis.

Course Title: Agriculture Mechanics 2  
Grade Level: 10th, 11th, 12th grades only  
Length of Course: 2 Semesters = 10 Credits  
This course furthers the education of the agriculture mechanics student. The areas that will be covered are safety, concrete and masonry work, arc welding, soldering, power woodworking, electricity, carpentry, and project construction. FFA participation and SAE are part of the grading system.

Course Title: Agriculture Mechanics 3/4  
Grade Level: 11th & 12th grades only  
Length of Course: 2 Semesters = 10 Credits  
This course, which is the last class in the Agriculture Mechanics series, uses the skills learned in the previous courses to construct ag shop projects. Course includes woodworking, welding, hot and cold metal work, building construction, and project creation and fabrication.
Suggested Agriculture Student
4 Year Study Plans

Jr. College/Tech School Bound
(most students)

FRESHMAN YEAR

English 1
Physical Ed
Algebra
Health/Computers
Ag Science 1 or Ag Mech. 1
Visual/Performing Art

SOPHOMORE YEAR

English 2
Physical Ed
Geometry
World History
Ag Biology P
Landscape Design or Ag Mech 2

JUNIOR YEAR

English 3
U.S. History
Algebra 2
Ag Earth Science P
**Ag Elective
*Elective

SENIOR YEAR

English 4
Chemistry
Civics
Ag Business/Ag Economics P
**Ag Elective
**Ag Elective

4 Year College/University Bound

FRESHMAN YEAR

English 1
Physical Ed
Algebra
Health/Computers
Ag Science 1
*Elective

SOPHOMORE YEAR

English 2
Physical Ed
Geometry
World History
Ag Biology P
Foreign Language

JUNIOR YEAR

English 3
U.S. History
Algebra 2
Foreign Language
Ag Earth Science/Chemistry P
Visual/Performing Art

SENIOR YEAR

English 4
Pre Calculus
Civics
Ag Business/Ag Economics P
**Ag Elective
*Elective

*Electives include Academy classes as well as grad requirement courses.
**Ag Elective courses include: Ag Sales/Crops, Greenhouse Management, Advanced Ag, Ag Mechanics 3/4, Nursery Practices, and Landscape Design.
PHS Agriculture Department Curricular Pathways

Agri-Science
- Agriculture Science
- Agriculture Biology
- Ag Earth Science
- Ag Business/Econ

Plant Science
- Agriculture Science
- Agriculture Biology
- Nursery Practices
- Greenhouse Mgmt.

Agri-Business
- Agriculture Science
- Agriculture Biology
- Ag Sales
- Ag Business/Econ

Ag Mechanics
- Ag Mechanics 1
- Ag Mechanics 2
- Ag Mechanics 3
- Ag Mechanics 4

Supplemental Courses

Nursery Practices
- Ag Business/Econ
- Any OH Course
- Ag Business/Econ

Landscape Design
- Nursery Practices
- Landscape Design
- Agriculture Biology

Ag Sales/Crops
- Landscape Design
- Ag Earth Science
- Ag Earth Science

Ag Earth Science
- Any OH Course
FFA CHAPTER GOALS

1. Promote a positive public image of Porterville FFA
   ▪ Develop a chapter newsletter and begin its circulation
   ▪ Increase involvement with local media
   ▪ Provide more community service opportunities to the members
   ▪ Create, develop and maintain a website promoting Porterville FFA

2. Boost members pride in Porterville FFA
   ▪ Heighten enthusiasm of members by providing new, fun, and exciting activities
   ▪ Provide members with opportunities to showcase their skills in increased CDE participation

3. Increase effectiveness of chapter meetings and activities
   ▪ Publicize meetings and activities to all members through the use of posters, daily school bulletins, and announcements in each agriculture class
   ▪ Expand leadership opportunities through participation in sectional and regional activities

4. Improve recruitment strategies
   ▪ Increase the number of freshmen students entering the agriculture program in the 2006-2007 academic year
   ▪ Reformat the presentation used by the chapter to recruit incoming freshmen
   ▪ Use on-campus recruitment program to encourage future involvement of PHS students
   ▪ Create a brochure and other promotional materials
INTRODUCTION TO THE FFA

The FFA is a national organization of, by, and for students studying agriculture in public secondary schools under the provision of the National Vocational Education Acts.

An integral part of the program of education in agriculture in the public schools system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November of 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business. Porterville FFA Was Established in 1930 by the young men in agriculture classes at Porterville High School. We have just finished our 76th year.

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural understanding. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Louisville, Kentucky and the California Association holds its annual conference at the Fresno Convention Center each April.

This 2005-2006 Program of Activities was developed to explain the purpose of the FFA Organization and give insight into the many opportunities that are available to all agriculture students at Porterville High School.
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:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experienced 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 lifestyle.
- Encourages excellence in scholarship.

The Agricultural Education Mission

The mission of Agriculture Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource system.
FFA CODE OF ETHICS

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

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

FFA OFFICIAL DRESS

The uniform worn by FFA members at local, state, and national functions is called official dress. It provides identity and gives a distinctive and recognizable image to the organization.

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping.

Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.
PROPER USE OF THE FFA JACKET

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below.

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

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units in the organization, it is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded or surmounted by the American eagle. Upon the face of the emblem appear the words, "Agricultural Education," and the letters, "FFA."

The owl is symbolic of wisdom and knowledge.

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

The rising sun is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.

The cross section of an ear of corn represents common agricultural interests since corn in native to America and grown in every state.

The eagle is indicative of the national scope of the organization.
FFA CREED

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

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 agriculturalists to serve our own and the public interest in producing and marketing the product of our toil.

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

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

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

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree.

Greenhand FFA Degree

To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn to explain the FFA Creed, Motto, Salute and the FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and the bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

Chapter FFA Degree

To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following qualifications:

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. Have earned and productively invested at least $150 by the members own efforts or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA awards program.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.
State FFA Degree

To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
4. Have earned and productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience program.
5. Demonstrate leadership ability by:
   a. Performing 10 procedures of parliamentary law or a test.
   b. Giving a six-minute speech on a topic relating to agriculture or the FFA.
6. Serving as an officer, committee chairperson, or participating member of a chapter committee.
7. Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
8. Have participated in at least five different FFA activities above the chapter level.

American FFA Degree

To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:

1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.
SUPERVISED AGRICULTURAL EXPERIENCE
PROJECT AREAS

Agricultural Communications
Typically includes programs in which students work at newspapers or other agricultural print facilities such as magazines to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms, or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as web sites, aimed at communicating about agriculture.

Agricultural Mechanics Design and Fabrication
Involves designing and constructing agricultural equipment, structural land improvements and/or structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation, and/or air conditioning in agricultural settings.

Agricultural Mechanics Repair and Maintenance
Involves adjusting, repairing, and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid, and/or water power.

Agricultural Mechanics Energy Systems (Agricultural Power)
Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Processing
Involves students who assemble, transport, process, fabricate, mix, package, and store food and nonfood agricultural products. Products may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup, and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. Note: the processing of forest products is no longer a part of this proficiency area.

Agriculture Sales Entrepreneurship/Placement
Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery, or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services
Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom bailing, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.
Beef Production Entrepreneurship/Placement
Includes programs that use the best management practices available to produce and market beef efficiently.

Dairy Production Entrepreneurship/Placement
Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Diversified Agricultural Production
Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

Diversified Crop Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Horticulture Entrepreneurship/Placement
Typically involves producing, processing, and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management; and Fruit and/or Vegetable Production – such as viticulture (grapes), pomology (fruit trees) and horticulture fruits and vegetable (not including fruit and vegetable row crops).

Diversified Livestock Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal, small animal production or poultry.

Emerging Agricultural Technology
Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are not covered by existing categories.

Environmental Sciences and Natural Resources Management
Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agricultural waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use that regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

Equine Science Entrepreneurship/Placement
Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.
Fiber Crop Production
Involves the use of the best management practices available to produce a market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint and safflower.

Floriculture
Involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials, for ornamental purposes.

Food Science and Technology
Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting.

Forage Production
Involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, brome grass, orchard grass, grain forages, corn or grass silages and pasture.

Forest Management and Products
Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices a thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experience with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood ships/mulch.

Grain Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. (Grain production would not include any of the previously mentioned crops where its intended use is for forage.)

Home and/or Community Development
Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

Landscape Management
Typically involves experiences of planting and maintaining plants and shrubs landscaping and outdoor beautification, installing sprinklers and improving recreational areas.
Nursery Operations
Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation
Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Pomology Production Entrepreneurship/Placement
Involves the use of the best management practices to produce and market efficiently fruit crops such as stone, pome, and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, may haws and pears. Stone fruits include peaches, nectarines, plums, apricots, and cherries.)

Poultry Production
Involves the use of the best management practices available to produce and market efficiently domestic fowl such as duck, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production
Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care
Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting service.

Specialty Animal Production Entrepreneurship/Placement
Involves the use of the best management practices available to manage, produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at zoo or at any specialty animal facility.

Specialty Crop Production
Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.
Swine Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market swine efficiently.

Turf Grass Management
Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

Vegetable Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

Viticulture Production Entrepreneurship/Placement
Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management Entrepreneurship/Placement
Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitats for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife, and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.
**JUDGING TEAMS**
Throughout the year, members of the Porterville FFA Chapter participate in a variety of different judging teams. A judging team is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture. In addition, participation in a judging team helps students develop leadership skills and allows them to be recognized for their achievements. This year Porterville FFA will compete in more Career Development Events than ever before. The following teams are available for students to become involved in this year:

- Ag Mechanics
- Farm Power
- Best Informed Greenhand
- Cooperative Marketing
- Creed Speaking
- Dairy Products Judging
- Farm Records
- Cotton Judging
- Computers
- Citrus Judging
- Job Interview
- Livestock Judging
- Opening/Closing Ceremonies
- Public Speaking
- Vegetable Judging
- Ag Marketing
- Ornamental Horticulture
- Ag Sales/Ag Issues Forum

**COMMUNITY SERVICE ACTIVITIES**
In an effort to make a positive difference in the community, the Porterville FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Porterville community a better place to live and work. Some of these activities include the following:

- Relay for Life
- Butterfield Stage Days
- Grade School Mentoring
- Christmas Tree/Thanksgiving Donations

**FUNDRAISING ACTIVITIES**
The Porterville FFA Chapter is a non-profit, self-supporting organization. The money made from our various fundraising efforts is used to finance FFA events and activities throughout the year. Some of the main fundraising activities that we participate in are:

- Poinsettia Sales
- Donkey Basketball
- OH Club Sale
- Cookie Dough Sales
- Christmas Tree Sales
- Deep Pit Beef Sales
- Candy Sales
- Football Game Concessions
- FFA Booster Dinner
- Labor Day Bingo
Porterville FFA BUDGET
2006-2007

Expenses

Meeting Supplies/Food ........................................ $600.00
End-of-Year Banquet ......................................... $1800.00
Greenhand Conference ........................................ $500.00
Officer Retreat ................................................ $1500.00
National FFA Week ........................................... $100.00
Field Days ....................................................... $2500.00
State Degree Banquet ....................................... $100.00
Top 20 Trip ....................................................... $1000.00
General Supplies ............................................... $300.00
Chapter Officer Leadership Conference .................. $250.00
Spring Regional FFA Meeting ................................ $100.00
Fall Regional FFA Meeting .................................. $100.00
Sectional FFA Dues ............................................ $50.00
Section Officer Jackets ....................................... $100.00
New Ag Vehicle .................................................. $1500.00
Relay For Life .................................................... $150.00
Fair Displays .................................................... $250.00
State FFA Convention ........................................ $1,000.00

Total Expenses .................................................... $11,900.00

Receipts

Candy Sales ...................................................... $2,000.00
Deep Pit Beef .................................................... $2,000.00
Donkey Basketball ............................................. $500.00
Poinsettia Sales ............................................... $2,500.00
OH Plant Sale .................................................... $2,500.00
Football Concessions ........................................ $2,500.00
Cookie Dough Sales .......................................... $1,500.00
Christmas Tree Sales ......................................... $1,000.00
Labor Day Bingo .............................................. $1,500.00

Total Receipts ..................................................... $16,000.00

Projected Ending Balance .................................... $4,100.00
Porterville FFA

CHAPTER OFFICER DUTIES

PRESIDENT

- Preside over meetings
- Help appoint committees and serve on them when needed as ex-officio
- Coordinates the activities of the chapter and evaluate the process of the POA (Program of Activities)
- Represent the chapter in public and at official functions
- Assist committee chairs with activities
- Preside over officer meetings and meet before hand with advisors to set up and type agenda

VICE PRESIDENT

- Assume all duties of the president if necessary
- Develop the POA and serve as the ex-officio on committees when needed
- Coordinate all committee work
- Work closely with the president and advisors to assess progress toward meeting chapter goals

SECRETARY

- Prepare the agenda for each chapter meeting
- Prepare and present the minutes of each chapter meeting
- Record minutes for each officer meeting and file
- Place all committee reports in a file
- Be responsible for chapter correspondence (thank you letters and invitations)
- Maintain membership attendance records and issue membership cards

TREASURER

- Assist the advisors with receiving, recording and depositing FFA funds
- Present up-to-date treasurer's reports at each chapter meeting
- Collect money when required and serve as the chairperson to the fundraising committee
- Maintain financial records
- Submit school bulletin announcements
REPORTER

- Work with local newspapers, radios, television, and service clubs to get information about chapter events/activities out to the community
- Write articles for the New Horizon monthly and send pictures
- Do news releases for chapter activities
- Help the advisors publish the chapter newsletters
- Serve as the chapter photographer

SENTINEL

- Assist the president in maintaining order during meetings
- Get the FFA paraphernalia and supplies for each meeting
- Welcome members and guests at meetings and functions
- Reserve the meeting room and keep it comfortable
- Take charge of candidates for degree ceremonies
- Assist with special activities and refreshments

HISTORIAN

- Prepare displays of chapter activities
- Assists the reporter in photography and writing articles to the media
- Welcome members and guests at meetings and functions along with sentinel
- Maintain the chapter Point Awards Chart
MARKET LAMB PROJECT PLAN

Estimated Expenses:

Cost of Animal ........................................... $ 200.00
Feed ..................................................... $ 85.00
Veterinary Supplies .................................. $ 5.00
Show Supplies ....................................... $ 10.00
Insurance ............................................. $ 25.00
Fair Entry Fees ....................................... $ 15.00

Total Estimated Expenses ............................. $ 340.00

Estimated Receipts:

Sale of Animal ........................................ $ 390.00
(Need a buyer at $3.00 for a 130 lb animal)

Subtract 4% sales commission ..................... $ 15.60

Total Estimated Receipts ............................ $ 374.40

Estimated Net Profit ................................. $ 34.40
MARKET HOG PROJECT PLAN

Estimated Expenses:

Cost of Animal .................................................. $225.00
Feed .................................................. $125.00
Show Supplies .................................................. $10.00
Miscellaneous Equipment .................................. $20.00
Insurance .................................................. $25.00
Fair Entry Fees .................................................. $15.00

Total Estimated Expenses .................................. $420.00

Estimated Receipts:

Sale of Animal .................................................. $500.00
(Need a buyer at $2.00 for a 250 lb animal)

Subtract 4% sales commission ............................... $20.00

Total Estimated Receipts .................................. $480.00

Estimated Net Profit ........................................ $60.00
MARKET STEER PROJECT PLAN

Estimated Expenses:

Cost of Animal ............................................... $1,100.00
Feed ............................................................... $500.00
Veterinary Supplies ........................................... $25.00
Show Supplies .................................................. $150.00
Insurance ......................................................... $25.00
Fair Entry Fees ................................................ $15.00

Total Estimated Expenses .................................. $1,815.00

Estimated Receipts:

Sale of Animal .................................................. $1,800.00
(Need a buyer at $1.50 for a 1200 lb animal)

Subtract 4% sales commission ......................... $72.00

Total Estimated Receipts ................................. $1,718.00

Estimated Net Profit ......................................... $ <72.00>
DAIRY HEIFER PROJECT PLAN

Estimated Expenses:

Cost of Animal ........................................... $1,500.00  
Feed (16 months) ........................................ $800.00     
Veterinary Supplies ..................................... $50.00     
Show Supplies ........................................... $30.00      
Miscellaneous Equipment .............................. $70.00     
Insurance ............................................... $25.00     
Fair Entry Fees ......................................... $15.00     

Total Estimated Expenses ............................ $2,490.00

Estimated Receipts:

Sale of Animal ........................................... $2,800.00

Total Estimated Receipts .............................. $2,800.00

Estimated Net Profit .................................... $310.00
MARC KET GOAT PROJECT PLAN

Estimated Expenses:

Cost of Animal .................................................. $100.00
Feed ................................................................. $50.00
Veterinary Supplies ........................................... $5.00
Show Supplies .................................................. $5.00
Insurance ........................................................... $25.00
Fair Entry Fees .................................................. $15.00

Total Estimated Expenses .................................... $200.00

Estimated Receipts:

Sale of Animal ..................................................... $220.00
(Need a buyer at $2.00 for a 110 lb animal)

Subtract 4% sales commission ............................... $8.80

Total Estimated Receipts ....................................... $211.20

Estimated Net Profit ........................................... $11.20
Fair Contract and Requirements

It is a privilege to show for Porterville FFA at any fair. Along with this privilege come certain expectations and responsibilities. The instructors are here to guide you with your project, not to maintain and care for the project. It is your responsibility to care for and manage your project.

Below you will find a set of expectations that must be followed in order to retain your privilege of showing for Porterville FFA. Please read through these expectations with your parent/guardian. This contract must be signed and returned to your project advisor before your project begins for the fair.

1. All project meetings must be attended. If you cannot attend, prior arrangements must be made with the instructors.

2. All bills associated with the project must be paid and kept current, unless otherwise agreed upon with the instructor.

3. Record books must be current and meet the approval of the project advisor. (This rule applies to current students as well as graduates.)

4. Students must be eligible at the time the project begins and at the time of the fair.

5. Students showing for the first time do not need to own a jacket, but must do so by the second project they show.

6. Students must attend at least 6 chapter meetings and participate in at least two fundraisers to be able to show at the fair.

7. Any violation of school rules relating to fighting, consumption of alcohol, tobacco or any illicit drugs will result in immediate termination of the project and the student will not be allowed to show at the fair.

8. Any student wishing to exhibit for Porterville FFA must start their school year showing for PHS FFA. (School year eligibility beings July 1st each year).

9. Any student who switches to 4-H or independent at anytime in their PHS FFA show career may not switch back to FFA in that species ever again.

10. Disrespect to Ag Instructors, Teachers, Leaders, Parents, or other advisors will not be tolerated and will result in termination of the project. Please watch what you say to others as well.

11. Must be passing all Ag classes.

I agree to follow the rules and advice of the agriculture instructors throughout the duration of this project.

__________________________  ____________________________
Students Signature          Parent Signature
Porterville Fair Show Policies

**SWINE**

The following are policies all students exhibiting swine for the Porterville FFA Chapter must follow:

1. All swine must be fed and pens spot cleaned each morning by 6:45 am. Your work must be **COMPLETED** by 6:45 am. This is not negotiable nor is it a suggestion. Failure to be completed by 6:45 am may result in your removal from the Jr. Livestock auction, removal from showing swine for Porterville FFA or both. All exhibitors are to be present Wednesday and Friday morning at 6 am **SHARP** to clean pens completely.

2. New exhibitors must supply a **new** feed pan and 4’x8’x 3/8” sheet of ply wood for the pens. These will be kept by the chapter for future use.

3. All exhibitors must be present to **show** and **sell** their swine. There are no reasons to be absent from either showing or selling. Please plan accordingly around weddings, vacations, etc. Only college classes during the week will be grounds for excuse on show day. If you are not present at the time of your judging class or sale lot your animal will be scratched.

4. New exhibitors may borrow a chapter jacket for show however; experienced FFA showmen must purchase an FFA jacket before the fair.

5. All exhibitors must be present in uniform for the FFA Chapter group competition at the end of the show day. While you do not have to remain in uniform all day, you must be back in uniform for chapter group.

6. All exhibitors must be present at weigh in or your hog will not be weighed. A parent or sibling may stand in for you; another exhibitor is **not** an appropriate substitute.

7. All exhibitors must be present at the following meetings during the fair: 30 minutes after the last PHS hog is weighed Sunday night, 6:30pm Monday night, 6am Tuesday morning.

8. **NO SELF-WATERS OR SELF-FEEDERS ARE ALLOWED.** This includes buckets and pans mounted to the fence. Feed pans are to be removed immediately after your pig has eaten as well as buckets for water. Please plan your time for this accordingly.
Porterville Fair Show Policies

SHEEP/GOATS

1. All sheep must be fed and pens spot cleaned each morning by 6:45 am. Your work must be COMPLETED by 6:45 am. This is not negotiable nor is it a suggestion. Failure to be completed by 6:45 am may result in your removal from the Jr. Livestock auction, removal from showing sheep for Porterville FFA or both.

2. All exhibitors must be present to show and sell their sheep. There are no reasons to be absent from either showing or selling. Please plan accordingly around weddings, vacations, etc. Only college classes during the week will be grounds for excuse on show day. If you are not present at the time of your judging class or sale lot your animal will be scratched.

3. New exhibitors may borrow a chapter jacket for show however; experienced FFA showmen must purchase an FFA jacket before the fair.

4. All exhibitors must be present in uniform for the FFA Chapter group competition at the end of the show day. While you do not have to remain in uniform all day, you must be back in uniform for chapter group.

5. All exhibitors must be present at weigh in or your lamb will not be weighed. A parent or sibling may stand in for you; another exhibitor is not an appropriate substitute.

6. All exhibitors must be present at the following meetings during the fair: 30 minutes after weigh in on Monday, 6 pm on Tuesday and 6:30 am on Wednesday.

7. Each pen must have a water bucket, and a feeder, if you are sharing a pen please make arrangements to feed separately. All feeders must be put away when lambs are finished eating.

8. A blade sharpening charge will be assessed for each exhibitor who uses school clippers.

9. Each exhibitor will be at either pen setup on Saturday before the fair, or on Sunday after the fair to help take down the display. This will be assigned before the fair.
Porterville Fair Show Policies

BEEF/DAIRY

1. All cattle must be fed and pens spot cleaned each morning by 6:45 am. Your work must be COMPLETED BY 6:45 am. This is not negotiable nor is it a suggestion. Failure to be completed by 6:45 am may result in your removal from the Jr. Livestock auction, removal from showing cattle for Porterville FFA or both.

2. All exhibitors must be present to show and sell their steers. There are no reasons to be absent from either showing or selling. Please plan accordingly around weddings, vacations, etc. Only college classes during the week will be grounds for excuse on show day. If you are not present at the time of your judging class or sale lot your animal will be scratched.

3. New exhibitors may borrow a chapter jacket for show however; experienced FFA showmen must purchase an FFA jacket before the fair.

4. All exhibitors must be present in uniform for the FFA Chapter group competition at the end of the show day. While you do not have to remain in uniform all day, you must be back in uniform for chapter group.

5. All exhibitors must be present at weigh in or your steer will not be weighed. A parent or sibling may stand in for you; another exhibitor is not an appropriate substitute.

6. All exhibitors must be present at the following meetings during the fair: 30 minutes after weigh in on Monday, 6 pm on Wednesday and 6:30 am on Thursday.

7. Each exhibitor is responsible for getting his/her animal fitted and to the show ring. This is not your advisors, parents, or fellow FFA members’ responsibility, it is your own!

8. Although the FFA Chapter does have limited supplies, you are strongly encouraged to bring your own blocking chute, clippers, and fitting supplies. Most exhibitors are using their own on show day and can not share them with you.

9. Each exhibitor will be at either pen setup on Saturday before the fair, or on Sunday after the fair to help take down the display. This will be assigned before the fair.
Porterville Fair Show Policies

SMALL ANIMALS

1. All birds/rabbits must be fed and pens spot cleaned each morning by 6:45 am. Your work must be **COMPLETED** by 6:45 am. This is not negotiable nor is it a suggestion. Failure to be completed by 6:45 am may result in your removal from the Jr. Livestock auction, removal from showing rabbits/birds for Porterville FFA or both.

2. All exhibitors must be present to **show** and **sell** their projects. There are no reasons to be absent from either showing or selling. Please plan accordingly around weddings, vacations, etc. Only college classes during the week will be grounds for excuse on show day. If you are not present at the time of your judging class or sale lot your animal will be scratched.

3. New exhibitors may borrow a chapter jacket for show however; experienced FFA showmen must purchase an FFA jacket before the fair.

4. All exhibitors must be present in uniform for the FFA Chapter group competition at the end of the show day. While you do not have to remain in uniform all day, you must be back in uniform for chapter group.

5. All exhibitors must be present at weigh in or your project will not be weighed. A parent or sibling may stand in for you; another exhibitor is **not** an appropriate substitute.

6. All exhibitors are to be present at the following meetings during the fair: TBA.

7. Each Pen must have enough feed for the week. Do not expect to “borrow” anyone else’s.

8. Although pens are to be spot cleaned everyday, they are expected to be completely cleaned on your assigned barn duty day which is assigned by the fair.

9. Each exhibitor will be at either barn setup on Saturday before the fair, or on Sunday after the fair to help take down the display. This will be assigned before the fair.

10. Chickens and Champion Meat Pens will go through the auction ring, so the FFA uniform is mandatory on auction day.
PORTERVILLE FFA POINT AWARDS SYSTEM

At the end of each month, students are required to complete an activity summary form. This form will be used to keep track of activities that the students have participated in throughout the year. The students with the twenty highest point values will be eligible to participate in the Top Twenty End-of-the-Year Trip to Island Water Park. 1st Place over all will receive a free trip the National FFA Convention. 2nd Place will receive $200 Dollars, 3rd Place $100 Dollars. 1st Place Greenhand will receive a free trip to the State FFA Convention.

I. Leadership

A. National Activities
   1. Attending National Convention 100
   2. Attending Washington Leadership Conference 100

B. State Activities
   1. State Conference
      a. Official Delegate or other official business 50
      b. Attending 50
      c. Applying for office 50
   2. Greenhand Conference 50
   3. Made For Excellence Conference 50
   4. Advanced Leadership Academy 50
   5. Sacramento Leadership Experience 100

C. Regional Activities
   1. Regional Meeting
      a. Attending the meeting 25
      b. Attending as a delegate 50
      c. Applying for office 25
   2. Offices Held 100
   3. Regional Leadership Conference 25

D. Sectional Activities
   1. Sectional Meeting
      a. Attending the Meeting 30
      b. Attending as a Delegate 50
      c. Applying for office 25
   2. Offices Held 35
   3. Sectional Leadership Conference 15
   4. Recreational Activities 20
E. Chapter Activities
   1. Meetings
      a. After Meeting Recreation 5
   2. Committees
      a. Chair 50
      b. Member 25
   3. Fundraiser Participation
      a. each fundraiser participated in 25
   4. Community Service 10
   5. Chapter Offices Held 25
   6. Chapter Office Applied for 15
   7. Greenhand Offices Held 20
   8. Greenhand Offices Applied for 10

F. Degrees
   1. State FFA Degree 100
   2. Chapter FFA Degree 50
   3. Greenhand FFA Degree 25

G. Awards
   1. State
      a. Proficiency 100
      b. Star Farmer 100
      c. Star State Awards 100
   2. Regional
      a. Proficiency 75
      b. Star Farmer 75
      c. Star Regional Awards 75
   3. Sectional
      a. Proficiency 50
      b. Star Farmer 50
      c. Star Sectional Awards 50
   4. Chapter
      a. Proficiency 25
      b. Star Farmer 25
      c. Star Chapter Awards 25
II. Judging Contests (each contest)
   A. Participation

   B. Placing
      1. Individual
         a. First  30
         b. Second 28
         c. Third  26
         d. Fourth 24
         e. Fifth  22
         f. Sixth  20
         g. Seventh 18
         h. Eighth 16
         i. Ninth 14
         j. Tenth 12

      2. Team
         a. First  35
         b. Second 28
         c. Third  26
         d. Fourth 24
         e. Fifth 22
         f. Sixth 20
         g. Seventh 18
         h. Eighth 16
         i. Ninth 14
         j. Tenth 12

*** Double the points for State Finals ***

III. Public Speaking, Parliamentary Procedure, Opening/Closing
   A. Sectional Competition  25

   B. Regional Competition  50

   C. State Competition 100

*** For individual and team points use the same format as listed for the judging contests. ***
IV. Supervised Agricultural Experience (SAE)
   A. Each Approved Enterprise
      *** Record in April only ***
      100
   B. Fairs and Shows (Tulare Fair, State Fair, and Porterville Fair)
      1. Participation
         25
      2. Market and Breeding Awards (max. pts: 80 per fair)
         a. Class Winner
         10
         b. Breed Champion
         20
         c. Reserve Breed Champion
         15
         d. FFA Grand Champion
         30
         e. FFA Reserve Grand Champion
         25
         f. Supreme Grand Champion
         40
         g. Reserve Supreme Grand Champion
         35
      3. Showmanship Awards
         a. First
         30
         b. Second
         28
         c. Third
         26
         d. Fourth
         24
         e. Fifth
         22
         f. Sixth
         20
         g. Seventh
         18
         h. Eighth
         16
         i. Ninth
         14
         j. Tenth
         12
      4. Round Robin
         a. Participant
         20
         b. Winner
         20
      5. Ag Mechanics Projects
         a. Best of Show/Outstanding Project
         40
         b. First Place
         25
         c. Second Place
         15
**HISTORY OF PORTERVILLE FFA**

**Past and Current Agriculture Instructors**

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<thead>
<tr>
<th>Year</th>
<th>Student Name</th>
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<tr>
<td>1944</td>
<td>Bruce Borror</td>
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<td>1956</td>
<td>Ronald L. Michaelis</td>
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<td>1961</td>
<td>Richard Callison</td>
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<td>Robert Nuckols</td>
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<td>Darrel Schieler</td>
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<td>1978</td>
<td>David W. Brown</td>
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<td>Kristi Baggs</td>
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<td>Brianne St. Clair</td>
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<td>Casey Pace</td>
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<td>2001</td>
<td>Amanda Beals</td>
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<td>2001</td>
<td>Theresa Martinez</td>
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<td>2001</td>
<td>Tim O'Connor</td>
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<td>2001</td>
<td>Renee Prescott</td>
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<tr>
<td>2002</td>
<td>Nicole Castle</td>
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<td>2002</td>
<td>Ricky Mueller</td>
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<td>Robert Owen</td>
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<td>Bryan Ray</td>
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<td>Jennifer Schlitz</td>
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<td>Karla Wilcox</td>
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<td>Crystal Balderama</td>
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<td>Casey Bennett</td>
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<td>Lauren Corkins</td>
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<td>*Jordan Parsons</td>
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<td>2003</td>
<td>Amber Quatacker</td>
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**American FFA Degree Recipients**

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<tr>
<td>2003</td>
<td>Megan Roland (cont')</td>
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<td>Brooke Bennett</td>
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<td>David Biliou</td>
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<td>Jennifer Borrer</td>
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<td>Jared Castle</td>
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<td>Kassi Corzine</td>
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<td>Shane Doering</td>
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<td>Matt Drum</td>
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<td>Chiso Nenna</td>
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<td>Bernadette Walker</td>
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<td>Ed Armentia</td>
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<td>Kristen Blaydes</td>
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<td>Erica Brassfield</td>
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<td>Jamie Changala</td>
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<td>Ben Flores</td>
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<td>Kerah Short</td>
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<td>Daryl Townsend</td>
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*Current Ag Staff

*National Star in Ag Placement Finalist*
2006 James Atherton
  Jennifer Auld
  Rebecca Bastian
  Kenneth Ellison
  Courtney Franklin
  Ashley Gibson
  Kyle Johnson
  Joe Jones
  Lee Kaylor
  Steven Parsons
  Nick Phillips
  Courtney Serafin
  Alex Schultz
  Mark Stewart
  Ashley Walley

National Proficiency Finalists
2001 Lauren Corkins – Ag Tech.
2003 Casey Bennett – Beef Prod.
2003 Jordan Parsons – Star Place.
2005 Steven Parsons – Grain Prod.
2006 Steven Parsons – Div. Crop
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<td>1932</td>
<td>Alex Demetrioff</td>
<td>1954</td>
<td>Thomas Bodley</td>
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<td>Clifford Glaves</td>
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<td>1945</td>
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<td>Eddie Boesch</td>
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<td>Dick Woodard</td>
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<td>Jack Boesch</td>
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<td>Gene Pixley</td>
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<td>Maynard Sommer</td>
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<td>Richard Callison</td>
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<td>Lane Starr</td>
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<td>Clarence M. Bradbury</td>
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<td>J. J. Hatfield</td>
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<td>Robert Nuckols</td>
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<td>Walter R. Hunsaker</td>
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<td>Eugene A. Morris</td>
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<td>Sparky Noble</td>
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<td></td>
<td>William L. Pixley</td>
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<td>Dan Nuckols</td>
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<td>Robert McClaskey</td>
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<td>1953</td>
<td>Joseph Faure, Jr.</td>
<td>1964</td>
<td>Dean Neufeld</td>
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<td></td>
<td>Richard K. Lawrence</td>
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<td></td>
<td>Raymond G. McTier</td>
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<td></td>
<td>Ronald Mortensen</td>
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<tr>
<td></td>
<td>Lloyd Willweber</td>
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1965  M. Lee Gifford
        Chris Oliveira
1966  John Brockman
        Jimmie D. Koontz
        John R. Longley, Jr.
        Jakie Lunstad
        Jim Lunstad
        Jim Parsons
1967  Lloyd Anderson
        Gary Todd
1968  Dale Cranmore
1969  Steven Gifford
        John Valpey
1972  Ellis Tritch
1973  Steve Bakalian
        Bruce Easley
1975  Bryan Borror
        David Brown
        Mike Johnson
        Bill Moench
        Dennis Moench
        Jim Rapparlie
        Doug Schultz
1976  Steve Babish
        Gaylene Florer
        Marney Gregg
        Louie Martinez
        Neal Weisenberger
1977  Phillip Carlton
        Israel Longoria
        Robert Sheets
1978  Roger Drummond
        Jeff Hall
        Ray Tinney
1980  Sandy Lawrence
1982  Charlie Albers
        Richard Goodding
        Richard Homer
1983  Peter Albers
1984  Joe Iness
        Jody Lawrence
1985  Tim Albers
1988  Karin Bergman
        Scott Lindsey
        Jason Mailand
1989  Jackie L. Brumley
        Aaron deMontalvo
        Angela Graham
        Shelley A. Wiggs
1990  Vincent J. Giannetto
        Leslie Raffel
        Susan Shannon
        Korey M. Kilburn
        Richard Lawrence
1993  Candice Hyde
        Shelley Kimbrell
        Kerry Shrum
        Brandy Smart
        Kyle Hansen
        Kari Powell
1994  Robert Benik
1995  Sherry Bagby
        Brandell Boesch
1996  Heather Giesbert
        Kristi Baggs
1997  Kim Hansen
        Michael Scheer
1998  Jason Caudill
        Michael Lokey
        Casey Pace
        Daniel Sanchez
        Brianne St. Clair
1999  Amanda Beals
        Ben Nelson
        Tim O'Connor
        Renee Prescott
        Jesse Townsend
2000  Scott Dean
        Theresa Martinez
        Rickey Mueller
        Robert Owen
        Bryan Ray
        Amanda Scarbrough
        Karla Wilcox
        Josh Womack
2005 Joe Amos
Garrett Ball
Lori Bates
Shane Coons
Brianna DeMasters
Kayla Doering
Erin Edwards
Clint Firestone
Andrea Gilbert
Kyle Johnson
Lacy Johnson
Lee Kaylor
Trevor Kennedy
Jessica Laux
Allison Loflin
Rachelle Mclees
Richard Mc Darment
Lendel Morales
Caleb Risvold
Adrian Rojas
Nick Sauceda
Daniel Schultz
Elyse Spry
Mark Stewart
Kevin Tuttle

2006 Rebecca Atchley
Katelyn Ball
Brandon Blaydes
Jacob Bledsoe
Miranda Carter

2006 (cont) Danielle Davis
Justine Day
Katie Deesing
Erica Delk
Trista Delk
Corey Ann Duysen
Ryan Groves
Elise Hein
Jocelyn Henschel
Leah Herron
Austin Hill
Carly Ladrigan
Josh Lavish
Cody Mason
Mark McGregor
Chelsea Olenberger
Ryan Price
Sara Risvold
JJ Rubio
Kyle Sandborg
Alex Schultz
Blake Short
Jarid Skiles
Josh Song
Sarah Tuttle

State Champion Judging Teams

1951 Livestock 1968 Citrus
1951 Prepared Speaking 1968 Economic Entomology
1957 Prepared Speaking 1969 Citrus
1961 Citrus 1979 Citrus
1963 Citrus 1983 Citrus
1963 Farm Power 1984 Citrus
1964 Entomology 1988 Citrus
1964 Ornamental Horticulture 2000 Citrus
1965 Entomology 2001 Citrus
1965 Vines 2002 Citrus
1966 Ag Mechanics 2006 Citrus
PORTERVILLE FFA CONSTITUTION

Article I.- Name and Purpose

Section A. The name of this organization shall be the "Porterville FFA Chapter."

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

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love for agricultural life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of Supervised Agricultural Experience Projects.
6. To participate in worthy undertakings for the improvement of agriculture.
7. To develop character, train for useful citizenship, and foster patriotism.
8. To participate in cooperative effort.
9. To encourage and practice thrift.
10. To encourage improvement in scholarship.
11. To provide and encourage the development of organized recreational activities.

Article II.- Organization

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

Section B. This Chapter accepts in full the provisions in the constitution and bylaws of the California FFA Association as well as those of the National FFA Organization.
Article III. - Membership

Section A. Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.

Section B. The regular work of this Chapter shall be limited to the Active Membership.

Section C. Honorary Membership in this Chapter shall be limited to those individuals who have received the Honorary Chapter FFA Degree.

Section D. Active Members in good standing may vote on all business brought before the Chapter. An Active member shall be considered in good standing when:

1. They attend 2/3 of the Chapter meetings.
2. They show an interest in, and take part in the affairs of the Chapter.
3. They pay all bills within 30 days or have made prior arrangements with advisors.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by the Porterville Unified School District Board of Trustees.

Section E. Names of applicants for membership shall be filed with the Chapter Secretary.

Article IV. - Emblems

Section A. The emblem of the FFA shall be the emblem for the Chapter.

Section B. Emblems used by members shall be designated by the National FFA Organization.

Article V. - Membership Degrees and Privileges

Section A. There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand Degree, Chapter FFA Degree, State FFA Degree, and American FFA Degree.
Section B. All members holding the Greenhand FFA Degree are entitled to wear the bronze emblem pin, all members holding the Chapter FFA Degree are entitled to wear the silver emblem pin, all members holding the State FFA Degree are entitled to wear the gold emblem charm, and all members holding the American FFA Degree are entitled to wear the gold emblem key.

Section C. Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the California Association FFA Constitution.

Section D. Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.

Article VI. - Officers

Section A. The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Historian and 5 Chapter Officer Representative who will serve as standing committee chairpersons. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The Officers shall perform the following duties:

1. The President shall preside over and conduct meetings according to accepted parliamentary procedure, keep members on the subject and within the time limits, represent the Chapter and in public and at official functions, coordinate Chapter efforts by keeping in close touch with the other Officers and Advisor(s), preside over meetings and meet beforehand with advisors to set-up and type agenda.

2. The Vice President shall assist the President when needed, oversee committee work, preside at meetings in the absence of the President, appoint committees and serve on them as an ex-officio member to them, and work closely with the President and chapter advisors to assess progress toward meeting chapter goal.

3. The Secretary shall prepare and read the minutes of each chapter meetings, prepare the agenda for each chapter meeting, attend to official correspondence, count and record rising votes when taken, prepare chapter membership records, issue membership cards, and call meetings to order in the absence of the presiding officer.
4. The Treasurer shall assist chapter advisors with receiving, recording and depositing FFA funds, assist in preparing the chapter budget, keep the financial records of the chapter, and submit in writing a financial report at each meeting and submit all bulletin announcements.

5. The Reporter shall gather and classify Chapter news, prepare articles for publication or broadcast, contact local newspapers, send news to State or National publications, arrange for FFA participation in local radio and/or TV programs, and keep an up-to-date Chapter Scrapbook with the assistance of the Chapter Historian. The Reporter shall prepare a Chapter Newsletter for publication with the assistance of the Advisor(s).

6. The Sentinel shall set up the meeting room and care for Chapter paraphernalia and equipment, attend the door during meetings and welcome visitors, see that the meeting room is comfortable, take charge of candidates for degree ceremonies, and assist with special activities and refreshments.

7. The Historian shall assist the Reporter when needed. It is the duty of the Historian to help with publicity. The Historian is in charge of the Point Award Chart and will keep it updated at all times with the assistance of the advisor(s). Only Sophomores can serve as the Chapter Historian.

8. The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Historian in preparing the Point Award Chart and assist the Chapter Reporter in preparing the Chapter Newsletter.

Section B. Officers of the Porterville FFA shall be elected and announced annually at the May meeting. Applications will be made available to members and will be due two weeks prior to the May meeting. The applications will be screened by a committee consisting of senior officers and the chapter advisor(s). Eligible candidates will be allowed to run for offices “at large” and will be appointed to specific offices during a meeting of both current and newly elected officers. This will be done after the May election meeting and prior to the annual end of the year banquet.
K.
School and/or Department Policies Pertaining to:

*Student Eligibility to Participate in out-of-class Activities
*Leadership Development Integrations into Program
GENERAL GUIDELINES FOR STUDENT SAEP PROJECTS
AT PORTERVILLE HIGH SCHOOL

FFA is accepted as an integral part of the agricultural program by the Porterville Unified School District Board of Trustees. FFA is taught in conjunction with classroom information and supervised agricultural experience programs.

Students enrolled in agriculture course work receive credit toward their grade for involvement in the FFA program. Many varied activities, meetings, leadership conferences and contests are available for student involvement. The FFA portion of the agriculture program helps to extend and reinforce the instructional program, give students practice in self-government, building morale and spirit for themselves, the school and community, honoring outstanding achievements and provide social and recreational activities for students to participate in.

To participate in off campus FFA activities students must maintain a minimum of a 2.0 grade point average. This is a board policy for all extra/co curricular activities, and is endorsed by the agriculture department. Students need to realize participation in trips sponsored by the FFA chapter is a honor, and will earn the “right” to represent the chapter and school. A 2.0 GPA is not unreasonable to expect students to maintain, and helps to ensure the integrity of the program.

Guidelines:

1. All participation is under the consent of an Agriculture Instructor.
2. Be proud of the facilities. It is a privilege to use the ag facilities both for classes and otherwise. When finished using the tools, equipment, be certain to return them to their appropriate location. Keep the shop and OH Unit areas neat and organized to ensure safety for all.
3. Attend all classes and be on time to other classes.
4. Protect school property and personal property of others. If you have been identified as obtaining material, equipment or feed from others without permission, you will be subject to removal from the program.
5. Periodic parental assistance is welcome. However, daily project responsibilities cannot be completed by the parent. If a student cannot fulfill the projects responsibility to include, but not limited to, feeding, cleaning and any other management practice the Agriculture Instructors, as a group, make a disciplinary decision.

Porterville FFA offers a variety of experiences that the students can get involved with. Besides all the different judging teams such as, Livestock, Ag Mechanics, Farm Power, Dairy Products, Forestry, Computers and Citrus; Porterville also offers teams such as Ag Issues Forum, Public Speaking, and Creed Speaking. All these activities go under the same policy as stated earlier. If the student will be missing school, then the student must have a passing grade, as stated before. All these activities are leadership and responsibilities that are needed in the future.

All activities the students are involved with get classroom credit. When entering the Agriculture Science classes the students are aware of the percentage of their grade that deals with being involved with extra curricular activities dealing with FFA. All meetings and projects are part of the students’ grade.
L. Proficiency Standards for Program Completers
L. PROFICIENCY STANDARDS FOR PROGRAM COMPLETERS

Step 1  Refer to the course objectives set for each course taught in your program.

Step 2  Develop a list of standards that students must meet by the end of the year for each course.

Step 3  Create a separate check list for each course that includes all standards.

Idea’s  Make this check list easy to follow.

Have a place for the teacher to sign and maybe even the student and parent.

Note  This document will be a great addition to student portfolios.
Courses of study and practice in Agriculture Science and has attained a
cOMPETENCY LEVEL

| Basic Animal Science |     
|----------------------|------
| Anatomy and Physiology of Farm Animals |     
| Livestock Breeding and Genetics |     
| Handling Livestock |     
| Livestock Nutrition and Feeds |     
| Animal Health |     
| Beef Cattle |     
| Swine |     
| Sheep |     
| Beef, Swine, and Sheep Husbandry |     
| Dairy Cattle and Dairy Cattle Husbandry |     
| Livestock Evaluation and Selection |     
| Livestock Products |     
| Poultry |     
| Basic Plant Science |     
| Plant Classification Systems |     
| Areas of Crop Production |     
| Vegetable Crops |     
| Tree Crops |     
| Forage Crop Production |     
| Vine and Small Fruit Crops |     
| Land Preparation and Planting |     
| Soils |     
| Fertilizers |     
| Irrigation and Drainage |     
| Harvesting |     
| Identification of Crops, Products, and By-Products |     
| Agricultural Production Records |     
| Agricultural Production Products |     
| Marketing Agricultural Products |     
| Financing Agricultural Production |     

Certifying Instructor ___________________ Course Grade ___________ Date ___________
Certificate of Skills

Agricultural Science

This is to certify that ________________________ was
Enrolled in the Agricultural Science Courses at
Porterville High School and is a Program Completer.

To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.
AG SCIENCE COMPETENCIES

I. California Agriculture

A. Economic importance of the agricultural sector in California

1. Identify the major agricultural production areas of California and commodities produced in each.

2. List the approximate dollar value of the five leading agricultural commodities produced in Orange County.

3. List the approximate dollar value of the five leading agricultural commodities produced in California.

4. Describe and discuss the economic impact of the California agricultural sector on the state and national economy.

B. Agricultural and Society

1. Identify problems faced by California farmers caused by population shifts and social and technological trends.

2. Identify government agencies which influence and affect agricultural production in California.

C. Agricultural Production on the Environment

1. Define the economic effects of air pollution on agricultural production in California.

2. List major environmental effects of production agriculture in California.
II. Animal Science

A. Importance of Domestic Animals
   1. Describe the importance of animal domestication.
   2. Identify within each domestic species four livestock enterprises that are part of production agriculture in the United States.
   3. Identify the major sources of animal protein in the world.

B. Basic Understanding of Animal Behavior
   1. Visually identify the external anatomical parts of a pig, cow, horse, chicken, goat, and sheep.
   2. Describe the basic differences between animal and plant cells and identify examples of each.

C. Basic Understanding of the Structure, Function and Maintenance of the Major Body System
   1. Describe the basic physiological function of the primary components of the digestive systems.
   2. Visually identify examples of each and describe the basic differences between the three types of digestive systems found in farm animals.
   3. Describe the shape and function of different animal anatomical structures and compare them to similar human structures.
   4. Identify with reduction in both male and female animals.
D. Animal Nutrition

1. Describe the six classes of nutrients and identify examples of feeds containing each.

2. Identify common feed additives.

3. Define symbiosis and describe how microorganisms (protozoa/bacteria) contribute to the breakdown of complex carbohydrates in ruminants.

4. List contributions of microbial digestion (in ruminants) to the host including synthesis of amino acids and B-vitamins.

E. Animal Health

1. List predisposing conditions that cause animal health problems.

2. Identify samples of parasites, describe how they may harm the host and prescribe methods of control for each.

3. Demonstrate a method of control for an internal and external parasite.

4. Identify ways that infectious agents may gain entrance and do harm to an animal.

5. Properly determine the body temperature of an animal.

6. Identify unhealthy animals by using both visual and non-visual indicators of health.
M.
Teacher Data Sheet for each Teacher
# R2 Teacher Information

Porterville HS, Porterville  
Year: 2006

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>Total Years Teaching</th>
<th>Credential Type</th>
<th>9-Month Salary</th>
<th>Extended Contract Stipend</th>
<th>FFA Stipend</th>
<th>Department Head Stipend</th>
<th>SOE Period</th>
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<tr>
<td>Robles</td>
<td>Isaac</td>
<td>J</td>
<td>Male</td>
<td>Hispanic</td>
<td>8</td>
<td>Special Secondary, Vocational Agriculture</td>
<td>65004</td>
<td>7200</td>
<td>4320</td>
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<tr>
<td>Coons</td>
<td>Todd</td>
<td></td>
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<td>White</td>
<td>19</td>
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## Coons, Todd

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<th>Enrollment</th>
<th>Type</th>
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<td>Greenhouse Mngmt.</td>
<td>21</td>
<td>O.H./Floral</td>
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<tr>
<td>1</td>
<td>2</td>
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</tr>
<tr>
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<td>O.H./Floral</td>
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<tr>
<td>1</td>
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<td>Ag Mechanics</td>
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<td>1:17pm</td>
<td>Ag Mech 1</td>
<td>32</td>
<td>Ag Mechanics</td>
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<td>7</td>
<td>2:19pm</td>
<td>Ag Mech 1</td>
<td>34</td>
<td>Ag Mechanics</td>
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<tr>
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<td>8</td>
<td>7:30 am</td>
<td>Project Supervision</td>
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## Robles, Isaac

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<tr>
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<td>Other Ag</td>
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Printed: 12/20/2006 5:34:36 PM
N.
Roster of Agriculture Advisory Committee
O.
Advisory Committee Minutes
P.

Current Year Budget
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<th><strong>Estimated Expense</strong></th>
<th><strong>diff +/-</strong></th>
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<td><strong>Perkins</strong></td>
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<td><strong>Reg. Ag</strong></td>
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<tr>
<td><strong>TCOVE</strong></td>
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<tr>
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<tr>
<td><strong>AG MECH</strong></td>
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<td><strong>AIG - Specialized</strong></td>
<td>$10,000.00</td>
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**PHS Ag Department Budget 2006-2007 Fiscal Year**
Q. Signed Articulation Agreement and/or Evidence of Articulation
R.
Graduate Follow-up System
Porterville High School Ag Department
Graduate Follow-up

Name:__________________________________________

Address:________________________________________

Phone:__________________________________________

1. What are you doing at the present time?
   
   ____ Attending school  ____ Working
   ____ Full-time  ____ Full-time
   ____ Part-time  ____ Part-time

   ____ In the military  ____ Not working
   ____ Not looking for work  ____ Looking for work

   ____ Homemaker

   ____ Other_____________________________________

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

   _______________________________________________

3. What is your job title or job description?

   _______________________________________________

4. Which statement best applies to your present occupation?

   _______________________________________________

   ____ I am using most of the skills I learned in the Ag program at RHS.
   ____ I am using some of the skills I learned in the Ag program at RHS.
   ____ I am not using any of the skills I learned in the Ag program at RHS.

5. What type of school are you currently attending?

   ____ High school  ____ Trade/technical school
   ____ 4-year college  ____ Private business school
   ____ Adult education  ____ Other__________________

6. What is your major course of study?

   _______________________________________________
7. How would you rate the training received in the PHS Ag program?

_____ Excellent  _____ Good  _____ Fair  _____ Poor

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

_____ Excellent  _____ Good  _____ Fair  _____ Poor

FFA

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

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

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

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

3. Please rate the facilities and equipment used at PHS for the Ag program:

Facilities:

_____ Overcrowded  _____ Adequate space provided
_____ Modern  _____ Out-of-date

Equipment:

_____ Modern  _____ Out-of-date
_____ Well-maintained  _____ Poorly maintained
_____ Adequate amount of equipment for all students in class

_____ Other – please describe

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SAEP (supervised projects); teaching methods used; facilities/equipment.
Program Completer Follow-up Results for "04, '05, '06"

The following indicates information gathered from Program Completers of the Porterville Agriculture Department.

Percent of
Students agree
With statement.

Which statement best applies to the students present occupation.
I am using most of the skills I learned in the Ag program at PHS.
I am using some of the skills I learned in the Ag program at PHS.
I am not using any of the skills I learned in the Ag program at PHS.

How the students rated the training & career guidance/counseling they received in the PHS Ag program.

<table>
<thead>
<tr>
<th>Training</th>
<th>Career guidance/counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Excellent</td>
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<tr>
<td>Good</td>
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<tr>
<td>Fair</td>
<td>Fair</td>
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<tr>
<td>Poor</td>
<td>Poor</td>
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</table>

Which activities in the FFA program that the students thought were valuable.

Officer and committee chairman experience
Judging contests
Advanced degree and proficiency awards
Participation in chapter activities, working with others
Livestock raising, shows, fairs, etc.
Other: Leadership Conference, National Convention, Overall experience

What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.

Learning skills related to future ag employment
Development of responsibility
Learning record keeping
Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

Past students rated the facilities and equipment used at PHS for the Ag program.

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Equipment</th>
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<tr>
<td>Overcrowded</td>
<td>Modern</td>
</tr>
<tr>
<td>Modern</td>
<td>Well-maintained</td>
</tr>
<tr>
<td>Adequate space</td>
<td>Poorly maintained</td>
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<tr>
<td>Out-of-date</td>
<td>Out-of-date</td>
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<tr>
<td></td>
<td>Adequate amount of equipment</td>
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<td></td>
<td>For all students in class.</td>
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<tr>
<td>Other: Not adequate equipment.</td>
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</table>
S.
List of Active Placement Sites
S. LIST OF ACTIVE PLACEMENT SITES

Step 1  Create a list of the sites where ag students work throughout the year.

Step 2  Include addresses for your reference when making SOE visits.

Idea's  Use a simple chart to fill in the information (provided).

Note   Remember that both summer and school year work sites should be included.
AGRICULTURAL EDUCATION
PROGRAM SELF REVIEW
DOCUMENTATION

School Site: __________________________________________ Year: ________

ACTIVE PLACEMENT SITES IN WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Work Site</th>
<th>Student’s Name</th>
<th>Animal Science</th>
<th>Plant and Soil Science</th>
<th>Ag Business</th>
<th>OH</th>
<th>Ag Mechanics</th>
<th>Forestry and Natural Resources</th>
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</table>
T.
Recruitment Activities
And Materials
Agriculture Orientation Survey

Our high school agriculture program is conducting a survey of students to determine public perceptions and attitudes about agriculture and careers. Your answers will help us to shape the future direction of the agricultural program. Please assist us by providing the information requested below. All answers you provide will remain confidential.

Name_________________________________________ Home Phone_________________________________________
Street_________________________ Town/City_________________________ State_________ Zip____________
Age____________ Grade_______ 7th ______ 8th ______ 9th ______ 10th ______ 11th ______ 12th ______

Do you live______ in the city______ in a town_______ in the country_______ on a farm?
Do you plan to continue your education past high school?_______Yes_______No

Activities and Hobbies

Check which of the following activities are of interest to you (check all that apply):

____ sports__________ ____ music__________ ____ travel
____ contests__________ ____ hunting/fishing__________ ____ camping
____ motorcycles__________ ____ public speaking__________ ____ mechanics
____ hiking__________ ____ photography__________ ____ fairs
____ livestock exhibition__________ ____ computers__________ ____ science
____ art__________ ____ animals__________ ____ drama
____ clothes/fashions__________ ____ crafts__________ ____ boating

Career Interests

Check which of the following career areas are of interest to you (check all that apply):

____ broadcasting__________ ____ newspaper/magazine editor__________ ____ marketing
____ forestry__________ ____ computer programming__________ ____ engineering
____ auto mechanics__________ ____ electronics__________ ____ crop production
____ livestock production__________ ____ public relations__________ ____ ranching
____ graphic design/commercial art__________ ____ government service__________ ____ scientific research
____ landscaping__________ ____ horticulture__________ ____ sales
____ health services__________ ____ chemistry__________ ____ accounting
____ teaching__________ ____ banking__________ ____ botany/plant science
____ natural resource management__________ ____ military__________ ____ machine repair/serv.
____ Travel and tourism__________ ____ performing arts

Agriculture

Check which of the following agricultural subjects are of interest to you (check all that apply):

____ mechanics__________ ____ horticulture__________ ____ animal science
____ animal production__________ ____ crop science__________ ____ crop production
____ business management__________ ____ marketing__________ ____ floriculture
____ computers__________ ____ electrification__________ ____ outdoor recreation
____ soil science__________ ____ communications__________ ____ sales and service
____ forestry__________ ____ natural resource management__________ ____ woodworkng

Would you say the nation’s agricultural economy is__________excellent__________good__________fair__________poor?
Have you heard about the FFA before this presentation?_______Yes_______No
If so, from whom?_______ Friends_______ teacher_______counselor_______ parents_______ brothers/sisters
______________________ FFA Member_______ Other
Would you like more information on FFA and high school agriculture?_______Yes
U.
Staff In-Service Record
U. STAFF IN SERVICE RECORD

Step 1  Encourage staff members to attend all required inservices, meetings and conferences.

Step 2  Keep a list of attendance for each professional activity.

Step 3  House this list in your program plan.

Idea's  Use the simple chart that has been provided.

Note   All staff members in a program must attend the minimum number of professional activities in order for the program to be certified.
Based on the previous year's record, every agriculture teacher, teaching at least \( \frac{1}{2} \) time agriculture, attends a minimum of four of the following professional development activities:

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TEACHER'S NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Region Meeting</td>
<td></td>
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<tr>
<td>Region Inservice Day</td>
<td></td>
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<tr>
<td>Spring Region Meeting</td>
<td></td>
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<tr>
<td>Section Inservice</td>
<td></td>
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<td>Section Inservice</td>
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<tr>
<td>Section Inservice</td>
<td></td>
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<tr>
<td>Summer Conference</td>
<td></td>
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<tr>
<td>University Ag Ed Skills Week</td>
<td></td>
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<tr>
<td>1. Professional Development*</td>
<td></td>
</tr>
</tbody>
</table>

* Explain the Professional Development:

1. 
2. 
3. 
4. 
5. 
6.
V.
Staff Minutes
V. Staff Minutes

Step 1  Hold weekly ag staff meetings and require all teachers to attend.

Step 2  Have a staff member record minutes during the meeting.

Step 3  Keep a file of these minutes for reference.

Step 4  Put copies of your minutes in your program plan for future verification.

Ideas  Weekly meetings are vital to the success of multi person programs.

Hold meetings at a convenient time for all staff members
As often as possible to encourage participation.

Documentation may be necessary should a problem in
Your program arise.

Note  These minutes can be written using a form as simple as the one provided.
AGRICULTURE DEPARTMENT
WEEKLY MEETING AGENDA

Date: ____________

In Attendance: __________________________

Activities for the Week:

Monday: _______________________________

Tuesday: _______________________________

Wednesday: ___________________________

Thursday: ______________________________

Friday: ________________________________

Saturday: ______________________________

Sunday: ________________________________

Important Dates During the Month:

Vehicle Needs for the Coming Week:

Project Visitations Made (prior week):

Informational Items for Departmental Consideration:
W. DEPARTMENT INVENTORY

Step 1  Require staff members to keep accurate records of all inventory within their area.

Step 2  Develop a list of all inventory in the department.

Step 3  Update this list at least once a year so you can ensure that inventory is not disappearing.

Step 4  Share this information with your advisory committee so together you can determine present or future needs of the program.

Idea’s  It is crucial that ag programs maintain and account for all inventory on a yearly basis.

Make this an end of the year requirement so it doesn’t get forgotten.

Note   The form included is a simple yet efficient way to keep track of inventory.
<table>
<thead>
<tr>
<th>School Site:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Equipment Inventory**

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Purchase Order Number</th>
<th>Date Purchased</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Storage Site</th>
<th>Date Disposed Of</th>
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<th>Date Disposed Of</th>
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<tr>
<th>Local ID Number</th>
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<tr>
<th>Date Disposed Of</th>
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15. ADVISORY COMMITTEE AGENDA

Before I came to teach at Porterville High School, there were many issues that were plaguing the agriculture department. These issues lead to the release of two teachers, legal action, and many other detrimental side effects. One of those was the disbanding of both the parent booster club and the agriculture advisory committee. It was also recommended by legal counsel to not revive those two entities until legal proceeding’s were completed. Everything was finalized in May, so I began the process of reassembling the committee. I worked with Mr. Coons to assemble a list of possible members, contacting those members, and hosting our first meeting. Because we had such a small group for our first meeting, we were unable to adopt the constitution or elect officers. Our next meeting is set for April 24th.

Attached is the agenda from our first meeting.
Porterville High School
Agriculture Advisory Committee

AGENDA

February 20, 2014
6:30 pm
PHS Room C-3

- Call to Order
- Introductions
- Agriculture Department Update
- Purpose of Committee
- Sample Constitution
  - Formal vote and amendments next meeting
- Officer Elections
  - Chairperson
  - Vice Chairperson
  - Secretary – Ag Teacher
- Next Meeting
- Adjournment
Before I came to teach at Porterville High School, there were many issues that were plaguing the agriculture department. These issues lead to the release of two teachers, legal action, and many other detrimental side effects. One of those was the disbanding of both the parent booster club and the agriculture advisory committee. It was also recommended by legal counsel to not revive those two entities until legal preceding’s were completed. Everything was finalized in May, so I began the process of reassembling the committee. I worked with Mr. Coons to assemble a list of possible members, contacting those members, and hosting our first meeting. Because we had such a small group for our first meeting, we were unable to adopt the constitution or elect officers. Our next meeting is set for April 24th.

Attached are the minutes from our first meeting.
Porterville High School Agriculture Department

Advisory Committee Meeting

February 20, 2014 6:30 pm

Meeting Called to order at 6:55 pm

Roll Call: Todd Coons, Michelle Evans, Jessica Helm, Jared Hughes, Fred Hughes, Helene Foster, Randy Queen, Vincent Giannetto

Todd Coons welcomed all members and thanked for supporting the PHS Ag Department.

Update on the Agriculture Incentive Grant
    Jerry Brown put the AIG on the chopping block. Agriculture Departments have been contacting media sources regarding the importance of the AIG. Some local congressmen have been contacted about the AIG. Rudy Salas has drafted a bill that would not only bring back the AIG, but it would also increase it to previous amounts. Salas has gotten more than 80 signatures on this bill, and it will be presented to Gov. Brown. However, he still has veto power.

Introductions of New teachers and newest addition
    Michelle Evans – Taught at Canoga Park for 1 year, graduated from Fresno State, teaches Ag Mech 1, Ag Communications, Nursery Practices, Landscape Design, and Ag Sales.
    Jessica Helm – Taught at Bakersfield Highland for 2 years, graduated from Fresno State, teaches Ag Earth Science, Ag Science, Vet Science, and Ag Biology.
    Ty arrived in October.

Advisory Introductions
    Advisory Members introduced themselves to the rest of the committee and the Ag Staff.

School Update
    Administration changes: New Principal = Jose Valdez, New Assistant Principal = Salma Aziz, New Counselor = Vanessa Salas, New Dean = Jeanie Buzzeli

Department Update
    Todd Coons passed out a PAAL/FFA Shirt to each member. Todd discussed the Citrus team and their placing of 6th in the state. Todd went on to describe each of our 10 spring judging teams, the successes we expect to achieve, and all of the travel we will do between March and May.

    Todd Described the purpose of the PAAL program and the funding that we get from the state for that. Todd also went on to discuss the format of the PAAL program, being that all students travel together and are given a specific sequence of courses to provide a holistic educational experience.

    Todd informed the committee of our 31 state degrees that students earned and the requirements associated with that award.
Future events were discussed by Jessica Helm, noting that we have the plant sale coming up in May. Jessica went on to discuss the numerous fair projects that students are raising for the Porterville Fair.

Todd Coons informed the committee of the Porterville Foundation being disbanded and reformed into the Porterville Education Association.

Purpose of Committee

Jessica Helm passed out a paper to committee members that outlined what should be accomplished at the first meeting of a new advisory committee. Also a paper was passed out with the duties of an advisory committee so that each member had an idea of their purpose in this group.

A discussion of the constitution was tabled in favor of waiting until more of our members could be present for the election of officers and adoption of a constitution.

Next meeting date April 24, 2014 6:30 pm

Meeting Adjourned 8:15pm
Before I came to teach at Porterville High School, there were many issues that were plaguing the agriculture department. These issues lead to the release of two teachers, legal action, and many other detrimental side effects. One of those was the disbanding of both the parent booster club and the agriculture advisory committee. It was also recommended by legal counsel to not revive those two entities until legal preceding’s were completed. Everything was finalized in May, so I began the process of reassembling the committee. I worked with Mr. Coons to assemble a list of possible members, contacting those members, and hosting our first meeting. Because we had such a small group for our first meeting, we were unable to adopt the constitution or elect officers. Our next meeting is set for April 24th.

Attached is the sample constitution I provided for the members. It has not yet been adopted.
PORTERVILLE HIGH SCHOOL
AGRICULTURE DEPARTMENT ADVISORY COMMITTEE
BY-LAWS

ARTICLE I – NAME

The name of this board shall be the Porterville High School Agriculture Department Advisory Committee.

ARTICLE II – PURPOSE

The Advisory Committee functions in an advisory capacity. It makes recommendations regarding the development and expansion of agriculture programs, curriculum activities, teacher training, and budget. The Advisory Committee may also assist with raising funds, recruiting students, securing internships and scholarships, and in-kind contributions to the agriculture program. Finally the Advisory Committee is an integral part of the experiential learning activities for all agriculture students, bridging the gap between the classroom and the “real world”.

ARTICLE III – OBJECTIVES

The primary objective of the Advisory Committee is to support the following goals and policies of the agriculture program:

1. Providing expertise and direction to prepare agriculture students through course work and related experiential education for success in higher education, their careers and life.
2. Identify compensated internships and externships for agriculture students.
3. Providing training and professional development opportunities for teachers annually.
4. Providing and soliciting assistance from the business community in funding the agriculture program.
5. Enlisting the expertise of individuals in the industry to assist with development and evaluation of curriculum, student selection, scholarships and internships.
6. Advocating on behalf of the agriculture program.

ARTICLE IV – ORGANIZATION

The Advisory Committee will meet on the third Tuesday of May, August, and December, unless otherwise noted. Additional meetings may be held by committees in order to give counsel and solve specific problems dealing with fundraising, internships, curriculum, professional development for faculty, or to deal with other matters related to the agriculture program. The Porterville High School Agriculture Advisory Committee and all stakeholders from the agriculture program will meet during an annual meeting to complete a strategic plan for the year.
ARTICLE V – MEMBERSHIP

Section 1 – Committee Composition
   a. Members of the Committee shall be representatives of the agriculture industry, community leaders, Porterville College, and educators. Students and parents may also be members.
   b. The number of Committee members ideally shall be between 10 and 15 of which ideally 75% will be from the agriculture industry.
   c. Board members will serve without compensation.
   d. New Committee Member Orientation will be provided to inform each member about the Agriculture Education model that the Porterville High School Agriculture Department intends to follow and about the responsibilities of serving on the Committee.

Section 2 – Term of Membership
   a. Advisory Committee term of membership shall last for three years, with one-third of the membership appointed each year. Terms shall not be renewable within 11 months after conclusion of an earlier term. Terms will begin on August 1.
   b. Any member may resign from the Advisory Board by giving written notice to the Chairperson. The resignation will be effective immediately upon receipt of such notice.
   c. Any member who fails to attend three consecutive meetings in any academic year without notice or being excused by any member of the Executive Committee shall be considered resigned from the Committee. A member will be deemed to have attended a meeting if a duly qualified substitute attends on behalf of the member.
   d. Any Committee member may be asked to resign from the Board at any time for any reason by a majority vote of the members of the Board. Any members not present when such a dismissal vote is taken may be polled for their vote and such vote, if obtained within 48 hours of the original vote, shall count toward the final outcome of the Committee’s decision.

Section 3 – Membership Qualifications/Responsibilities
   a. The selection of members shall be made without respect to race, color, creed, national origin, age, handicap, sexual orientation or gender.
   b. Candidates must be nominated by a member in good standing of the Advisory Board and must be approved by a majority vote of its members.
   c. Candidates must demonstrate a willingness to commit to obtaining student internships with their own firm or elsewhere in the agriculture community.
   d. Candidates must commit to providing in-kind contributions when appropriate for the benefit of the agriculture students.
   e. Candidates must recognize the need for and perhaps assist with raising funds for the Agriculture Department when necessary.
   f. Candidates must agree to strengthen public relations and publicity relative to the program.
   g. Candidates must assist in evaluating the rigor, relevance and effectiveness of the curriculum to meet the needs of the industry, readiness for college and preparation for life.
   h. Candidates must provide professional development activities for agriculture teachers and administrative staff.

ARTICLE VI – MEETINGS
Section 1 – Quorum

A simple majority of the Advisory Committee members shall constitute a quorum for conducting Advisory Committee business.

Section 2 – Voting

Each active member of the Advisory Committee shall be entitled to vote on any issue presented to the Advisory Committee. A duly qualified alternate in attendance at a meeting may vote on behalf of a member, but proxy votes are not allowed.

Section 3 – Agenda and Minutes

The agriculture teacher will assist the Chairperson in coordinating the meetings and developing the agenda. The agriculture teacher will also ensure that absent Advisory Committee members will receive material and minutes distributed at the Committee meetings. Minutes will be distributed at least one week prior to the next Committee meeting. The Secretary or designee will record and certify minutes.

ARTICLE VII – OFFICERS

Section 1 – Chairperson

The Advisory Committee shall consist of one Chairperson. The Chairperson shall be elected by the members of the Advisory Committee for a term of two years.

Section 2 – Vice-Chairperson

The Advisory Committee shall consist of one Vice-Chairperson. The Vice-Chairperson shall be elected by the members of the Advisory Committee for a term of two years.

Section 3 – Secretary

A Secretary shall be nominated by the Chairperson and elected by the members of the Advisory Committee for a term of two years.

Section 4 – Treasurer

A Treasurer may (if the office is deemed necessary) be nominated by the Chairperson and elected by the members of the Advisory Committee for a term of two years.

Section 5 – Ex Officio Members

Ex officio members shall consist of selected industry leaders, state or municipal government officials and school district staff, and are non-voting members.

ARTICLE VIII – DUTIES OF THE OFFICERS
Section 1 – Chairperson

The Chairperson’s duties shall be those usually pertaining to the office set forth in Robert’s Rules of Order and such other duties as may be prescribed.

Section 2 – Vice-Chairperson

The Vice-Chairperson’s duties shall be to direct all meetings in the absence of the Chairperson to ensure the development and maintenance of a strong and active Advisory Committee.

Section 3 – Secretary

The Secretary shall keep, record, and disseminate the minutes of the Advisory Committee meetings. The Secretary shall also keep a current list of Advisory Committee members’ names, company names, email and mailing addresses and other contact information.

Section 4 – Treasurer

The Treasurer shall be responsible for keeping and reporting on the financial condition of the program, typically in concert with the agriculture teacher. The Treasurer shall report the current financial condition of the program at each Committee meeting.

**All officers shall participate on at least one sub-committee.**

ARTICLE IX – COMMITTEES

1. Executive Committee – Executive committee shall include all officers and standing committee chairs as approved by the Advisory Committee.

2. Standing/Adhoc Committees – Standing and Adhoc committees shall be established by a vote of the Advisory Committee.

ARTICLE X – ADMENTMENTS

These by-laws may be altered, amended, or repealed. New by-laws may be adopted by a majority vote of the Advisory Committee at any regular or special meeting with thirty (30) day notification.
18. PROFICIENCY STANDARDS

In preparing materials, I found the following proficiency standards for program completers in our program plan. These are neither up to date nor complete. The Agriscience pathway is covered, but there is no information about the Plant Science, Agribusiness, or Ag Mechanics pathways we offer in the Ag department. I am sure this list was developed around 10 years ago, and is in desperate need of revision/updating, especially with the new common core standards coming into play. This would be a perfect opportunity for us to work with our PAAL core teachers to collaborate on creating the ideal PAAL student. We would also need to differentiate between PAAL program completers and Ag Department program completers.

Attached is the current copy of the proficiency standards as well as the pathway standards as set forth by the California Department of Education in the areas of Agribusiness, Ag Science, Ag Mechanics, and Plant Science.
L. PROFICIENCY STANDARDS FOR PROGRAM COMPLETERS

Step 1 Refer to the course objectives set for each course taught in your program.

Step 2 Develop a list of standards that students must meet by the end of the year for each course.

Step 3 Create a separate check list for each course that includes all standards.

Idea’s Make this check list easy to follow.

Have a place for the teacher to sign and maybe even the student and parent.

Note This document will be a great addition to student portfolios.
Agriculture Science

Courses of study and practice in Agriculture Science and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by instructor in the following skill areas:

**Competency Level**

- Basic Animal Science
- Anatomy and Physiology of Farm Animals
- Livestock Breeding and Genetics
- Handling Livestock
- Livestock Nutrition and Feeds
- Animal Health
- Beef Cattle
- Swine
- Sheep
- Beef, Swine, and Sheep Husbandry
- Dairy Cattle and Dairy Cattle Husbandry
- Livestock Evaluation and Selection
- Livestock Products
- Poultry
- Basic Plant Science
- Plant Classification Systems
- Areas of Crop Production
- Vegetable Crops
- Tree Crops
- Forage Crop Production
- Vine and Small Fruit Crops
- Land Preparation and Planting
- Soils
- Fertilizers
- Irrigation and Drainage
- Harvesting
- Identification of Crops, Products, and By-Products
- Agricultural Production Records
- Agricultural Production Products
- Marketing Agricultural Products
- Financing Agricultural Production

Certifying Instructor ___________________ Course Grade _____________ Date _____________
Certificate of Skills

Agricultural Science

This is to certify that __________________ was
Enrolled in the Agricultural Science Courses at
Porterville High School and is a Program Completer.

To be a program completer the student has
demonstrated the skills and knowledge listed on the
reverse side of this certificate.
AG SCIENCE COMPETENCIES

I. California Agriculture

A. Economic importance of the agricultural sector in California

1. Identify the major agricultural production areas of California and commodities produced in each.

2. List the approximate dollar value of the five leading agricultural commodities produced in Orange County.

3. List the approximate dollar value of the five leading agricultural commodities produced in California.

4. Describe and discuss the economic impact of the California agricultural sector on the state and national economy.

B. Agricultural and Society

1. Identify problems faced by California farmers caused by population shifts and social and technological trends.

2. Identify government agencies which influence and affect agricultural production in California.

C. Agricultural Production on the Environment

1. Define the economic effects of air pollution on agricultural production in California.

2. List major environmental effects of production agriculture in California.
II. Animal Science

A. Importance of Domestic Animals

1. Describe the importance of animal domestication.

2. Identify within each domestic species four livestock enterprises that are part of production agriculture in the United States.

3. Identify the major sources of animal protein in the world.


B. Basic Understanding of Animal Behavior

1. Visually identify the external anatomical parts of a pig, cow, horse, chicken, goat, and sheep.

2. Describe the basic differences between animal and plant cells and identify examples of each.

C. Basic Understanding of the Structure, Function and Maintenance of the Major Body System

1. Describe the basic physiological function of the primary components of the digestive systems.

2. Visually identify examples of each and describe the basic differences between the three types of digestive systems found in farm animals.

3. Describe the shape and function of different animal anatomical structures and compare them to similar human structures.

4. Identify with reduction in both male and female animals.
D. Animal Nutrition

1. Describe the six classes of nutrients and identify examples of feeds containing each.

2. Identify common feed additives.

3. Define symbiosis and describe how microorganisms (protozoa/bacteria) contribute to the breakdown of complex carbohydrates in ruminants.

4. List contributions of microbial digestion (in ruminants) to the host including synthesis of amino acids and B-vitamins.

E. Animal Health

1. List predisposing conditions that cause animal health problems.

2. Identify samples of parasites, describe how they may harm the host and prescribe methods of control for each.

3. Demonstrate a method of control for an internal and external parasite.

4. Identify ways that infectious agents may gain entrance and do harm to an animal.

5. Properly determine the body temperature of an animal.

6. Identify unhealthy animals by using both visual and non-visual indicators of health.
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).
B4.3 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.
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-till 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.
19. ADVISORY COMMITTEE AGENDA

After completing my credentialing program with CSU Fresno and working two years in the Kern High School District, where I completed my BTSA program, I have earned two credentials. One is a Clear Single Subject Agriculture Teaching Credential and the other is a Clear Specialist Instruction Credential in Agriculture. The Specialist Credential expires in 2015 and the Single Subject Credential expires in 2017.

Attached are the print outs from the CA Commission on Teacher Credentialing website, showing both credentials being clear and valid.
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:** HELM
- **First Name:** JESSICA
- **Middle Name:** LEE

**Document Information:**

- **Document Number:** 120540351
- **Document Title:** Single Subject Teaching Credential
- **Term:** Clear
- **Status:** Valid
- **Issue Date:** 5/23/2012
- **Expiration Date:** 6/1/2017
- **Original Issue Date:** 7/28/2010
- **Grade:**
- **Special Grade:**

**SB1969 (Title 5 §80487):**

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<th>Subject Code</th>
<th>Subject Description</th>
<th>Major/Minor</th>
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<tr>
<td>R1S</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. The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit; English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.</td>
<td>AGRI</td>
<td>Agriculture</td>
<td>MAJ</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 require

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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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</table>
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:** HELM
- **First Name:** JESSICA
- **Middle Name:** LEE

**Document Information:**

- **Document Number:** 101216872
- **Document Title:** Specialist Instruction Credential (Agriculture)
- **Term:** Clear
- **Status:** Valid
- **Issue Date:** 7/28/2010
- **Expiration Date:** 8/1/2015
- **Original Issue Date:** 7/28/2010
- **Grade:**
- **Special Grade:**

**SB1969 (Title 5 §80487):**

### Authorization / Subjects

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<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>
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</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>
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<th>TC</th>
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<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>
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<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>
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### Employment Restrictions
20. CALENDAR OF CHAPTER ACTIVITIES

As soon as the calendar from the San Joaquin Region is released, I format it to only include the activities that apply to the Porterville FFA. This calendar is then submitted to all department personnel, all administrative staff, and all officers. A copy is also included in the POA. We also create any facilities requests and travel requests are created as soon as we know the dates of activities.

Attached is the 2013-2014 Porterville FFA calendar. Also attached is the district calendar, which is used in planning events as well.
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- **State Fair Livestock**
- **State Fair Dairy**
- **Officer Meeting 5pm**
# August 2013

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# September 2013

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2013-2014 Program of Activities
# October 2013

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2013-2014 Program of Activities
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### Notes:
- SLE - Sacramento
- No School – Spring Break
- SJR Host Officers
- Chapter Meeting – GH Officers
- SJR Speaking-COS Speaking Contests
- MJC Field Day
# April 2014

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2013-2014 Program of Activities
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**2013-2014 Program of Activities**

Page 81
# PORTERVILLE UNIFIED SCHOOL DISTRICT
## SCHOOL CALENDAR
### 2013/2014 (175 Days)

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### END OF QUARTER DATES
- First Quarter: October 11, 2013
- Second Quarter: December 13, 2013
- Third Quarter: March 14, 2014
- Fourth Quarter: May 23, 2014

- Total Student Attendance Days: 175
- Total Teacher Work Days: 180
- Total New Teacher Work Days: 151

### HOLIDAYS
- September 2: Labor Day Holiday
- November 11: Veterans' Day Holiday
- November 28, 29: Thanksgiving Day Holiday
- December 16-Jan. 3: Christmas Holiday
- January 20: Martin Luther King Holiday
- February 14: Lincoln's Birthday Holiday
- February 17: Presidents' Day Holiday
- March 17-21: Spring Recess Holiday
- April 18-21: Good Friday Holiday

### Exceptional Days
- E = Minimum Day - Elementary (Gr. K-6)
- M = Minimum Day - Middle School (Gr. 7-8)
- H = Minimum Day - High School (Gr. 9-12)
- A = Minimum Day - All Grades (Gr. K-12)
- # = New Teacher Work Day

Revised: 3/14/2013
# PORTERVILLE UNIFIED SCHOOL DISTRICT
## SCHOOL CALENDAR
### 2014/2015 (175 Days)

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### END OF QUARTER DATES:
- First Quarter: October 10, 2014
- Second Quarter: December 19, 2014
- Third Quarter: March 13, 2015
- Fourth Quarter: May 22, 2015

**TOTAL STUDENT ATTENDANCE DAYS**: 175
**TOTAL TEACHER WORK DAYS**: 180
**TOTAL NEW TEACHER WORK DAYS**: 181

### HOLIDAYS
- September 1: Labor Day Holiday
- November 11: Veterans’ Day Holiday
- November 27-28: Thanksgiving Day Holiday
- December 22-Jan. 9: Christmas Holiday
- January 19: Martin Luther King Holiday
- February 13: Lincoln’s Birthday Holiday
- February 16: Presidents’ Day Holiday
- March 16-20: Spring Recess Holiday
- April 3-6: Good Friday Holiday

---

### SPECIAL DATES:
- # = SCHOOL IN SESSION
- E = MINIMUM DAY - Elementary (Gr. K-6)
- M = MINIMUM DAY - Middle School (Gr. 7-8)
- H = MINIMUM DAY - High School (Gr. 9-12)
- A = MINIMUM DAY - All Grades (Gr. K-12)
- = HOLIDAY
- = TEACHER PREPARATION DAY
- = PROFESSIONAL DEVELOPMENT DAY
- = NEW TEACHER WORK DAY
21. PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional Development is a very important aspect of being an effective teacher. I enjoy taking part in a variety of professional development throughout the year and collaborating with my colleagues on what we learned and how we can use these new strategies and information. The different events we attend are hosted by a variety of sources, including Section and Region CATA events, PUSD sponsored days, CA CTE events, and PHS professional development days.

Attached is a chart of all of the professional development activities that I have and will attend in the 2013-2014 school year.
My Professional Development Activities

2013-2014

- Every Monday Afterschool
  - School Site Development
- August
  - PUSD Teacher Orientation
- September
  - PHS Teacher In-Service Day
- October
  - Sequoia Section CATA Meeting
- November
  - San Joaquin Region CATA Meeting and Roadshow
- January
  - Sequoia Section State Degree Record Book Scorings
  - PHS Teacher In-Service Day
- February
  - World Ag Expo
  - San Joaquin Region CATA Spring Meeting
- March
  - California Partnership Academy Conference
- April
  - CA State FFA Leadership Conference
- May
  - Sequoia Section CATA Planning Meeting
- June
  - Summer CATA Conference
  - CATA AgriSkills Classes
22. R2 REPORT

The R2 report is completed every year in October. All teachers work together to complete this report, each taking on different sections and completing in a timely manner.

Attached is the R2 report that was filed for the 2013-2014 school year.
Porterville HS
R2 Student Report
Year: 2013

### Gender

<table>
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### Hispanic

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### Race*

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<th>Asian</th>
<th>Native Hawaiian/Pacific Island</th>
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Freshman Persistence:
Cohort Year: 2010-2011

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*Prior to 2010 Hispanic is listed as a race.
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### R2 Teacher Information
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#### Year: 2013

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<td>Jessica</td>
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**Coons, Todd**

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**Helm, Jessica**

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Graduate Follow-up Report
Filing Year=2013

# CA0182  Porterville
Porterville HS
465 W. Olive
Porterville, CA  93257

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<table>
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<td>Employed - Parttime Non-Ag Job</td>
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Select 2013 State Degree Applicants

# CA0182  Porterville
Porterville HS
465 W. Olive
Porterville, CA 93257

The list below shows posted members with 3 or more years of agriculture education. Click Here to display the entire roster.

Check members that are eligible and are submitting a state degree application. Enter your name in the box at the bottom of the page and click on Submit. Print the next page and submit with your state degree applications.

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certify the above students are eligible and have completed all the requirements to receive State FFA Degree. Every student selected above has completed a State FFA Degree application.
# CA0182  Porterville
Porterville HS
465 W. Olive
Porterville, CA 93257

Graduates for Spring: 2013

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# CA0182  Porterville  
Porterville HS  
465 W. Olive  
Porterville, CA 93257  
Year: 2013  

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Printed: 3/9/2014 1:04:38 PM  
Count: 284
* Posted

Site developed and maintained by the California FFA Association.
23. COMPLETED AND APPROVED TRAVEL REQUEST

In the Porterville Unified School District there are two different types of travel request that are used. One is an In County Field Trip and the other is an Out of County Field Trip Request. Forms are now being completed electronically and approved on paper. The In County requests are to be submitted to the principal’s secretary at least two weeks prior to the event and the Out of County needs to be submitted to Business Services 14 school days in advance, and must be approved by the school board. If a bus is needed, transportation requests need to be submitted 20 school days before the trip. No request is needed to utilize the Ag vehicles, it just needs to be noted on the request the type of transportation.

Students are prohibited from driving themselves. We do utilize parent drivers often during the spring to transport students to and from field days. These parents must be fingerprinted and approved through the district.

All trips that are during the school day, we must submit a tentative list with the trip request and a final list the day before, with any changes being emailed to the attendance secretary as soon as possible. All students must be eligible with the school as well as fill out a medical release form and a trip-specific parent permission slip. All paperwork travels with the instructors during each trip.

Attached are copies of the in county and out of count field trip requests, transportation requests, and examples of completed and approved trips from this year.
PORTERVILLE UNIFIED SCHOOL DISTRICT
IN-COUNTY FIELD TRIP REQUEST
(Request should be submitted at least 20 days prior to event date)

A. Campus ___________________________ Today's Date _______________________

B. Destination(s) ___________________________

C. Class or Organization(s) ___________________________

D. Date(s) and Time(s) of Field Trip:
   Departure ______ a.m.  ____ p.m.  Date __________
   Return ______ a.m.  ____ p.m.  Date __________

E. Funding source (account number or group name) ___________________________

Selected Expected Graduate Outcomes:

☐ Critical thinking and problem solving skills
☐ Cultural awareness and the ability to collaborate with diverse groups
☐ Technical skills in digital media applications and information management
☐ Effective communication skills of listening, speaking and writing
☐ Creativity and innovation
☐ Leadership, self-management and organizational skills obtained through real world applications and community involvement
☐ Adaptability, responsibility and ethical behaviors
☐ The ability to navigate the global world of work and further their education

G. Number of Students: ___________________ Number of Chaperones: ______________

H. Means of Transportation: __________________________

I. Substitute required?  ____ Yes  ____ No
   If yes, date(s) substitute needed: ___________________ or period(s) ______________

J. Students will not miss classes  ____  Students will miss my class only  ____
   Students will miss other classes  ____
   Students’ names will be submitted to Attendance Office by (date): ______________

K. Teacher/Faculty Advisor Requesting Approval: __________________________

L. Teacher/Faculty Advisor: _______________ Date: ______________

M. Signature of Principal/Program Director: _______________ Date: ______________

Signature - Assistant Superintendent
PORTERVILLE UNIFIED SCHOOL DISTRICT
OUT-OF-COUNTY FIELD TRIP REQUEST
(Submit to Business Services office at least 20 days prior to event date)

A. Campus ___________________________ Today's Date ___________________________

B. Destination(s) ____________________________

C. Class or Organization(s) ____________________________

D. Date(s) and Time(s) of Field Trip: Departure __________ a.m. __________ p.m. __________ Date
   Return __________ a.m. __________ p.m. __________ Date

E. Number Miles Round Trip __________ Cost __________ Total Cost __________
   Standby time if required __________

F. Funding source (account number or group name) ____________________________

G. Selected Expected Graduate Outcomes:
   □ Critical thinking and problem solving skills
   □ Cultural awareness and the ability to collaborate with diverse groups
   □ Technical skills in digital media applications and information management
   □ Effective communication skills of listening, speaking and writing
   □ Creativity and innovation
   □ Leadership, self-management and organizational skills obtained through real world applications and community involvement
   □ Adaptability, responsibility and ethical behaviors
   □ The ability to navigate the global world of work and further their education

H. Request is for: District Superintendent approval __________ District Transportation __________
   Other (specify) ____________________________

I. Number of Students: __________ Number of Chaperones: ____________________________

J. Substitute required? □ Yes □ No
   If yes, date(s) substitute needed: ____________________________ or period(s) ____________________________

K. Name of Teacher/Faculty Advisor Requesting Approval: ____________________________

L. Signature of Principal/Program Director: ____________________________ Date:
   Request Modified: ____________________________

M. Governing Board Action: □ Approved □ Denied □ Modified
   Superintendent or Designee: □ Approved □ Denied □ Modified
   Request Modified: ____________________________

Signed: ____________________________
(Superintendent or Designee)
Date: ____________________________

Approval routing:: Teacher/Faculty Advisor
   Campus Administration
   District Office
**PORTERVILLE UNIFIED SCHOOL DISTRICT**  
**TRANSPORTATION REQUEST**

*Please print legibly and press firmly. Please do not remove any copies.*

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<th>S</th>
<th>M</th>
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<th>W</th>
<th>TH</th>
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<table>
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<tr>
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<th>AM</th>
<th>PM</th>
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</thead>
<tbody>
<tr>
<td>Est. destination arrival time</td>
<td>AM</td>
<td>PM</td>
</tr>
<tr>
<td>Time of return to school</td>
<td>AM</td>
<td>PM</td>
</tr>
</tbody>
</table>

Bus to remain with group?  Yes  No  

# of students  

Stopping for meals?  Yes  No  

If yes, name of restaurant:  

Address of restaurant:  

Stopping at a rest stop?  Yes  No  

Address or location of stop:  

Purpose of trip:  

Name/s of participating teacher/s  

Signature of requestor  

Signature of Principal  

Date submitted  

**District Approval/date**  

Account # or funding source  

---

**BUS CAPACITY IS 62 PASSENGERS. ALL AGE GROUPS!**

- Billing information must be completed before submitting to the District Office.
- Request must be received by the Transportation Coordinator **20 school days** in advance of trip. You must notify transportation immediately if trip is to be cancelled.
- State law provides that the bus driver is responsible for the safety and welfare of all passengers. Teachers/Chaperones are expected to maintain discipline on the bus in accordance with district policy. Drivers and teachers/chaperones will work together cooperatively to maintain proper standards.
- All stops including those to parks, restaurants or other eating facilities must be previously requested on this form. Drivers are not allowed to vary from this route (except in cases of emergency)
- All field trips that have a duration of more than one day will require two requests. One to take and one to return.

*Example: weekend Scicon trip.*

---

**TRANSPORTATION USE ONLY!**

*Please do not write in this section or remove any copies.*

Approved-Coordinator of Transportation  

Date  

Special comments:  

**Cost Estimate + .75 hours:**  

- Hrs. @  

- Miles @ $ per mile =  

**routing:**  

- White-Contractor (STA)  

- Pink-Trans. Coordinator  

- Canary-site  

Rev 11-06
PORTERVILLE UNIFIED SCHOOL DISTRICT
IN-COUNTY FIELD TRIP REQUEST
(Request should be submitted at least 20 days prior to event date)

A. Campus _______________ Today's Date _______________

B. Destination(s) ____________________________________________________________________________

C. Class or Organization(s) _____________________________________________________________________

D. Date(s) and Time(s) of Field Trip: Departure _______________ a.m. _______________ p.m. _______________ Date _______________
   Return _______________ a.m. _______________ p.m. _______________ Date _______________

E. Funding source (account number or group name) ____________________________________________________________________________

Selected Expected Graduate Outcomes:
☐ Critical thinking and problem solving skills
☐ Cultural awareness and the ability to collaborate with diverse groups
☐ Technical skills in digital media applications and information management
☐ Effective communication skills of listening, speaking and writing
☐ Creativity and innovation
☐ Leadership, self-management and organizational skills obtained through real world applications and community involvement
☐ Adaptability, responsibility and ethical behaviors
☐ The ability to navigate the global world of work and further their education

G. Number of Students: _______________ Number of Chaperones: _______________

H. Means of Transportation: ____________________________________________________________________________

I. Substitute required? ☐ Yes ☐ No
   If yes, date(s) substitute needed: _______________ or period(s) _______________ All for All Ag Teachers

J. Students will not miss classes ☐ Students will miss my class only ☐
   Students will miss other classes ☐
   Students' names will be submitted to Attendance Office by (date): _______________

K. Teacher/Faculty Advisor Requesting Approval: ____________________________________________________________________________

L. Teacher/Faculty Advisor: ____________________________________________________________________________ Date: _______________

M. Signature of Principal/Program Director: ____________________________________________________________________________ Date: _______________

Signature - Assistant Superintendent
PORTERVILLE UNIFIED SCHOOL DISTRICT
OUT-OF-COUNTY FIELD TRIP REQUEST
(Submit to Business Services office at least 20 days prior to event date)

A. Campus: Porterville
Today's Date: 1/02/2014

B. Destination(s): Reedley JC

C. Class or Organization(s): FFA Leadership teams

D. Date(s) and Time(s) of Field Trip:
   Departure: 6 a.m. o.m. Date: 4-5 2014
   Return: 11 a.m. p.m. Date: 4-5 2014

E. Number/Miles Round Trip: X Cost: =

F. Funding source (account number or group name):
   Fuel ag incentive subs PAAL

G. Selected Expected Graduate Outcomes:
   [ ] Critical thinking and problem solving skills
   [ ] Cultural awareness and the ability to collaborate with diverse groups
   [ ] Technical skills in digital media applications and information management
   [ ] Effective communication skills of listening, speaking and writing
   [ ] Creativity and innovation
   [ ] Leadership, self-management and organizational skills obtained through real world applications and community involvement
   [ ] Adaptability, responsibility and ethical behaviors
   [ ] The ability to navigate the global world of work and further their education

H. Request is for:
   [ ] District Superintendent approval
   [ ] District Transportation
   [ ] Other (specify)

I. Number of Students: 24
   Number of Chaperones: 6

J. Substitute required? [ ] Yes [ ] No
   If yes, date(s) substitute needed:

K. Name of Teacher/Faculty Advisor Requesting Approval:
   Coon Valdez Helm

L. Signature of Principal/Program Director:
   Valdez
   Date: 1/10/14
   Request Modified:

M. Governing Board Action:
   [ ] Approved
   [ ] Denied
   [ ] Modified
   Superintendent or Designee:
   [ ] Approved
   [ ] Denied
   [ ] Modified
   Request Modified:

Signed: [(Superintendent or Designee)]

Approval routing:
   Teacher/Faculty Advisor
   Campus Administration
   District Office

APPROVED AS RECOMMENDED
1/22/14
P.U.S.D. GOVERNING BOARD
This is the itinerary as best as can be described

We will be leaving Porterville High School on Saturday 4-5 2014 and return Sat about 4-5 2014

We will be staying at the Clarion

Permission Slip
I give permission for my
son/daughter ________________________________

_____________________________ Signature

_____________________________ Home and Cell Numbers
PORTERVILLE UNIFIED SCHOOL DISTRICT
TRANSPORTATION REQUEST

Please print legibly and press firmly. Please do not remove any copies.

Date of trip: **February 13, 2014**

**S M T W TH FS** 1 2 3 4

**School & Dept.**
PHS Ag Dept

**Destination**
Tulare World Ag Expo

**Address**
4500 Laspina St.

**City**
Tulare, CA 93274

**Departure time from school**
-- **8:30** AM

**Est. destination arrival time**
-- **2:30** PM

**Time of return to school**
-- **3:30** AM

**Bus to remain with group?**
**Yes**

**# of students**
120

**Stoppers for meals?**
**Yes**

**If yes, name of restaurant:**

**Address of restaurant:**

**Stopping at a rest stop?**
**Yes**

**Address or location of stop:**

**Purpose of trip:**
Experience of Real World Ag Industry

**Name/s of participating teacher/s**
Todd Koons, Jessica Helm, Michelle Valdez

**Signature of requestor**

**Signature of Principal**

**Date submitted**
1/23/14

**District Approval/date**

**Account # or funding source**

---

**BUS CAPACITY IS 62 PASSENGERS. ALL AGE GROUPS!**

- Billing information must be completed before submitting to the District Office.
- Request must be received by the Transportation Coordinator **20 school days** in advance of trip. You must notify transportation immediately if trip is to be cancelled.
- State law provides that the bus driver is responsible for the safety and welfare of all passengers. Teachers/Chaperones are expected to maintain discipline on the bus in accordance with district policy. Drivers and teachers/chaperones will work together cooperatively to maintain proper standards.
- All stops including those to parks, restaurants or other eating facilities must be previously requested on this form. Drivers are not allowed to vary from this route (except in cases of emergency).
- All field trips that have a duration of more than one day will require **two** requests. One to take and one to return.

**Example: weeklong Scicon trip.**

---

**TRANSPORTATION USE ONLY!**

Please do not write in this section or remove any copies.

**Approved-Coordinator of Transportation**

**Date**

**Special comments:**

---

**Cost Estimate + .75 hours:**

**Hrs. @**

**per hour =**

**Miles @ $**

**per mile =**

---

**White-Contractor (STA)**

**routing:**

Pink-Trans. Coordinator

Canary-site
24. PROFICIENCY STANDARDS

I have been a member of the CATA since my student teaching in 2009-2010. I renew every year when I register for summer conference, except this year. My registration got misplaced at the district, so I could not afford to pay for the conference, and the hotel, and my CATA membership all at once. Due to this, I decided to wait to pay for my membership, and I had all but forgotten when I realized I did not have the “dues paid” sticker on my name tag at the Fall Region meeting. When we came back to school in January, I then paid for my 2013-2014 dues.

Attached are copies of my membership voting card and receipt of payment for my current CATA dues.
25. CONFERENCE REPORT

After attending a school approved conference, we are required to submit our reimbursement materials along with a conference report in order to get reimbursed as well as to let our administration know that the conference was worthwhile.

Attached is the complete paperwork and conference review from the Fall San Joaquin Region CATA meeting.
PORTERVILLE UNIFIED SCHOOL DISTRICT

REIMBURSEMENT FOR CONFERENCE TRAVEL AND EXPENSES
(Prior approval to attend conference or workshop, Form C-2, is REQUIRED)

NAME: Jessica Helm
SOCIAL SECURITY #: [Redacted]
ADDRESS: 1040 W. Green Ave
CITY/STATE: Porterville, CA 93257

NAME OF CONFERENCE: San Joaquin Region Meeting & Roadshow
LOCATION (City): Fish Camp, CA
DATE(S) OF CONFERENCE: Nov 15-16

List all expenses below. Attach receipts for all expenses as indicated. Do not list any expenses which have been prepaid by the District. Alcoholic beverages are not covered.

1. TRAVEL: # of Miles Round Trip 127 @ Cents Per Mile (If travel other than by automobile, list type of carrier and attach receipt.)
   - Receipt Required
   - Cost: $132.09

2. LODGING: 1 Nights @ 132.09 per night - Receipt Required
   - Cost: $132.09

3. MEALS: Date: 11/5
   - Breakfast
   - Lunch
   - Dinner
   - Actual Costs
     - Must Be Shown
     - 22.84
   - Date: [Blank]
   - Breakfast
   - Lunch
   - Dinner
   - Daily Maximum = [Blank]
   - Date: [Blank]
   - Breakfast
   - Lunch
   - Dinner
   - Daily Maximum = [Blank]
   - MEALS TOTAL: 22.84

4. CONFERENCE FEES: (Registration, etc.) Receipts and copy of Conference Brochure Required.

5. TRANSPORTATION: (Taxi, car rental, etc. Itemize.) Receipts Required
   - Fuel: $21.67

6. OTHER PERMISSIBLE EXPENSES: (Parking, etc.) Receipts Required
   - [Blank]

TOTAL REIMBURSEMENT REQUESTED

I certify that the above claim is a true and accurate account of expenditures for the conference or workshop indicated, no alcoholic beverages are included, and that all expenditures were for district employees and/or governing board members only.

SIGNATURE: Jessica Helm

APPROVED BY PROGRAM ADMINISTRATOR: [Blank] DATE: [Blank]

APPROVED BY BUSINESS OFFICE: [Blank] DATE: [Blank]

ACCOUNT NUMBER: [Blank]

TO BE SUBMITTED IN DUPLICATE WITH APPROVED FORM C-2, FORM C-4 AND BROCHURE COPY
Noodle Bar Asian Bistro
Chukchansi Gold Resort & Casino
Coarsegold, CA 93614

9235 Sarah

B35/2 6889

Nov 15, 2013 7:03 PM

1 Spider Roll 11.00
1 Chow Mein 10.00

Food & Bev Sub 21.00
Tax 1.84
Total Due 22.84

Pump &
Regular Gas
Price/Gal
Fuel Total

$ 21.62

$ 21.62

$ 0.00

$ 21.62

Credit

$ 21.62
Let us extend our thanks for choosing Tenaya Lodge for your trip to the Yosemite area. We trust your experience with our resort has included warm and gracious service, and the type of accommodations you would expect. Your candid critique if our performance is always welcome.

NAME AND ADDRESS

Helm, Mrs. Jessica L  
1040 W Grand Ave  
Apt 223  
Porterville, CA  93257  
UNITED STATES

ARRIVAL DATE  DEPARTURE DATE

11/15/13  11/17/13

ADDITIONAL INFORMATION

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Subtotals: $304.14  132.09  
BALANCE DUE: $172.05

The undersigned agrees to make immediate payment upon receipt of statement. In the event such payment is not made after receipt of the original statement, it is agreed that the hotel may immediately impose a LATE PAYMENT CHARGE at the rate of 10% per month (ANNUAL RATE 18%), or the maximum allowed by law, on the unpaid balance, and the reasonable cost of collection, including attorney fees.

SIGNATURE  ___________________________  ROOM #  ______
San Joaquin Region CATA
November 16, 2013

Fall Regional Meeting

TENTATIVE AGENDA

7:30  Breakfast

8:00 – 8:30  Registration, 50/50 Tickets, Dues Payment

8:30 – 10:00  Business Session
- Call to Order
- Flag Salute
- Invocation
- Welcome
- Minutes
- Financial Report
- Student Teacher Introductions
- New Teachers Introductions
- CATA Executive Director's Report
- State Supervisor’s Report
- Regional Supervisor’s Report
- CATA State Officer Report – Vision 2030
- Teacher of Excellence Introductions & Vote
- Toyota Truck Fundraiser
- College Reports- UC Davis, Cal Poly, SLO, Fresno State, Reedley, Bakersfield, West Hills

- Emily Keverline, Kern Valley
- Kevin Woodard, Clovis
- Julie Beechinor, Frontier
- Emily Keverline, Kern Valley
- Julie Beechinor, Frontier
- Kevin Woodard, Clovis
- Steve Rocca, CSU Fresno & Ann Delay, Cal Poly SLC
- Clay Freeman, Foothill
- Jim Aschwanden
- Jim Aschwanden
- Charles Parker
- Dave Gossman
- Clay Freeman
- Katie Otto
- Julie Beechinor, Frontier

10:15 – 12:00  Business Session Continued
- Community College Division Report
- Regional News Report
- Secondary Division Committee Report
- Governing Board Report
  - General Announcements
  - Regional Assignments!
  - Regional Scholarship
- California FFA Advisory Board Report
- California FFA Board of Directors Report
- Announce Voting Results
- FFA Foundation
- Herd Book
- Door Prizes and 50/50 Drawing

12:00  Adjournment

- Give up Plate to 2 people
- Willing to pay $10
- $7 for specialized grants
- Due Dec 1
- White Test Grants

Animal Health Scholarship - Brylie Banneker
- Josh
SAN JOAQUIN REGION
California Agricultural Teachers Association

2013-2014 ROAD SHOW-FALL MEETING

November 15-16, 2013
Tenaya Lodge at Yosemite

Friday, November 15, 2013
12:30 p.m.  Registration and Refreshments
1:00 p.m.   Orientation
1:15 p.m.   Workshops-Round 1 - Prepared Manuscripts
2:30 p.m.   Workshops-Round 2 - Pest Management
3:45 p.m.   Workshops-Round 3 - Floral Design
5:00 p.m.   Workshops-Round 4 - Ag Career Network
6:30 p.m.   Bus Departs for Evening Activity
10:45 p.m.  Bus Returns to Tenaya Lodge

Saturday, November 16, 2013
7:30 a.m.   Breakfast
8:00 a.m.   Registration
8:30 a.m.   Fall Meeting

Road Show Workshop Schedule – Still Looking for Suggestions

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<th>Rotation Two 2:30-3:40</th>
<th>Rotation Three 3:45-4:55</th>
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<td>Yosemite Valley Tour</td>
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Potential Topics Include but are not limited to:

Format for Prepared Speaking Manuscripts
Operating an Effective Greenhouse
Creating Quality Arrangements-Recipes
Electrical Motors and Controls
Environmental Sustainability Aspects of Agriculture
Science Fair Projects for the Classroom – Design Your Own as You Go
Ag Mechanics – A Fuel Lab
Ag Biology
During the conference, I was able to get a better insight into the differences between the two California ACT websites as well as learn about the importance of the 4C Career Network. I also learned some valuable new floral design skills to be implemented in next year's floral design class. It was also discussed that the APA format of the prepared speaking manuscripts is a 50 point advantage for students. On Saturday, we got reports from our CATA Executive director on the status of our recent grant and specialized funding opportunities.
26. DEPARTMENT AND PERSONAL 5 YEAR PURCHASE PLAN

The department 5 year acquisition schedule is completed by Mr. Coons at the beginning of each year. My personal wish list is comprised of classroom and livestock materials.

Attached is the Ag Department wish list as well as my personal wish list.
## 5 Year Purchase Plan

### 2010-2015

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My 5-Year Wish List of Purchases

Classroom Supplies:

- New Lab tables & Chairs
- New Computers/Lap Tops
- Ag Ed/FFA Posters for walls

Livestock Supplies:

- 2 new sets of lamb clippers
- 1 set of goat clippers
- 2 stanchions
- New Fair Decorations

Department Supplies:

- Storage Units
- Filing cabinets
- A new Secretary desk
- Dirty Jobs Complete series on DVD

Floral Supplies:

- A cooler
- All necessary floral design equipment
- Floral design books

Science Supplies:

- New pre-mounted Slide Specimens
- Live animals to observe in class on a daily basis
- Dr. Pol DVD series
The budget for the PHS Ag Department is updated every year before school starts whenever all of the Ag staff can meet. We first determine about how much money we will have from what sources, compare costs of previous years, and set goals for the new year and beyond. Our budget is quite complicated because we have four different ASB accounts—the FFA, the OH club, Ag Mechanics, and the Vending Machine (which makes very little). We also have Perkins funding, TCOVE funding, Ag Incentive Grant, the Porterville Education Foundation money ($5,000 annually) and the money from the state for the PAAL academy.

Attached is a copy of the budget that was submitted for the 2013-2014 year. It is not very detailed, and it is something I would like to expand on over the summer with my teaching partners. Also attached is a snap shot of our FFA Account from September.
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5125 evans 200
28. DISTRICT/DEPARTMENTAL BUDGET PROCESS

The Porterville High School Agriculture Department receives funds from a variety of sources, including the Carl Perkins Grant, California Partnership Academy Grant, The Porterville Education Foundation Allocation, and the Agriculture Incentive Grant. With the future of the AIG in question, we plan to rely more on our parent booster club, which is currently being rebuilt by a strong set of parent supporters. We will also rely more heavily on community support.

Each funding source is spent on different items, such as the CPA grant will be used only for PAAL related expenses, leadership development, and academy-related classroom materials. The Porterville Education Foundation gives the PHS Ag Department $5,000 annually and is to be used for various travel necessities and departmental needs. In order to balance the budget, all income is estimated at the beginning of the school year, and all expenses are estimated as well. We leave ourselves a bigger gap in order to cover any unexpected fees, overdue bills from the district, or mechanical fixes that need to be performed on the Ag vehicles. This completed budget is due no later than the 3rd Friday of October every school year.

In order to complete a fundraiser, a fundraising request must be submitted to the Associated Student Body at least two weeks prior and approved by the ASB officers. Funds are counted and deposited at the end of each day during the fundraiser and a final print out of the total income is printed at the conclusion of the fundraiser.

When requesting funds from any account we have access to, we must complete a purchase request, a purchase order, and upon receipt of products/services, we must submit a check request in order to send payment to the vendor. However, for our traveling during the spring to the field days, our finance department will cut a check to the hotel to ensure we are able to check in that night.
29. CHART OF RESPONSIBILITIES

The chart of responsibilities is completed during a staff development day over the summer. Todd Coons is the department head, I am the FFA Advisor, and Michelle Evans is the PAAL Coordinator. Along with those large responsibilities, each of us are responsible for different livestock/SAE projects, different meetings, judging teams, and community outreach.

Attached is the chart of responsibilities that was submitted for the 2013-2014 school year. After reviewing it for the purposes of this binder, I see that some mistakes have been made in the areas of judging teams and SAE supervision. My SAE Livestock supervision duties are sheep, meat goats, dairy goats, and rabbits. My CDE teams for this year are Horse Judging, Vegetable Judging, BIG, Land Judging, Cotton Judging, and Dairy Cattle Judging.
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**Judging Teams and Contests**

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<tr>
<td>Program, Awards, Officers</td>
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<td><strong>Reports</strong></td>
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<td>Facility Reports</td>
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<td>Program of Work</td>
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<td>X</td>
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<td>Roster</td>
<td></td>
<td></td>
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<td>Incentive Grant and Budget</td>
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<tr>
<td>R-2</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Program Plan</td>
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</tr>
<tr>
<td><strong>Other Assignments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ag Advisory and Booster Meetings</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>FFA Meeting</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Department</td>
<td>X</td>
<td>X</td>
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<tr>
<td>FFA Advisors</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Department Chairperson</td>
<td>X</td>
<td></td>
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<td>Other Activities</td>
<td>Todd</td>
<td>Jessica</td>
<td>Michelle</td>
</tr>
<tr>
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<td>---------</td>
<td>----------</td>
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<tr>
<td>FFA Week</td>
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<td>X</td>
<td>X</td>
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<td>Eighth Grade Rally</td>
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<td>Food Drive</td>
<td>X</td>
<td>x</td>
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<tr>
<td>Toy Drive</td>
<td>x</td>
<td>x</td>
<td>X</td>
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<td>Officer Leadership Training –</td>
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<td>x</td>
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<td>Regional Meeting – Hanford</td>
<td>X</td>
<td>X</td>
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<td>State Conference</td>
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<td>X</td>
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<tr>
<td>Regional meeting/Bootcamp</td>
<td>X</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Top Twenty Points</td>
<td>X</td>
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</tr>
</tbody>
</table>

### Responsibilities

<table>
<thead>
<tr>
<th></th>
<th>Todd</th>
<th>Jessica</th>
<th>Michelle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Classrooms</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ag Shop</td>
<td>x</td>
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<tr>
<td>Ag Office</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Computers</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Greenhouse</td>
<td>x</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>OH Storage Room</td>
<td>x</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

All others will be discussed at Department meetings.
30. SUBSTITUTE PLANS AND PROCEDURES

Being a very active department, especially in the Spring semester, my students have the pleasure of being host to substitutes quite often. In order to request a substitute, it must first be noted either in a field trip request, conference request, or personal request. Even though the district utilizes the AESOP system for substitute requests and feedback, our school secretary prefers to know ahead of time, write it in her book, and make the AESOP request herself, this way she has a forewarning as to what subs are need and who they are.

Once a substitute has been secured and the date is approaching, I plan my lessons and format them onto my substitute plans template. I also make sure to have the “Sub Chat” with each class beforehand and remind them to be respectful, do their work quietly, and my phrase I repeat every day “Make Good Choices”.

When the substitute arrives, they will find all plans in a folder marked “substitute”. These plans include my class schedule, the lessons broken down by class, the reason for my absence, my rules and procedures, and my roll book, which houses my seating charts and bell schedule for substitute use. All copies are made and marked clearly for which period they are intended. At the end of the day, I ask the sub to leave a detailed report as to what students were misbehaving. I also leave my email that they can contact me if there are any big issues that need immediate attention. The only time this material is not left is if the absence is sudden and my teaching partners cover my plans for the day (which is extremely rare). After the day has ended, the district requires the sub fill out a feedback form for the teacher that discusses any suggestions for next time, issues with the class, etc. This form is returned to the teacher in their mailbox.

Attached is a sample copy of my substitute plans, and two examples of completed substitute feedback forms.
Sub Plans

FEBRUARY 25, 2014
MRS. HELM'S CLASS

1st period = Ag Earth Science
2nd period = Ag Science
3rd period = Vet Science
4th period = Ag Biology
5th period = Ag Biology
6th period = Ag Biology

**I am on a field trip to Fresno State. Thank you for your help during this busy time. It is because of individuals as yourself that we can participate in such worthwhile activities with our students. Thank you for all of your help!!

While students are working, I do not mind if they listen to their iPods as long as they are working diligently. I will leave this up to you, whatever you feel most comfortable with.

Please refer to the prepared seating charts in my roll book to take roll and make notes on any poor behavior. I have warned them that they will be marked absent if they are not in the correct seats, as to ensure you can identify both good and problematic students.

Please enforce all class rules, seen below. If you have issues with students not following, please don’t hesitate to send them to the office.

1) No food, drink, gum, or any edible items in class.
2) No swearing, vulgar, offensive language.
3) Show respect to the teacher, others, the room, and yourself.
4) Raise your hand and wait to be called on to speak.
5) Stay on task and in your seat.

If a student needs to use the restroom, they need to present you with a golden “out of class pass” that you will take from them before they leave. They MAY NOT use the restroom/get a drink without one of these.

Please do not accept any work besides what they work on while you are here. I don’t want to risk not having it and them accusing either one of us of “loosing” it.

When writing your report, please be as detailed as possible so I can deal with specific students upon my return and ensure that they do not cause any more problems in the future.

Sincerely,

Jessica Helm
Sub Plans
FEBRUARY 25, 2014
MRS. HELM'S CLASS

1st period = Ag Earth Science
2nd period = Ag Science
3rd period = Vet Science
4th period = Ag Biology
5th period = Ag Biology
6th period = Ag Biology

Ag Earth Science
• Students need a sheet of binder paper and a pen/pencil
• Pass out a magazine and a worksheet to each student
• They need to write their answers on the binder paper, the worksheet is a class set-so do not write on!!!!
• Turn in work at end of period, regardless of completion

Ag Science - Wednesday
• The students will be going outside to help Mr. Coons, he will instruct them on what to do.

Vet Science
• Each student will need an Agriscience Book, a sheet of paper, and a pen/pencil
• Students need to read pages 533-548 and answer the Multiple Choice and Matching questions on page 549 & 550, section A and B, writing both the question and the correct answer.
• Once finished with that, Turn to page 533 and define the terms to know.
• Collect work at end of period, regardless of completion.

Ag Biology - Wednesday
• Students need a sheet of binder paper and a pen/pencil
• Pass out a magazine and a worksheet to each student
• They need to write their answers on the binder paper, the worksheet is a class set-so do not write on!!!!
• Turn in work at end of period, regardless of completion
Dear Substitute Teacher:

Thank you for offering your services here at Porterville High School. We are proud of our school and are continually striving to reach the highest of expectations. We hope your experience today is a positive one.

As a substitute teacher, please follow the lesson plans explicitly and teach the students from “bell to bell” (see Bell Schedule below). Do not allow students to leave class before the bell rings. If the teacher’s policy allows such, please use discretion with hall passes and use restroom breaks only if absolutely necessary. Limit passes to one student at a time.

Contact one of the following administrators with any questions:
Mr. Mendoza ext. 3496 Mr. Hill ext. 3487 Mrs. Aziz ext. 3484

In the case of an emergency such as a fight, student seizure, etc. call ext. 5000 and the telephone system will alert all office staff.

If a student is misbehaving, please fill-out a behavior referral form and if necessary send the student to the office with a pass and/or phone call.

Please complete the back of this sheet as the information provided will be used by our principal to monitor your success.

Thank you again for your services.

**BELL SCHEDULE**

<table>
<thead>
<tr>
<th>Period 0</th>
<th>7:20-8:10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:15 - 9:05</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:10 - 10:00</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:05-10:55</td>
</tr>
<tr>
<td>Brunch</td>
<td>10:55-11:05</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:10-12:00</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:05-12:55</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:55-1:30</td>
</tr>
<tr>
<td>Period 6</td>
<td>1:35-2:25</td>
</tr>
<tr>
<td>Period 7</td>
<td>2:30-3:20</td>
</tr>
</tbody>
</table>
Were clear lesson plans provided?

Lesson plans were clear and easy to find.

Were the students on task during the entire class time?

Students were great all day.

Please provide feedback/suggestions and/or comments for the teacher?

Great classes!

Sign below and return this form along with any keys to the Principal's Office at the end of the day.

Thank you!

[Signatures]  
Substitute Teacher's Signature  Principal's Signature
Dear Substitute Teacher:

Thank you for offering your services here at Porterville High School. We are proud of our school and are continually striving to reach the highest of expectations. We hope your experience today is a positive one.

As a substitute teacher, please follow the lesson plans explicitly and teach the students from "bell to bell" (see Bell Schedule below). Do not allow students to leave class before the bell rings. If the teacher's policy allows such, please use discretion with hall passes and use restroom breaks only if absolutely necessary. Limit passes to one student at a time.

Contact one of the following administrator's with any questions:
Mr. Mendoza ext. 2496 Mr. Hill ext 2487 Mrs. Aziz ext. 2484

In the case of an emergency such as a fight, student seizure, etc. call ext. 5000 and the telephone system will alert all office staff.

If a student is misbehaving, please fill-out a behavior referral form and if necessary send the student to the office with a pass and/or phone call.

Please complete the back of this sheet as the information provided will be used by our principal to monitor your success.

Thank you again for your services.

BELL SCHEDULE

<table>
<thead>
<tr>
<th>Period 0</th>
<th>7:20-8:10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:15 - 9:05</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:10 - 10:00</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:05-10:55</td>
</tr>
<tr>
<td>Brunch</td>
<td>10:55-11:05</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:10-12:00</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:05-12:55</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:55-1:30</td>
</tr>
<tr>
<td>Period 6</td>
<td>1:35-2:25</td>
</tr>
<tr>
<td>Period 7</td>
<td>2:30-3:20</td>
</tr>
</tbody>
</table>
Were clear lesson plans provided?

Were the students on task during the entire class time?
Yes, but Period 3 needed constant monitoring.

Please provide feedback/suggestions and/or comments for the teacher. If you could be more precise about when the waldorase papers are due, that would be great. I did not collect the evolutionary study guide in order that the papers could be collected together and your students could study them for their test.

Sign below and return this form along with any keys to the Principal's Office at the end of the day.

Thank you!

[Signature]
Substitute Teacher's Signature

[Signature]
Principal's Signature
31. PROGRAM COMPLETER

In the Porterville High School Agriculture Department, there are currently two different ways a student can be considered a program completer. The first way is simply to have taken and passed three subject-specific courses in any of our four pathways offered. The second way is to be a PAAL completer. These students have chosen to join the Ag Academy, and have taken the three years of prescribed coursework. If they are a PAAL completer, they earn an academic “P” for their letterman’s jacket.

Attached is the PAAL academy 4-year plan as well as the PHS Ag Department Pathway Matrix, showing the four different pathways students can follow in order to be considered a program completer.
PORTERVILLE AGRICULTURE DEPARTMENT
CURRICULAR PATHWAYS

<table>
<thead>
<tr>
<th>Class</th>
<th>Agri-Science</th>
<th>Plant Science</th>
<th>Agri-Business</th>
<th>Ag Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Agriculture Earth</td>
<td>Agriculture Science</td>
<td>Agriculture Science</td>
<td>Agriculture Mechanics 1</td>
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<td></td>
<td>Science</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Agriculture Biology</td>
<td>Agriculture Biology</td>
<td>Agriculture Biology</td>
<td>Agriculture Mechanics 2</td>
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<tr>
<td>Junior</td>
<td>Veterinary Science</td>
<td>Nursery Practice</td>
<td>Agriculture Sales</td>
<td>Agriculture Mechanics ¾</td>
</tr>
<tr>
<td>Senior</td>
<td>Agriculture Business/Econ</td>
<td>Greenhouse Management</td>
<td>Agriculture Business/Econ</td>
<td>Agriculture Mechanics ¾</td>
</tr>
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SUPPLEMENTAL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Alternative Course</th>
<th>Activity Course</th>
<th>Secondary Course</th>
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<tbody>
<tr>
<td>Nursery Practices</td>
<td>Agriculture Business/Econ</td>
<td>Any OH Course</td>
<td>Agriculture Business/Econ</td>
</tr>
<tr>
<td>Landscape Design</td>
<td>Nursery Practices</td>
<td>Landscape Design</td>
<td>Agriculture Business/Econ</td>
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<tr>
<td>Agriculture Sales</td>
<td>Landscape Design</td>
<td>Agriculture Earth Science</td>
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<td>Agriculture Communications</td>
<td>Agriculture Earth Science</td>
<td>Agriculture Communications</td>
<td>Ag Science</td>
</tr>
<tr>
<td>Agriculture Science</td>
<td>Agriculture Communications</td>
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<td>Any OH Course</td>
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<tr>
<td></td>
<td></td>
<td>Agriculture Communications</td>
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Porterville High School - 4 Year Plan (PAAL)

Student Name ________________________________ ID# __________________

<table>
<thead>
<tr>
<th>College Entrance (A-G) □</th>
<th>Testing /assessments □</th>
<th>Goals for Grad □</th>
<th>NCAA □</th>
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<tbody>
<tr>
<td>Grad Year: 2017</td>
<td>9th Grade</td>
<td>10th Grade</td>
<td>11th Grade</td>
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<tr>
<td>English</td>
<td>English 1P / English 1P Acc EL</td>
<td>English 2P/ Honors EL</td>
<td>English 3P PAAL / AP EL</td>
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<tr>
<td>Math</td>
<td>Algebra 1P Geometry P</td>
<td>Algebra 1P/Geometry PAAL Algebra 2P</td>
<td>Geometry PAAL/Algebra 2P Pre-Calc</td>
</tr>
<tr>
<td>Science</td>
<td>Earth Science/Ag Science Chemistry</td>
<td>Ag Bio PAAL</td>
<td>Vet Science PAAL</td>
</tr>
<tr>
<td>Freshman req./ Social Science</td>
<td>Health/Comp Test</td>
<td>World History PAAL World History H</td>
<td>US History PAAL / AP US History</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish P / Spanish Lit</td>
<td>Spanish P / Spanish Lit</td>
<td>Spanish /AP</td>
</tr>
<tr>
<td>Visual Performing Art/ CTE</td>
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<td></td>
</tr>
<tr>
<td>PE</td>
<td>Freshman PE</td>
<td>PE Cadets Dance Wt Training Tennis</td>
<td>PE Cadets Dance Wt Training Tennis</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Nursery Practice</td>
<td>Ag Sales Crop PAAL</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Tests</td>
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<td>PSAT/ SAT</td>
<td>ACT/ SAT</td>
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<td>After School Classes</td>
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</tr>
<tr>
<td>On-Line/ Summer Classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post High School Plan: □ Work □ 2 yr college □ 2 to 4 yr college □ 4 yr college □ Trade School □ Military</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Career Goal:

College Entrance Requirements: "A-G" Subject Requirements for CSU or UC, you must also take the SAT or ACT college entrance exams. All classes that meet A-G requirements have to be college preparatory. College preparatory courses will have a "P" after the course title. CSU and UC do not accept "D" grades as a passing a course. Students who receive a "D" in an A-G class will have to repeat the class.
32. 2 + 2 AGREEMENTS

We currently have only one official 2+2 agreement with Porterville College for Agriculture Mechanics ¾. Mr. Coons informed me that the supposed agreements with College of the Sequoias in Visalia about Ag Sales and Greenhouse Management have been expired since 2006. We also have an unwritten agreement with Reedley College in which students can receive credit for taking the two periods of Greenhouse Management. In the future, we would like to pursue more 2+2 agreements with COS and Porterville College. We would also like to pursue a certification program for students who take both Nursery Practice and Greenhouse Management.

Attached is the back page of the Course Catalog for PHS showing our articulation agreement with Porterville College.
Many advanced Career Technical Education courses in PUSD high schools can also earn credits at local community colleges. These courses are termed "Articulated Courses."

The following classes are currently articulated with colleges listed on this chart. Procedures for gaining credit should be discussed with individual course instructors as procedures vary.

**PUSD Articulation Agreements for classes with Porterville College and College of the Sequoias**

<table>
<thead>
<tr>
<th>PUSD Course</th>
<th>High School</th>
<th>Porterville College Course #</th>
<th>College of the Sequoias Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Mechanics 3/4 ROP</td>
<td>MHS, PHS</td>
<td></td>
<td>WELD 161 Oxyacetylene Welding</td>
</tr>
<tr>
<td>Ag Mechanics 3/4 ROP</td>
<td>MHS, PHS</td>
<td></td>
<td>WELD 162 Shielded Metal Arc Welding</td>
</tr>
<tr>
<td>Nurse Assistant ROP</td>
<td>PHS</td>
<td></td>
<td>NURS 260 Nursing Assistant</td>
</tr>
<tr>
<td>Child Development</td>
<td>GHHS, MHS</td>
<td>Child Dev 223</td>
<td>CHLD 039 Child Development</td>
</tr>
<tr>
<td>Internet Working 1-4 ROP</td>
<td>MHS</td>
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<td>IT 130 Cisco Academy 1</td>
</tr>
<tr>
<td>Internet Working 1-4 ROP</td>
<td>MHS</td>
<td></td>
<td>IT 131 Cisco Academy 2</td>
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<tr>
<td>Internet Working 1-4 ROP</td>
<td>MHS</td>
<td></td>
<td>IT 132 Cisco Academy 3</td>
</tr>
<tr>
<td>Internet Working 1-4 ROP</td>
<td>MHS</td>
<td></td>
<td>IT 133 Cisco Academy 4</td>
</tr>
<tr>
<td>Commercial Foods ROP</td>
<td>MHS, PHS</td>
<td></td>
<td>NUTR 105 Professional Cooking 1</td>
</tr>
<tr>
<td>Computer Accounting II ROP</td>
<td>MHS, GHHS</td>
<td>Accounting P010</td>
<td>ACCT 101 Essentials and Accounting</td>
</tr>
<tr>
<td>Electronics 1</td>
<td>MHS</td>
<td></td>
<td>ELEC 101 Direct Current Circuits</td>
</tr>
<tr>
<td>Engineering Design I</td>
<td>GHHS, MHS, PHS</td>
<td></td>
<td>DRFT 114 Introduction to CAD</td>
</tr>
<tr>
<td>Health/Hospital Occupations1 ROP</td>
<td>PHS</td>
<td></td>
<td>NURS 310 Preparing for Health Careers</td>
</tr>
<tr>
<td>Retail Sales ROP</td>
<td>MHS, PHS</td>
<td></td>
<td>BUS 170 Introduction to Sales</td>
</tr>
<tr>
<td>Web Site Design ROP</td>
<td>MHS</td>
<td></td>
<td>COMP 229 Web Page Design and Dev.</td>
</tr>
<tr>
<td>Video Production ROP</td>
<td>MHS</td>
<td></td>
<td>DRAM 101 Introduction to TV Production</td>
</tr>
</tbody>
</table>
33. REIMBURSEMENT PROCESS

In order to be reimbursed for anything, teachers must submit a request one month in advance. Usually the only type of reimbursement the district will accept is professional conference expenses. Reimbursement for FFA/Classroom supplies is a bit more difficult and less likely to be approved, especially at the PHS campus.

For the conference reimbursement, firstly a conference request must be submitted with all estimated expenses noted on the form, a conference brochure attached, and the registration form attached. It must then be approved by the site representative, processed by the school secretary and the district for processing and approval from Assistant Superintendent-Ken Gibbs. Upon approval, paperwork is returned to the teacher and must be resubmitted once the conference is over, and all receipts must be attached as well as a conference report. After everything has been submitted and filed with the school site and district, it takes about two weeks for the reimbursement check to be cut and mailed.

For the ASB Reimbursement process, first a purchase order request must be completed, and must be made out to the teacher. Once the request is approved, the formal purchase order must be completed and approved. After materials have been acquired, all receipts must be submitted with a check request. This check could take as few as two days and as many as 30 to be returned to the teacher in question. Our department is especially scrutinized when utilizing this method to purchase materials due to the history between the district and PHS Ag Department regarding finances. Due to this fact, we very rarely use this method for purchase of materials.

Attached are the blank examples of the forms used as well as completed copies of previous reimbursement requests.
PORTERVILLE HIGH SCHOOL
STUDENT BODY PURCHASE REQUISITION

PURCHASE ORDER NO. __________________

DATE ________________________________

PERSON REQUISITIONING MERCHANDISE _______________________________________

ACCOUNT TO BE CHARGED ____________________________________________________

VENDOR _________________________________________________________________

ADDRESS ________________________________________________________________

CITY ____________________ ZIP ____________________

<table>
<thead>
<tr>
<th>QTY</th>
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ADVISOR ___________________ ADMINISTRATOR ___________________
PAY VOUCHER / CHECK REQUEST
STUDENT BODY FUNDS
PORTERVILLE HIGH SCHOOL

Date ___________________________ Club ___________________________

Amount ___________________________ Paid by check no. ___________________________

Check Payable to ___________________________
Address ___________________________

For ___________________________

__________________________

Club Treasurer Approval ___________________________
Club Advisor Approval ___________________________

Administrative Approval ___________________________ PO# ___________________________
**Purchase Order**

**Vendor:** Jessica Helm  
1040 W. Grand Ave Apt 223  
Porterville, CA 93257

**Name:** Jessica Helm

**Address:** 465 W. Olive  
Porterville, CA 93257

**Date:** 01/15/13  
**PO No.:** 8227  
**Department:** FFA CLUB

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**Balance Left:** 352.50

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**Balance Left:** 44.88

**Total Tax:** 0.00  
**Total Freight:** 0.00  
**Total:** 300.00

---

Remember to write P.O. number on Pay Voucher

**signature:**

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PORTERVILLE HIGH SCHOOL
STUDENT BODY PURCHASE REQUISITION

PURCHASE ORDER NO. ________________________

DATE ________________________

PERSON REQUIRING MERCHANDISE ________________________

ACCOUNT TO BE CHARGED ________________________

VENDOR ________________________

ADDRESS ________________________

<table>
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ADVISOR ________________________
ADMINISTRATOR ________________________
PORTERVILLE UNIFIED SCHOOL DISTRICT PROCEDURE FOR REQUESTING ATTENDANCE AT WORKSHOPS, SEMINARS AND CONFERENCES

1. REQUESTS:
A Request to Attend Conferences and Workshops, Form C-2, shall be submitted in triplicate to the person's immediate supervisor three weeks prior to the meeting.

2. APPROVAL OF REQUEST:
The immediate supervisor (i.e., Principal) shall recommend or disapprove the request.
For Special Education and Compensatory Education Programs, the form shall also be subject to approval by the Program Director. If recommended, the form shall be forwarded to the Assistant Superintendent for Instructional Services for approval. After approvals, the original shall be returned to the requestor, one copy retained by the Assistant Superintendent, and one copy for the immediate supervisor. An additional copy must be sent to the Program Director if categorical funds are used.

3. REGISTRATION/RESERVATION:
Hotel reservations are the responsibility of the employee. Registration for the conference will be made by the District if:
   (1) the registration fee is over $100. If under $100, employee is responsible for the amount.
   Employee should enter this amount on the Form C-3;
   (2) the conference will accept a purchase order and;
   (3) the request is received in the District Office with adequate time to make registration deadline, otherwise, registration is the responsibility of the employee.

4. STANDARD ALLOWANCE:
A general rule with respect to hotel/motel accommodations is that the lowest cost room should be obtained which allows reasonable quality and accessibility to the conference. For meals, no more than $40.00 per day or $25.00 for any one meal shall be allowed. The exception to these limits is for conferences occurring within designated high cost areas. In high cost areas, $50.00 per day, or $25.00 for any one meal shall be allowed. The high cost areas are designated as: Los Angeles County, Orange County, San Diego County, San Francisco County and Santa Clara County. The only exceptions are official banquet meals at a conference where one is reasonably expected to attend the function. Only the actual cost of meals will be allowed for reimbursement.

Classes undertaken by the teacher for salary credit should be outside the school day and costs for such courses and/or conferences are the responsibility of the teacher.

5. SUBMISSION OF EXPENSE CLAIM:
Upon return from the conference or workshop, two copies of the Conference Expense Reimbursement Claim, Form C-3, a completed Conference Summary Report, Form C-4, and a copy of the conference registration form or brochure shall be submitted to the Assistant Superintendent for Business Services accompanied by the employee's approved copy of the Request to Attend Conferences and Workshops Form, Form C-2.

Receipts for the following categories of expenses must be submitted with the claim: itemized/hotel expenses, registration fees, automobile parking fees, and receipts for purchases on a District credit card, if any. All meal expenses must be itemized on form C-3 or have receipts attached.

6. DISCLAIMSABLE EXPENSES: Alcoholic beverages, valet service, personal telephone calls, room service, internet charges, refrigerator rental or gratuities. Membership in an organization is the responsibility of the staff member, and is not reimbursable.

7. APPROVAL OF CLAIM FOR PAYMENT:
The Assistant Superintendent for Business Services shall review the expense claims as to amounts and documentation and shall approve them as submitted or reduce them to conform to the amounts allowed under District policy. The approved request Form C-2 must be attached to the expense claim.
FORM C-2 (8/87)

NOTICE: READ INSTRUCTIONS - FORM C-1

PORTERVILLE UNIFIED SCHOOL DISTRICT

REQUEST TO ATTEND CONFERENCE OR WORKSHOP

NAME _______________________________ WORK LOCATION _______________________________

NAME OF CONFERENCE _______________________________

TO BE HELD IN ____________________________ (City) ____________________________ (State)

DATES ______________________________________

EXPECTED PLACE OF RESIDENCE AT CONFERENCE ________________________________ (Name of Hotel, Motel, or Other)

MEANS OF TRAVEL ________________________________ (Private Automobile, Airplane, District Vehicle, Etc.)

WILL A SUBSTITUTE BE REQUIRED? _______________ NUMBER OF DAYS _______________

MY ESTIMATED EXPENSES AND RELATED COSTS ARE:

Transportation - $_________ Registration - $_________

Meals - $_________ Substitute - $_________ Other - $_________

Lodging - $_________ Total - $_________

PLEASE ATTACH A COPY OF THE PROGRAM

COMMENTS ____________________________________

SIGNED ______________________________________ DATE _________________________

TITLE _______________________________________

FOR OFFICE USE

FUNDING SOURCE ____________________________ ACCOUNT NUMBER __________________

ROUTING AND APPROVAL

1. CAMPUS ____________________________ DATE _________________________

2. PROGRAM __________________________ DATE _________________________

3. ASSISTANT SUPERINTENDENT ______________________ DATE _________________________

LIMITATIONS/COMMENTS _________________________________________________________

_________________________________________________________
PORTERVILLE UNIFIED SCHOOL DISTRICT

REIMBURSEMENT FOR CONFERENCE TRAVEL AND EXPENSES
(Prior approval to attend conference or workshop, Form C-2, is REQUIRED)

NAME: ___________________________ VENDOR #: ___________________________
SOCIAL SECURITY #: ___________________________ WORK LOCATION: ___________________________
ADDRESS: ___________________________ CITY/STATE: ___________________________

NAME OF CONFERENCE: ___________________________
LOCATION (City): ___________________________ DATE(S) OF CONFERENCE: ___________________________

List all expenses below. Attach receipts for all expenses as indicated. Do not list any expenses which have been prepaid by the District. Alcoholic beverages are not covered.

1. TRAVEL: # of Miles Round Trip @ Cents Per Mile
   (If travel other than by automobile, list type of carrier and attach receipt.)

2. LODGING: ____ Nights @ ________ per night - Receipt Required

3. MEALS:
   Date: ___________________________ Breakfast ___________________________
       Lunch ___________________________
       Dinner ___________________________
   Daily Maximum = ________
   Date: ___________________________ Breakfast ___________________________
       Lunch ___________________________
       Dinner ___________________________
       Daily Maximum = ________
   Date: ___________________________ Breakfast ___________________________
       Lunch ___________________________
       Dinner ___________________________
       Daily Maximum = ________

   MEALS TOTAL: ___________________________

4. CONFERENCE FEES: (Registration, etc.) Receipts and copy of Conference Brochure Required.

5. TRANSPORTATION: (Taxi, car rental, etc. Itemize.) Receipts Required

6. OTHER PERMISSIBLE EXPENSES: (Parking, etc.) Receipts Required

TOTAL REIMBURSEMENT REQUESTED ___________________________

I certify that the above claim is a true and accurate account of expenditures for the conference or workshop indicated, no alcoholic beverages are included, and that all expenditures were for district employees and/or governing board members only.

SIGNATURE: ___________________________ DATE: ___________________________

APPROVED BY PROGRAM ADMINISTRATOR: ___________________________ DATE: ___________________________

APPROVED BY BUSINESS OFFICE: ___________________________ DATE: ___________________________

OFFICE USE ONLY: ACCOUNT NUMBER: ___________________________

TO BE SUBMITTED IN DUPLICATE WITH APPROVED FORM C-2, FORM C-4 AND BROCHURE COPY
1. YOUR NAME

2. CONFERENCE SPONSOR

3. CONFERENCE DATE(S)

4. CONFERENCE THEME

5. PLEASE LIST BELOW, IN CONCISE FORM, THOSE ITEMS NOTED BY YOU DURING THE CONFERENCE WHICH WOULD BE OF SPECIFIC OR GENERAL INTEREST TO LOCAL SCHOOL DISTRICT STAFF MEMBERS (INCLUDE NAMES OF OUTSTANDING SPEAKERS AND TITLES OF INTERESTING PUBLICATIONS):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
PORTERVILLE UNIFIED SCHOOL DISTRICT

REIMBURSEMENT FOR CONFERENCE TRAVEL AND EXPENSES
(Prior approval to attend conference or workshop, Form C-2, is REQUIRED)

NAME: Jessica Helm

SOCIAL SECURITY #: BLACKED OUT

ADDRESS: 1040 W. Grand Ave

CITY/STATE: Porterville, CA 93257

NAME OF CONFERENCE: San Joaquin Region Meeting & Roadshow

LOCATION (City): Fish Camp, CA

DATE(S) OF CONFERENCE: Nov 15 & 16

List all expenses below. Attach receipts for all expenses as indicated. Do not list any expenses which have been prepaid by the District. Alcoholic beverages are not covered.

1. TRAVEL: # of Miles Round Trip 127 @ Cents Per Mile
   (If travel other than by automobile, list type of carrier and attach receipt.)

2. LODGING: 1 Nights @ 132.09 per night - Receipt Required
   $132.09

3. MEALS: Date: 11/15
   Breakfast
   Lunch
   Dinner
   77.84
   Daily Maximum =

   Date:
   Breakfast
   Lunch
   Dinner
   Daily Maximum =

   Date:
   Breakfast
   Lunch
   Dinner
   Daily Maximum =
   MEALS TOTAL: $22.84

4. CONFERENCE FEES: (Registration, etc.) Receipts and copy of Conference Brochure Required.

5. TRANSPORTATION: (Taxi, car rental, etc.) Receipts Required
   Fuel $21.67

6. OTHER PERMISSIBLE EXPENSES: (Parking, etc.) Receipts Required

TOTAL REIMBURSEMENT REQUESTED

I certify that the above claim is a true and accurate account of expenditures for the conference or workshop indicated, no alcoholic beverages are included, and that all expenditures were for district employees and/or governing board members only.

SIGNATURE: Jessica Helm

DATE: ____________________________

APPROVED BY PROGRAM ADMINISTRATOR: ____________________________

DATE: ____________________________

APPROVED BY BUSINESS OFFICE: ____________________________

DATE: ____________________________

OFFICE USE ONLY:

ACCOUNT NUMBER: ____________________________

TO BE SUBMITTED IN DUPLICATE WITH APPROVED FORM C-2, FORM C-4 AND BROCHURE COPY
11/17/2013 01:24:17 PM 50350209
9235 SARAH
B35/2 6889
NOV15'13 7:03PM

1 SPIDER ROLL 11.03
1 CHOW MEIN 10.00

Food & Bev Sub 21.00
Tax 1.84
TOTAL DUE 22.84

5744080985

Noodle Bar Asian Bistro
Chukchansi Gold Resort & Casino
Coarsegold, CA 93614

Pump 4
Regular CH
Price/Gal
Fuel Total

$ 21.92

Subtotal = $ 21.92
Tax = $ 0.00

Total = $ 21.92

Credit
$ 21.92
**NAME AND ADDRESS**

Helm, Mrs. Jessica L  
1040 W Grand Ave  
Apt 223  
Porterville, CA 93257  
United States

---

**DATE** | **DESCRIPTION** | **CHARGES**
---|---|---
10/04/13 | 5BCD NDX52 1 XXXX5043 | *R 132.09 |
11/15/13 | PKG N219 1 CA Dept. of Education | -- 119.00 |
11/15/13 | TX-RM N219 1 Room Tax | -- 11.90 |
11/15/13 | VTAX3 N219 1 MCTBID Assessment | -- 1.19 |
11/15/13 | NYFUND N219 1 Yosemite Conservancy | NL 1.00 |
1/16/13 | NJK N219 1 Jackalopes Charge #5067 | IF 37.96 |
1/16/13 | PKG N219 1 CA Dept. of Education | -- 119.00 |
11/16/13 | TX-RM N219 1 Room Tax | -- 11.90 |
11/16/13 | VTAX3 N219 1 MCTBID Assessment | -- 1.19 |
11/16/13 | NYFUND N219 1 Yosemite Conservancy | NJ 1.00 |

Subtotals $304.14  
BALANCE DUE $172.05

---

The undersigned agrees to make immediate payment upon receipt of statement. In the event such payment is not made after receipt of the original statement, it is agreed that the hotel may immediately impose a LATE PAYMENT CHARGE at the rate of 10% per month (ANNUAL RATE 12%), or the maximum allowed by law, on the unpaid balance, and the reasonable cost of collection, including attorney fees.

---

SIGNATURE ____________________________  ROOM # ____________________________
San Joaquin Region CATA
November 16, 2013

Fall Regional Meeting

TENTATIVE AGENDA

7:30 - Breakfast

8:00 - 8:30 - Registration, 50/50 Tickets, Dues Payment

8:30 - 10:00 - Business Session
- Call to Order
- Flag Salute
- Invocation
- Welcome
- Minutes
- Financial Report
- Student Teacher Introductions
- New Teachers Introductions
- CATA Executive Director's Report
- State Supervisor's Report
- Regional Supervisor's Report
- CATA State Offer Report - Vision 2030
- Teacher of Excellence Introductions & Vote
- Toyota Truck Fundraiser
- College Reports - UC Davis, Cal Poly SLO, Fresno State, Reedley, Bakersfield, West Hills

8:45 - 9:00 - Ask Grandpa about electricity thing

9:00 - 10:15 - Break, Hardbook Items, and 50/50 Tickets

10:15 - 12:00 - Business Session Continued
- Community College Division Report
- Regional News Report
- Secondary Division Committee Report
- Governing Board Report
- General Announcements
- Regional Assignments
- Regional Scholarship
- California FFA Advisory Board Report
- California FFA Board of Directors Report
- Announce Voting Results
- FFA Foundation
- Hard Book
- Door Prizes and 50/50 Drawing

12:00 - Adjournment

$1.50 Reports!

Shay Williams-Hopper, Tulare
Christine Henderson, Dinuba
Emily Keverline, Kern Valley
Emily Keverline, Kern Valley
Darlene Gillis, Madera South
Clay Freeman, Foothill
Mike Mederos, Tulare
Emily Keverline, Kern Valley
Kristiann Matess, Minerets
Dan Crookham, Exeter
Kevin Woodard, Clovis

Give up Plate to 2 people willing to pay $40

$1.50 for specialized
Grants - Doc Dec 1
SAN JOAQUIN REGION
California Agricultural Teachers Association

2013-2014 ROAD SHOW-FALL MEETING

November 15-16, 2013
Tenaya Lodge at Yosemite

Friday, November 15, 2013
12:30 p.m.  Registration and Refreshments
1:00 p.m.   Orientation
1:15 p.m.   Workshops-Round 1
2:30 p.m.   Workshops-Round 2
3:45 p.m.   Workshops-Round 3
5:00 p.m.   Workshops-Round 4
6:30 p.m.   Bus Departs for Evening Activity
10:45 p.m.  Bus Returns to Tenaya Lodge

Saturday, November 16, 2013
7:30 a.m.   Breakfast
8:00 a.m.   Registration
8:30 a.m.   Fall Meeting

Road Show Workshop Schedule – Still Looking for Suggestions

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Potential Topics Include but are not limited to:

Format for Prepared Speaking Manuscripts
Operating an Effective Greenhouse
Creating Quality Arrangements-Recipes
Electrical Motors and Controls
Environmental Sustainability Aspects of Agriculture
Science Fair Projects for the Classroom – Design Your Own as You Go
Ag Mechanics – A Fuel Lab
Ag Biology
During the Conference, I was able to get a better insight into the differences between the two California Acta Websites as well as learn about the importance of the Career Network. I also learned some valuable floral design skills to be implemented in next year's floral design class. It was also discussed that the APA format of the Prepared Speaking Manuscripts is a 50 point advantage for students. On Saturday, we got reports from our CATA Executive Director on the status of our potential grant and specialized funding opportunities.