Arroyo Grande High School

Agriculture Department
Quality Criteria Narratives

Amie Wadsworth
Quality Criteria Narratives

Table of Contents

1. Curriculum & Instruction
2. Leadership & Citizenship Development
3. Practical Application of Agriculture Skills
4. Qualified & Professional Personnel
5. Facilities, Equipment & Materials
6. Community, Business, & Industry Involvement
7. Career Guidance
8. Program Promotion
9. Program Accountability & Planning
10. Classroom Size
11. Full Year Employment
12. Program Achievement
1. Curriculum & Instruction
1. Curriculum & Instruction

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

The Arroyo Grande High School Agriculture Department offers classes within four different Career Technical Education pathways. The four pathways include: Generalist, Animal and Vet Science, Plant Science and Agriculture Mechanics. Students at Arroyo Grande High School are required to choose a pathway starting their sophomore year, there are fifteen other pathways offered on campus.

Students learn about Supervised Agriculture Experiences in class as freshmen. Students are encouraged to participate in a Supervised Agriculture Experience Program. All students in Agriculture Science 1 are required to have an SAE project, ranging from landscape management, gardens to livestock projects. The majority of student’s projects consist of showing an animal at the Santa Barbara County Fair.

Students also learn about the different leadership opportunities they can be involved in within the Ag program and the FFA. Students can sign up for these events throughout the year. For the FFA leadership opportunities students go through an application process. Students are encouraged to become involved and a minimum standard is set for all students in my classes to attend at least four FFA activities per year. Also if students are wanting to take an animal to the County fair they must participate in at least 3 FFA activities, participate in a speaking contest or leadership event.
1B. The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resource Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway standards within the program pathways and course

The standards that are used are the Career and Technical Education Model Curriculum Standards for each Agriculture class. In addition content specific standards are used such as The Next Generation Science Standards.

1C. Career paths in agriculture have been identified can be found on a chart or diagram in the Program Plan.

There are four career pathways within the Agriculture Department they are: Generalist, Animal and Vet Science, Plant Science (Floral and Viticulture) and Agriculture Mechanics. For the Generalist students will have the option to take a variety of classes that expose them to various areas of the various areas of the Agriculture industry. This pathway ties together all of the disciplines of agriculture from production through processing, research, through marketing and getting the product to the consumer here at home and around the world. Students study California Agriculture, Ag Business, Ag Technologies, Natural Resources, and Animal, Plant, and Soil Sciences and develop their leadership skills. The second pathway is Animal and Vet Science in this pathway students will study animal production for food, fiber, recreation and companionship is one of the leading areas of the agriculture economy in California. Careers in this pathway require the knowledge and skills needed to service, manage, and improve economic, social, environmental and biological aspects of this industry. Includes the study of Anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, processing, food safety and the uses of animal by-products. The third pathway is Plant Science students will learn plant classification, physiology, breeding, reproduction, biotechnology, pest, pathology and the equipment used as well as culture and harvest practices. The fourth pathway is Agriculture Mechanics students will design and construction, land leveling or layout and design of irrigation systems. Wood working, electrical systems, plumbing, concrete, welding, tractor and small engine operations, fabrication of projects small and large.
1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).

The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career paths. The Vice Principal along with the other administrators set up the master schedule at the beginning of each year.

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

Agriculture career awareness information is included in each course. This is done by presenting statistics on agriculture jobs in each subject area. Field trips and guest speakers from the industry are also utilized to ensure a firsthand experience for the students. Each course agriculture department is a part of the Career pathway program these courses are integrated sets of courses in which students acquire technical and employment skills that prepare them for entry-level jobs and/or further education after high school.
1F. The agriculture department utilizes computer hardware and software as an instructional tool.

The agriculture department has 30 computers in a computer lab and also 15 chrome books. The computer lab is rotated through classes throughout the day. The chrome books are used by Mrs. Carney's classes. Also in each classroom there is an Apple TV and a teacher I pad, this is used for various things such as showing videos and having the ability to move around the room and control what's on the board. The school has a google account set up for all staff and students. Each student has their own log in, this makes it easy to contact students in addition to having assignments online accessible for students. Also the school has a new website this year. Teachers have their own tab for each class, here reminders can be posted and things can be uploaded to aid students in completing assignments.

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

The agriculture curriculum includes the use of computer aided instruction by utilizing the use of computers for the following: record book, agriculture term paper, agriscience fair report, and other agriculture related projects. Students who are applying for the State Degree use the record book. Also students in the Agriculture Science class use the computers to do their project competition write ups. Students also in Ag Biology and Agriculture Science are starting to use the Project based learning model, this model uses student led activities on programs like google drive.
1H. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem.

All students in the department are taught recordkeeping. Students are taught each section of the record book and each maintain a record book. In addition all students that raise a livestock project for the fair are required to have a record book. Each student with a livestock project are required to turn in their record books closed out and completed in order to receive their fair checks.

Students that are seniors and wanting to show a livestock project must apply for the state degree and put their record books into the ibook. We are currently in the process of converting over from paper books or e-record books to ibooks.

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

Currently there no system to save students record books one year after graduation.

1J. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

All courses taught in the Arroyo Grande agriculture department have been submitted to meet either high school graduation requirements or University of California a-g credit. See table below for courses and credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Agriculture Government Policy and Economics</td>
<td>UC and CSU Elective Credit</td>
</tr>
<tr>
<td>Agriculture Mechanics I/II/III/IV</td>
<td>Elective</td>
</tr>
<tr>
<td>Agriscience</td>
<td>UC and CSU Elective</td>
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<tr>
<td>Ag Biology</td>
<td>Meets UC and CSU requires</td>
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<tr>
<td>Ag Chemistry</td>
<td>Meets UC and CSU requires</td>
</tr>
<tr>
<td>Animal Science</td>
<td>UC and CSU Elective</td>
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<tr>
<td>Environmental Horticulture</td>
<td>Elective</td>
</tr>
<tr>
<td>Floral Design</td>
<td>Meets UC and CSU requires</td>
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<tr>
<td>Advanced Floral Design</td>
<td>Elective</td>
</tr>
<tr>
<td>Food Science</td>
<td>Meets UC and CSU requires</td>
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<tr>
<td>Livestock Management</td>
<td>Elective</td>
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<tr>
<td>Veterinary Science</td>
<td>UC and CSU Elective</td>
</tr>
<tr>
<td>Viticulture</td>
<td>UC and CSU Elective</td>
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2. Leadership & Citizenship Development
2. Leadership & Citizenship Development

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

The Arroyo Grande FFA Chapter received its state charter in 1939.

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

Our Program of Work is a part of the Program Plan binder, each year this is updated to reflect current information. The current Program of Work is currently on file with Mr. Greg Beard.

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

Each Agriculture course in the program includes a grading scale that includes FFA as 10% of the student’s grade. To meet the 10% requirement per semester, students must attend at least two FFA activities. Activities are announced in classes by the teachers and FFA officers, posted on our Facebook and school website, and fliers are posted in the classrooms.

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

All students enrolled in an agriculture class are listed on the R-2 data report. The R-2 report is updated and submitted electronically prior to October 15th annually.

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

According to our Annual FFA Chapter Activities Check Sheet 2013-2014, our department participated in the following FFA Activities:

- State leadership Conference
- Regional meeting (Fall/Spring)
- Regional Leadership Conference
- Greenhand Conference
- Made for Excellence Conference
- Advanced Leadership Academy
- Opening-Closing Contest- Sectional
- Best Informed Greenhand Contest - Sectional
- Parliamentary Procedure - Sectional
- Prepared Public Speaking - Sectional/Region
- Creed Recitation - Sectional
- Job Interview - Sectional/Regional
- State FFA Degree Application
- Proficiency Application - Sectional
- Participated in Project Competition - Sectional
- Participated in FFA Judging Activity
- Local Leadership Activities
  - Harvest Festival Ag History and information booths
  - Hosted Ag Day for K-3rd grades
  - Service club presentations

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 Best Informed Greenhand Contest
* Local Opening & Closing Contest
* Local Program of Work Committee
* Local Agriscience Fair Exhibition
* Local Parliamentary Procedure
* 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

Over 80% of our members meet the requirement of three leadership development activities annually through a variety of activities. Students that attend these activities sign in and then this is transferred to a spreadsheet per teacher. The majority of our students attend monthly chapter meetings, participate in CDE activities, and speaking contests.
3. Practical Application of Agriculture Skills
3. Practical Application of Agriculture Skills

3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program.

Most students in the Arroyo Grande FFA program have Supervised Agriculture Experience projects. The freshman students in Ag Science 1 are required to all have a SAE project, these students keep their records in the record book. They also participate in a Chapter level project competition. These are also included in the student’s grade in the 10% FFA part. The most common types of projects are livestock projects for the Santa Barbara County Fair and landscape or garden projects.

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

All first year students in the program learn about Supervised Agriculture Projects, have a plan and do the project. First year students in Ag Science 1, learn about SAE projects starting with the basics, through planning their own SAE, and lastly constructing a tri fold board presentation for the Chapter project Competition. First year students that are in Ag Mechanics or Ag Biology also have an SAE project.

3C. A minimum of 80% of continuing students are engaged in SAE projects as verified by Department records.

All students in the department are required to have and to update a California FFA Record book. Currently students either have a paper book or a record book. The record book serves as our department records to verify the 80% minimum.

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

Students with livestock SAE projects are visited far more than twice per year, as far as other SAE projects they are rarely visited at home. For the livestock visits each advisor assigned to that specie visits accordingly. I am in charge of the swine projects. I make a visit out to the student’s facility before they get their animal to ensure that the facility is suited for the animal. I then make a visit once the student gets the animal. Once the animal is over about 150 pounds I will then visit every two weeks to weigh them. I record all visits, weights and comments about
the visit on a log sheet. I keep the log sheet along with contact information and other important papers for each student in a binder in my classroom.

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.

Our agriculture department has three vehicles that are solely used by the ag department. They include 2 Ford trucks and an Excursion. We can use these vehicles to do project visits, attend FFA activities and use around the Ag department. When we need additional vehicles we can request vans from the athletic director, this will usually happen as long as we request them early enough. Also we can rent School buses for large trips. All the ag departments vehicles have a gas key and can be fueled at the district bus barn.
4. Qualified & Professional Personnel
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.

All agriculture teachers, Steve DeRose, Sara Carney, Connie Sparks, and Amie Wadsworth hold the proper credentials to teach their subject area.

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.

Below is the list of professional development activities each agriculture teacher attended. This requirement is met by all teachers in the department.

<table>
<thead>
<tr>
<th>INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION</th>
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<tbody>
<tr>
<td>CRITERIA 4.B</td>
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<tr>
<td>School Year: 2021-22</td>
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<tr>
<td>Qualified &amp; Competent Personnel</td>
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<td>ACTIVITIES</td>
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<td>TeaHers NAMSON</td>
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<tr>
<td>Unit Region Meeting</td>
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<td>Region In-service Day</td>
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<td>Spring Region Meeting</td>
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<td>Summer In-service</td>
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<td>Season In-service Program</td>
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<tr>
<td>Season In-service &quot;Rev.&quot;</td>
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<tr>
<td>Season In-service &quot;Sen.&quot;</td>
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<tr>
<td>Season In-service &quot;High&quot;</td>
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<tr>
<td>Season In-service &quot;Adv.&quot;</td>
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<tr>
<td>Summer Conference</td>
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<tr>
<td>University AgEd Skills Week</td>
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<tr>
<td>Professional Development &quot;&quot;</td>
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* Four Session In-service Meetings equals one Professional Development Activity
* Can select a minimum of two other "AgroEdually Relevant" Professional Development activities than those listed above. Explain the Professional Development Activity.
4C. The agriculture staff meets a minimum of twice a month.

AGHS has late starts each Monday for professional development and department time. During the department time all the Ag teachers meet in the Ag department. This happens at least twice a month. If the school doesn’t give us time to meet as a department we make sure that we make time to meet.

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.

Each department meeting minutes are taken, each item discussed is on the minutes. Including upcoming activities, which teacher will be in charge of the different activities, school topics, finances, or district topics. Also on the minutes is a summary of what each teacher will be teaching for a two week time period. The document is usually shared through google documents so we all have access to it and we can update it accordingly.

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.

Each activity that a teacher plans to attend throughout the year is approved by the board. We then register for the activity and submit the paperwork for a purchase order. This process is done for all conferences that we attend throughout the year. Also the Ag department has a Cal card this is used to reserve any hotels for out of town trips. Also each teacher receives an annual lump sum to cover all food expenses while at conferences, fair or on FFA trips with students.
5. Facilities, Equipment & Materials
5. Facilities, Equipment & Materials

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

Each classroom is equipped to suite student’s needs. Classrooms can be reconfigured to accommodate students’ needs in order to move around the classroom, see the board or any other special needs they may have. Students are also allowed to move closer to the front of the room if they cannot see the board.

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

The Arroyo Grande High School Ag Department was built less than 2 years ago, through grant money. The department is located at the back side of campus, where there are five classrooms, including a floral room and computer lab. Also there is a shop facility, a horticulture area with a shade house, greenhouse and planter boxes, also there is a farm on campus with a pole barn, a large barn and small storage room. There is also a small vineyard that is utilized by the viticulture class. In addition in the new building is our teacher office and conference room.

In these spaces there is ample room for storage. Each teacher has their own classroom where supplies is stored. There are cabinets of various sizes that line the walls in each classroom. In the office we each have our own desk and computer. Inside my classroom is a storage room for an industrial fridge and freezer along with cooking supplies. Also there is an industrial sink, dishwasher, oven and high cooking tables. All of the BBQ fundraisers and any food is prepared in this classroom.

In the shop facility there is adequate storage room, there is a small room off the shop where supplies can be locked and stored in addition there is a secure outdoor area. Although inside the shop there is no cabinets or student lockers. At the school farm the pole barn stores the tractor and livestock trailer, the large barn has lockers for students raising pigs to keep their supplies in. Also other items are stored there. The small storage room is used to store the lamb and goat supplies in addition to the scale.

Classroom Storage  Horticulture area  Floral/Hort. Classroom
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 projects:**

- *School Farm Laboratory*
- *Growing Area*
- *Greenhouse*
- *Agriculture Shop*

The school farm facility is located on campus right behind the Ag classrooms. There is a fenced area with facilities to hold thirty pigs, including fifteen enclosed pig pens half with dirt and half with concrete and a wash rack. There are also five pens for the sheep projects and a pen for the goat projects. Also here there are work out pens for the students to practice in with their animals and proper storage areas for them to keep supplies. Next to the school farm is a horticulture area. Soon the garden boxes will be completed, and students will be able to utilize this area to grow things. Also in this area they have access to the shade house, greenhouse and hoop house. Students have access to the shop if they are taking any of the Ag Mechanics classes, in the classes students can design and build projects for their SAE.

5D. **The Agriculture Department has E-mail capabilities.**

The agriculture department does have email capability. We all have our lmusd.org accounts through outlook. This is a district wide email. Also at AGHS all teachers and students have a google Gmail account. This makes it easy to receive and send email to students.

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

All Ag facilities in the Arroyo Grande ag department are always kept neat and clean. Having recently moved into our new facility everything is very organized and clean. Also the outdoor facilities are also kept neat and organized.
Facilities and equipment in the Arroyo Grande Ag Department are regularly maintained, repaired or replaced as needed. With the buildings being new they are in great condition. Although some things still need to be finished within the department, the biggest need to complete is the window tinting and curtains. All equipment in the shop is maintained and inspected to ensure for safety. Also the Ag vehicles are serviced as needed. Also the department tractor is serviced by the Ag Mechanics class as needed.
6. Community, Business, & Industry Involvement
6. Community, Business and Industry Involvement

6A. The Advisory Committee is operational and reflects the committee membership as outlined in the “Agricultural Education Advisory Committee Manual”.

The Advisory Committee for Arroyo Grande Agriculture Department consists of eleven active members of the community. Our committee consists of the following members from the Central Coast:

Paul and Jenna Mann: These two advisory members are father and daughter. Mr. Paul Mann is an electrician and a cattleman. Ms. Jenna Mann is an employee of her fathers and active in the cattle industry also.

Craig Smithback: FreshKist Produce Broker

Joey Cabbassi: Ball Tagawa Grower

Rich Sillacci: Cal Poly Dairy Science Department

Elaine Elmore: USA AgriSeed

Tom Becker: Contractor

Lino Bozzano: Laetitia Winery

Larry Shucklin: Retired high School and College Agriculture Teacher

Dan Sutton: POVE

Steve and Linda Curry: Entrepreneur

6B. The Agricultural Advisory Committee meets at least twice each year.

In 2013 the advisory committee meet on February 7, 2013 and December 12, 2013. I attended the December meeting, and not the February meeting since I was not at this school then. At this meeting the members took a tour of our new facility, had dinner, and did a program overview. Minutes are available for each meeting.
6C. The Agriculture Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidence in the Ag. Advisory Committee minutes:

- Job Market Description
- Total Program Goals & Objectives
- Course Subject Matter Outlines
- 5 year Facility & Equipment Acquisition
- Graduate Follow up
- Targeted Occupations
- Program Description – Courses, SAE, FFA
- Program Completion Standards
- Current Year Budget
- List of Active placement Sites

At the February and December advisory meeting the following components of the Comprehensive Program Plan were discussed: Career pathways, 5 year plan, Curriculum, FFA activities, Budget for the current year, and the AIG review checklist. All of these items can be found in the minutes taken from the meetings.

6D. The contact information of the Advisory Committee Chair has been provided on the cover of this checklist.

Our current Advisory Committee Chair is Paul Mann. His information can be found on the cover of our AIG checklist submitted to Greg Beard in November.
7. Career Guidance
7. Career Guidance

7A. Students are counseled regarding:

* Career opportunities in Agriculture and Agribusiness
* Agriculture and academic courses necessary to complete career pathway offerings
* Post-secondary education and training options.

Students gain knowledge of career opportunities in Agriculture and Agribusiness through the curriculum that is taught in class. Students are presented with different career opportunities they can pursue. Also students meet with their counselors between March and April to enroll for classes for the upcoming school year. In addition students are informed in their current agriculture classes of the different agriculture classes they can take for the next school year. School wide students as sophomores are required to choose a pathway. Since this is new to the school and students counselors and the Agriculture Department are trying their best to inform students on what pathway to choose and how it will benefit them for their future career choices. The pathways are designed so students can gain career training and also have a better idea of what they may want to study for post-secondary education.

7B. All students have a completed career plan (Student Data Sheet) and it is updated annually.

Student Data Sheets are competed in each agriculture class at the beginning of each year. They are then placed in the students folders in each teacher's classroom.

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

Currently there are no articulation agreements with community colleges or universities. Last year we met with representatives from Allan Hancock Junior College. We developing a new course in viticulture and possibly vegetable production in the future. Dr. Koch has offered his assistance and we look forward to making this class one in which students would be able to move into their program with credits. In addition AHC is in the process of putting together an animal science pathway. Once they do so we are hoping that our animal science and vet science classes would be able to line up with theirs.
8. Program Promotion
8. Program Promotion

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

Outside of Arroyo Grande Agriculture Department Brochure.

Inside of Arroyo Grande Agriculture Department brochure.

This brochure has recently been updated to reflect our new pathways also the photos on it are updated to reflect our current officer team. The brochure is used at 8th grade orientation night, back to school night and any community events we attend.
8B. Students have alternative means of overcoming financial barriers to participate in program activities.

If students have financial barriers there are alternatives for them to seek. The blue jacket Bonanza was started by the local Farm Bureau last year. Students can fill out an application and participate in an interview to receive an FFA jacket. Although the requirements and interview process is very strict in our area, unfortunately none of our students applied for this program.

Students who would like to have a fair project but do not have the financial means can apply for a loan through the school or through Rabobank. The school will grant a loan to students who are in need and tell us why in a statement. The student’s animal, farm fee, and insurance will be financed, students are responsible for feed and all other expenses during the project.

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

The agriculture department is involved in multiple recruitment activities for the local feeder school. Our largest recruitment activity is student parent orientation, the upcoming 9th graders and their parents come to the AGHS gym and all of the clubs and special programs have booths. We bring our recruitment information, animals, and an interactive welding area. These things draw in the new students and get them interested in our program. Also the Ag students went to the two local junior high school, Judkins and Paulding, for their Career day. Here students set up an interactive booth to spark student’s interests. Lastly we host the Ag days at AGHS Ag department sponsored by the Farm Bureau. Our students create interactive agriculture related booths for the local elementary students. The students go around to the different stations and learn about agriculture.
9. Program Accountability & Planning
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.

There is a current comprehensive Program Plan on file with the Regional Supervisor, Mr. Greg Beard. Each year the Program Plan is updated accordingly and submitted.

9B. Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.

Updates for each of the areas above are sent in to Mr. Greg Beard by November 15th annually.

9C. A follow-up system is used which gathers the following information from program completers:

* Status of employment or school within
* Opinion regarding the value and relevance of the agriculture program
* Suggestions for improving the agriculture program

We do not conduct a survey for graduates to give us feedback. A survey should be created so graduates can give their feedback on the value and relevance of the program and for suggestions to improve the program.

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

The graduate follow up report is updated on the R-2 each year. In addition the graduated follow up report is updated with student's names and what they are doing now by October 15th.
9E. The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.

The current pathways in place are set up as a comprehensive plan for students to follow all four years of their high school. Throughout the students high school career they have many options of different classes they can take. Included in this are many options as lower classman and upper classman this ensures that students will stay in the program all four years and have many options for classes to take. This year we increased the Freshman Ag Science class from two periods to three periods, this will ensure that enough students will move on as sophomores. As freshman students can take Ag biology or Ag Mechanics I. Depending what pathway students choose as sophomores they have many options such as Ag Mechanics II, Vet Science, Animal Science, Floral Design, or Ag Biology if not taken freshman year. As juniors students can take Floral Design, which meets their visual and performing arts, Vet Science, Ag Chemistry, and Ag Mechanics III. As seniors students have many options such as, Ag Mechanics III, Ag Economics and Government, Horticulture, or Viticulture. They may also take any of the elective courses they have not already completed. The Ag program has such success retaining students because of the wide variety of courses and all of these courses meet graduation requirements, while some meet UC credits.

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.

Each year the R-2, AIG Expenditure Reports, and FFA Roster are updated online and submitted by October 15th.
10. Classroom Size
10. Classroom Size

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

Each class in the Agriculture department exceeds the class size limit. With the exceptions of Viticulture, Floral, Horticulture, Ag Mechanics III/III and Food Science. Most classes average about 32-36 students.

10B. The total number of students enrolled in agriculture classes do 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.

The total number of students in the agriculture department is 360. Each teacher exceeds 75 students. Even with counting freshman as .5 the students per teacher exceeds 75.
11. Full Year Employment
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 $2,000.

Three of the four teachers in the agriculture department are given an FFA stipend that exceeds the $2,000 minimum.

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.

The only teacher in our department that is allotted a supervision period is Mr. Steve DeRose, he is also the department head. The rest of the teachers are not compensated either.
12. Program Achievement
12. Program Achievement

12A. The Agriculture Program meets the requirements of Program Achievement.

Based on the criteria checklist, we do not meet 12E and 12 F. Our advisory only met twice last year. On 12 F our 3rd and 4th year members is 14.4% of our R-2 number, not 25%. Many of our juniors and seniors are coming into the program as 1st and 2nd years as their schedules open up. So this puts them behind a couple years and makes our numbers for this area smaller.
Arroyo Grande High School

Agriculture Department
AGED 539 Project Report

#5 Facilities, Equipment, and Materials
Garden Boxes in Horticulture Area

Amie Wadsworth
Background

The Arroyo Grande Agriculture Department has a multiple outdoor facilities for students and classes to use including a school farm and a separate horticulture facility. Each are solely the Agriculture department’s facilities. The horticulture area is a rectangular space about 100 feet by 50 feet all fenced in and right behind the agriculture classrooms. Recently we have decided to improve the horticulture area. It currently has a shade house, a hoop house, a potting bench area and a C train and small shed for storage. The hoop house and small greenhouse where put in at the end of the 2013-2014 school year. The plan is too eventually put in a large permanent greenhouse.

For my first year at Arroyo Grande High School I taught Agriculture Mechanics 1, my goal with this class was to do projects that would make improvements to the Ag department, while learning Ag Mechanics skills. I decided to build twelve 4’ X 8’ raised garden boxes. There was open space and the addition would be beneficial. The Ag Mechanics 1 class plotted out where the boxes would go, made a materials list and built the twelve boxes. The district came in and put in the underground water system, the boxes were re set and each box has its own hose bib valve so it can have its own watering system.

Although this school year (2014-2015) I am not teaching an Ag Mechanics class, I am working with Mr. DeRose’s 4th period Ag Mechanics, since that is my prep period. The garden boxes will benefit multiple classes that we offer here at AGHS including Horticulture, Floriculture, Ag Science 1 and Ag Biology. Students can utilize the raised planter beds to learn about plant growth, soil testing and ecosystems. Students can also model different growing
environments for various types of plants. Each garden box will be treated as a different test plot, where plants are put in different growing environments including different soil types, irrigation and moisture levels.

Goal

My overall goal is to improve the horticulture unit at Arroyo Grande High School by building twelve 4' × 8' raised garden boxes. The focus for my Master's project is on Quality Criteria 5: Facilities, Equipment, and Materials.

The goal will be accomplished through six objectives:

1. Students will design the layout for the garden beds, with dimensions of the boxes and area.

2. Students will make a detailed materials list needed for twelve garden boxes.
3. Students in Ag Mechanics 1 will construct, place and fill the raised garden beds.

4. Students will mark out the underground irrigation for the district maintenance to install.

5. Students in Agriculture Science, Horticulture, Floriculture and Agriculture Biology will be able to use the garden boxes.

6. Students will be able to use the boxes for their SAE projects.

Objective 1: Students will design the layout for the garden beds, with dimensions of the boxes and area.

As a project in Ag Mechanics 1 the students will measure the current horticulture area and design how the garden beds will fit best in the space. They will need to make sure that the spacing is correct for the walk ways and also that the beds are square and positioned correctly. This project taught the students the importance of measuring accurately and designing the area so everything would fit properly.

Objective 2: Students will make a detailed materials list needed for twelve garden boxes.

Students will be told that they will be building twelve garden boxes, they will then put together a materials list and work on an order through Brisco's True Value. I also had students compare prices with other local hardware stores such as Minor's and Home Depot. Although I knew we were going to order from Brisco's since they are big supporters for the Ag Department. It is important for them to compare pricing.
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Dan Todd  
Brisco's True Value  
805.489.5536 ph  
805.489.6477 fax

**Objective 3: Students in Ag Mechanics 1 will construct, place and fill the raised garden beds.**

Students in the Ag Mechanics class range from 9th to 12th graders with a wide range of experience levels. Students will work together to cut out the wood to the correct sizes and build the garden boxes. Students will need to cut the wood in the shop to size. Then they will construct the boxes near the site where they will sit. Students will then move the boxes to the correct places. Having measured out the spacing between each box to be four feet. Students will then fill each box about half foot from the top with a combination of soil, compost and top soil. Then the side rail tops will be cut to the proper angles and screwed into place.
Objective 4: Students will mark out the underground irrigation for the district maintenance to install.

Students will measure two feet in on each box and then make a mark for the water hose bib riser to go.
Objective 5: Students in Agriculture Science, Horticulture, Floriculture and Agriculture Biology will be able to use the garden boxes.

Students can plant various plants in the boxes within their classes. Specifically students in Ag Science could do vegetable starts inside the classroom then plant them in the boxes to eventually be able to take the vegetables home. In addition since each box is individual different growing conditions could be manipulated such as water amounts or different systems or covering the boxes with plastic to simulate a greenhouse. Also students in the floriculture class can plant flowering plants that they can use in their arrangements.
Objective 6: Students will be able to use the boxes for their SAE projects.

If students do not have a place for an SAE project they could use the space in the horticulture area, specifically the garden boxes. I think I would reserve the boxes specifically for Ag Science 1 students SAE projects, as they are required to get one started their freshman year.
Conclusion

In conclusion the project overall was a success. The horticulture area is functional and looks great. Students are able to utilize the space to do multiple activities at one time. This making it easier to have large classes in this area. To finish off the space rock has been added to the entire facility to prevent weeds and keep dust down. The next major project in this area would be to install the greenhouse. In the meantime students will learn by planting various plants, learn how to use the irrigation systems, and grow a variety of plants.
Arroyo Grande High School

AGED 539
Expected Supporting Completion Materials

Amie Wadsworth
1. Student Data Sheets
A. Name
   Last Name  
   First Name, MI

B. Gender: Male  _ Female  x

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one) Yes  _  No  x
   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
   x White

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

E. Grade Level in School:  9th  
   (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.
   swine farmer

H. Date:  11-3-14

I. Locator Data
   Street Address:  524 Bakerman Ln.
   City, Zip:  Arroyo Grande, CA, 93420
   Phone Number:  (805) 285-1695
   Email:  tnblanking78@gmail.com
   Parent/Guardian Name (Print Full Name For Each):
   Mr.  Randy Baldwin
   Miss/Mrs./Ms.  Tina Baldwin

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
      x Full-Time Student
      _ Part-Time Student
      _ Agriculture Major
      _ Non-Agriculture Major
   3. Go Into Military Service
L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

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

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N. Planned Department Activity (FFA)

| B.I.G | Opening and Closing | Fair | Creed |

Parents/Guardians Signature: [Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name __________ First Name, MI __________________________

B. Gender: Male _______ Female ______

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

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

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

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

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

H. Date: 10/30/14

I. Locator Data
   Street Address: 1478 Brighton Avenue
   City, Zip: Conway, Branch, 03833
   Phone Number: (805) 903-3821
   Email: giacomazzi2@gmail.com

Parent/Guardian Name (Print Full Name For Each):
   Mr. Giacomazzi
   Miss/Mrs./Ms. Giacomazzi

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

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

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

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N. Planned Department Activity (FFA)

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Parents/Guardians Signature: ____________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
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: 2nd (1st, 2nd, 3rd, 4th)

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

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

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

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

nursing school and (horse trainer)

H. Date: 1/19/19

I. Locator Data
Street Address: 198 10th Avenue
City, Zip: Yuma, Arizona 85390
Phone Number: (520) 302-3872
Email: joneschram@chucknet.net
Parent/Guardian Name (Print Full Name For Each):
Mr. Ron Schram
Miss/Mrs./Ms. Jane Schram

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

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

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

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

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

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

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

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

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N. Planned Department Activity (FFA)

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AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name

Last Name [Handwritten]
First Name, MI [Handwritten]

B. Gender: Male _____ Female [X]

C. Ethnicity/Race:
- Are you Hispanic or Latino? (Check one) Yes ____ No [X]

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 [Handwritten]
(1st, 2nd, 3rd, 4th)

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

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

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

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 eventually get a major in ag business!

H. Date: 06-October-30, 2014

I. Locator Data
Street Address: [Handwritten]
City, Zip: [Handwritten]
Phone Number: (503) 704-7718
Email: natsurftrider@gmail.com
Parent/Guardian Name (Print Full Name For Each):
Mr. [Handwritten]
Miss/Mrs./Ms. [Handwritten]

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

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

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

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

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

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

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

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N. Planned Department Activity (FFA)

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<tr>
<td>National meeting</td>
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<tr>
<td>Livestock judging</td>
</tr>
<tr>
<td>Judging teams</td>
</tr>
<tr>
<td>Section meetings</td>
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</table>

Parents/Guardians Signature: [Signature]

Page 1 of 1
A. Name

B. Gender: Male ______ Female X

C. Ethnicity/Race:
- Asian Indian
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Vietnamese
- Black or African American
- Filipino
- Guamanian
- Samoan
- Tahitian
- White

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

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

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

X I plan a career in agriculture

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.

Animal science

H. Date: 10-30-14

I. Locator Data
- Street Address: 234 Willow Lane
- City, Zip:Algona, Iowa 50511
- Phone Number: (515) 305-6710
- Email: crocflisher63@yahoo.com
- Parent/Guardian Name (Print Full Name For Each):
  - Mr. Debbie Fisher

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
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<td>Ag Chem</td>
<td>An Econ and Gov.</td>
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<td>World Lit.</td>
<td>Advanced Projects</td>
<td>Personal Financings</td>
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<td>Algebra II</td>
<td>EAP Advanced Math</td>
<td>Viticulture</td>
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<tr>
<td>Spanish</td>
<td>World History</td>
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M. Supervised Agricultural Experience Plan (Project Program should be related to career goal).

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

<table>
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<tr>
<th>Chapter Meetings</th>
<th>Opening &amp; Closing</th>
<th>Fall Banquet</th>
<th>Chapter Meetings</th>
<th>Opening &amp; Closing</th>
<th>State Conference</th>
<th>Opening &amp; Closing</th>
<th>Harvest Festival</th>
<th>Fall Banquet</th>
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</table>

Parents/Guardians Signature: [Signature]
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name
   Last Name
   First Name, MI

B. Gender: Male          Female

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

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

E. Grade Level in School: 11
   (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.
   Become a vet

H. Date: 11/4/14

I. Locator Data
   Street Address: 444 East Granite Ave
   City, Zip: Byrom Grove 93450
   Phone Number: 805-980-4145
   Email: Rodriguez@agmail.com

   Parent/Guardian Name (Print Full Name For Each):
   Miss/Mrs./Ms.
   Dionis Rodriguez

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

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

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
<th>JUNIOR YEAR</th>
<th>SENIOR YEAR</th>
</tr>
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<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
<td><strong>School Year</strong></td>
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<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
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<td>French</td>
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<td>Viticulture</td>
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<td>Ag Mectrics</td>
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<td>P.E.</td>
<td>History</td>
<td>English</td>
<td>Ag Food Science</td>
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<td>Work</td>
<td>Math</td>
<td>Ag Econ &amp; Gov</td>
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<tr>
<td>Health</td>
<td>P.E.</td>
<td>English</td>
<td>English</td>
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<tr>
<td>Skills For Success</td>
<td>Painting</td>
<td>History</td>
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</table>

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

<table>
<thead>
<tr>
<th>S.A.E</th>
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<tbody>
<tr>
<td>Sheep</td>
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<tr>
<td>Sheep</td>
<td>1</td>
</tr>
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<td>Sheep</td>
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</tr>
<tr>
<td>Pig</td>
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</table>

N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>Fall banquet</th>
<th>FFA Drive Thru</th>
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<tbody>
<tr>
<td>BBQ</td>
<td></td>
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Parents/Guardians Signature: [Signature]
A. Name
Last Name
First Name, MI

B. Gender: Male  Female

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>SOPHOMORE YEAR</th>
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<th>SENIOR YEAR</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Ag Animal</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Health/ Skills &amp; Success</td>
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<td></td>
<td></td>
</tr>
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</table>

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

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

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

Parents/Guardians Signature:

[Signature]

[Signature]
AGRICULTURAL EDUCATION - ( )

J. IDENTIFICATION DATA SHEET

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

B. Gender: Male _______ Female [X]

C. Ethnicity/Race:
   Are you Hispanic or Latino? (Check one) Yes _______ No [X]
   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: ________ (1st, 2nd, 3rd, 4th)

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

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

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

H. Date: 3/25/15

I. Locator Data
   Street Address: 838 Rockaway Beach, 93438
   City, Zip: [Redacted]
   Phone Number: [Redacted]
   Email: [Redacted]

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

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

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

<table>
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<tr>
<th>S.A.E</th>
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<tbody>
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<td>Built a bird house</td>
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N. Planned Department Activity (FFA)

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Parents/Guardian Signature: __________________________
AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

H. Date: 10/13/13

I. Locator Data
Street Address: 9455 Branch Mill Rd.
City, Zip: Arkadelphia, AR 71926
Phone Number: 870-649-9072
Email: schaney@khsarkglobal.net
Parent/Guardian Name (Print Full Name For Each):
Mr. Chris Bankey
Miss/Mrs./Ms. Shari Bankey

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

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

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

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

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

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

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

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

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<th>FFA Chapter meetings</th>
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</table>

Parents/Guardians Signature: [Signature]

Date: [Date]
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
   X White

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

E. Grade Level in School: 9th
   (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.
   Become a cattle rancher

H. Date: 02/04/15

I. Locator Data
   Street Address: 3899 Alisos Road
   City, Zip: Arroyo Grande Ca 93420
   Phone Number: (805) 945-5733
   Email: estradaz42aol.com
   Parent/Guardian Name (Print Full Name For Each):
   Mr. Kevin Estrada
   Miss/Mrs./Ms. Sarah Estrada

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

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

STUDENT PROGRAM PLANNING FORM

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

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

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

N. Planned Department Activity (FFA)

<table>
<thead>
<tr>
<th>D.O.C</th>
<th>Farli Pro</th>
<th>Beach Chapter Meeting</th>
<th>Hollister Chapter Meeting</th>
</tr>
</thead>
</table>

Parents/Guardians Signature: [Signature]
2. Permanent Student File System
Permanent Student File System

Below is a picture of the student files that I keep in my classroom for each of my students.
3. Course Outlines
Arroyo Grande Agriculture Department
Agriculture Science
Course Syllabus 2014-2015
Mrs. Wadsworth
amertz@lmusd.org
(805) 474-3200

COURSE INFORMATION
Prerequisites: Algebra 1 or Concurrent Enrollment

This Course Fulfills:
- The course is designed in conjunction with Agriculture Biology to meet UC requirements and California State Standards for Biological Sciences.

COURSE DESCRIPTION
The Agriculture Science 1 course is offered to first year agriculture students who are planning to major in agriculture in a college or university. It has been designed to provide students with a unique perspective of agriculture and its impact on American Society. It also provides students with critical thinking and leadership development skills via the Future Farmers of America (FFA), as well as foundation skills and knowledge in the seven program areas of agriculture. Homework varies by unit, but averages about one assignment per week. Some of the potential course topics include, but are not limited to:

- Meeting Human Needs
- Sciences and Technology
- Biotechnology
- Bases of Life
- Anatomy and Physiology
- Food Science
- Leadership and the FFA
- Parliamentary Procedure
- Communication
- Record Keeping
- Animal Science
- Plant Science
- Soil Science
- Aquaculture
- Business Management & Marketing
- Horticulture
- Natural Resources
- Alternative Energy
- Agriculture and Society
- Careers and Employment

FFA and Supervised Agriculture Experience Programs (SAEP) participation is required and graded. Additionally, students will have the unique prospect of developing premier leadership, personal growth and career success through the opportunities offered in the National FFA Organization. There are currently over 500,000 students taking advantage of these opportunities around the United States, including over 66,000 of those in the State of California.

COURSE PERFORMANCE OBJECTIVES
The Student will:
- Complete all projects and tasks with 100% effort.
- Be organized, on task and always engaged in learning.
- Develop valuable leadership skills that will carry into the student’s adult life.

THE MISSION OF THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT IS TO DEVELOP POTENTIAL FOR PREMIER LEADERSHIP, PERSONAL GROWTH AND CAREER SUCCESS THROUGH AGRICULTURE EDUCATION.

REvised 10/29/14
COURSE MATERIALS

Student will provide:
- 1 ½“ Binder
- 6 Dividers (Labeled: Course Information, Quarter 1, Quarter 2, Quarter 3, Quarter 4, Misc.)
- Necessary writing utensils (Blue/Black Pens, Pencils, Highlighters)

COURSE GRADING PROCEDURES

90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc.
10% - FFA Participation and Supervised Ag Experience. 2 Activities per Semester

**Absences:** It is the student’s responsibility to obtain any missed notes, assignments, quizzes, and tests. If there are any questions or needs from the instructor, it is the student’s responsibility to see me outside of class time on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

**Students will have 1 calendar week from the last date of an excused absence to turn in any missed work; past this point their work will be subject to late work policy noted below.**

**Late work for unexcused/excused absences will only be accepted at specific times during each quarter. Any unexcused/late work is worth 80% of its original total. It is the students’ responsibility to collect any necessary materials regarding late work, excused or unexcused.**

GRADING SCALE

A = 100% - 90%  B = 89.9% - 80%  C = 79.9% - 70%  D = 69.9% - 60%  F < 60%

Grades are weighted according to the scale outlined under Course Grading Procedures and entered according to the above Grading Scale. Though extra credit is offered periodically through the semester it should be noted that it should not be thought of as an ulterior method of intentionally boosting a letter grade higher than its original earnings.

Expectations and Class Rules:

1. All AGHS rules apply. Please see your student handbook for campus policies.

2. General Behavior:
   - Respect others’ rights to learn
   - Respect of others’ property
   - Respect of others!

3. General Work Habits:
   - Use time wisely... Time is a finite resource; there is only so much of it
   - Quality, quality, quality... Strive for excellence and understanding
   - Learn to enjoy learning... The possibilities are endless

4. WORKPLACE RULES:
   A. Act like an adult
   B. Follow directions
   C. Work for your grade

5. Be in class on time and prepared to work. Always have Ag Science binder available. Tardies are not acceptable and you will not be admitted in class without a tardy slip.

6. NO cell phones, i-Pods, or other electronic devices may be used during class unless given teacher permission. First offense = Warning. Second offense = Teacher Confiscation for duration of period. Third offence = Confiscated and given to office.
7. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.

8. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.

9. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.

10. No food or open containers should be consumed during class, unless provided by the instructor. Please leave or dispose of these items outside before class.

11. No hats or sunglasses will be worn in class.

12. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.

13. Class will end when the instructor has dismissed you.

Be Punctual * Be Prepared * Be Positive * Be Professional * Be Polite

FFA Participation and Supervised Agricultural Experience (SAE):

All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student’s grade.

FFA Organization: The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 2 activities by the end of each semester. Activities can roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year.

SAE: CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student’s Record Books are graded from December through June. They will also participate in a classroom SAE project competition.
AGRICULTURE SCIENCE COURSE SYLLABUS, WITH MRS. WADSWORTH, AND THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT.

Student
Name:______________________________
Signature:__________________________
Date:_____________________________
Phone:___________________________
E-mail:__________________________
Mailing Address:___________________

Parent
Name:______________________________
Signature:__________________________
Date:_____________________________
Phone:___________________________
E-mail:__________________________

ASSIGNMENT # 1

PRESENTING ALL COURSE MATERIALS FOR CREDIT BY 8/28/2014 IS WORTH 10 POINTS OF REGULAR COURSEWORK CREDIT

ASSIGNMENT # 2

TURNING IN THE COMPLETED BOTTOM PORTION OF THIS PAGE BY 8/28/2014 IS WORTH 10 POINTS OF REGULAR CREDIT

ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT COURSE SYLLABUS AND CLASSROOM POLICIES

Student
Name:______________________________
Signature:__________________________
Date:_____________________________
Phone:___________________________
E-mail:__________________________
Mailing Address:___________________

Parent
Name:______________________________
Signature:__________________________
Date:_____________________________
Phone:___________________________
E-mail:__________________________

THE MISSION OF THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT IS TO DEVELOP POTENTIAL FOR PREMEIR LEADERSHIP, PERSONAL GROWTH AND CAREER SUCCESS THROUGH AGRICULTURE EDUCATION.

REVISED 10/29/14
Course Description

This general biology class will satisfy one full year of the college prep laboratory science requirement. The course begins with the study of life at the cellular level then broadens into the study of living organisms and their interactions with the environment.

Topics: The following are the California State Standards for Biology and will be covered in this class.

Cell Biology
1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism’s cells.

Genetics
2. Mutation and sexual reproduction lead to genetic variation in a population.
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.

Ecology
6. Stability in an ecosystem is a balance between competing effects.

Evolution
7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
8. Evolution is the result of genetic changes that occur in constantly changing environments.

Physiology
9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
10. Organisms have a variety of mechanisms to combat disease.

FFA and Supervised Agriculture Experience Programs (SAEP) participation is required and graded. Additionally, students will have the unique prospect of developing premier leadership, personal growth and career success through the opportunities offered in the National FFA Organization. There are currently over 500,000 students taking advantage of these opportunities around the United States, including over 66,000 of those in the State of California.

Course Performance Objectives

The Student will:
1. Complete all projects and tasks with 100% effort.
2. Be organized, on task and always engaged in learning.
3. Develop valuable leadership skills that will carry into the student’s adult life.
COURSE MATERIALS

Student will provide:
1 1½’’-2’’ Binder
6 Dividers (labeled: Course Materials, Quarter 1, Quarter 2, Quarter 3, Quarter 4, Misc.)
Necessary writing utensils (Blue/Black Pens, Pencils, Highlighters)

TESTS:
A test will be given at the end of each unit. Quizzes are given throughout the unit. Information for the tests comes from the text, notes, assignments, activities, and labs. Expect a test to include multiple choice, fill-in, true/false and short answer questions. This is an opportunity for you to show me how smart you are!

COURSE GRADING PROCEDURES

90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc.
10% - FFA Participation and Supervised Ag Experience

**Absences:** It is the student’s responsibility to obtain any missed notes, assignments, quizzes, and tests. If there are any questions or needs from the instructor, it is the student’s responsibility to see me outside of class time on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

**Students will have 1 calendar week from the last date of an excused absence to turn in any missed work; past this point their work will be subject to late work policy noted below.**

**Late work for unexcused(excused) absences will only be accepted at specific times during each quarter. Any unexcused/late work is worth 80% of its original total. It is the students’ responsibility to collect any necessary materials regarding late work, excused or unexcused.**

GRADING SCALE

A = 100% - 90%  B = 89.9% - 80%  C = 79.9% - 70%  D = 69.9% - 60%  F < 60%

Grades are weighted according to the scale outlined under Course Grading Procedures and entered according to the above Grading Scale. Though extra credit is offered periodically through a semester it should be dually noted that it should not be thought of as an ulterior method of intentionally boosting a letter grade higher than its original earnings.

Expectations and Class Rules:

1. All AGHS rules apply. Please see your student handbook for campus policies.

2. General Behavior:
   • Respect other’s rights to learn
   • Respect of other’s property
   • Respect of others!

3. General Work Habits:
   • Use time wisely... Time is a finite resource: there is only so much of it.
   • Quality, quality, quality... Strive for excellence and understanding
   • Learn to enjoy learning... The possibilities are endless.

4. WORKPLACE RULES:
   A. Act like an adult
   B. Follow directions
   C. Work for your grade
5. Be in class on time and prepared to work. Always have Ag Science binder available. Tardies are not acceptable and you will not be admitted in class without a tardy slip.

6. NO cell phones, i-Pods, or other electronic devices may be used during class unless given teacher permission. First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and given to office.

7. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.

8. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.

9. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.

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13. Class will end when the instructor has dismissed you.

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FFA Participation and Supervised Agricultural Experience (SAE):
All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student's grade.

FFA Organization: The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 2 activities by the end of each semester. Activities can roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year.

SAE: CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student's Record Books are graded from December through June.
BY SIGNING BELOW I ACKNOWLEDGE, UNDERSTAND, AND AGREE TO THE ATTACHED SYLLABUS AND CLASSROOM POLICIES AND WILL ABIDE BY THE GUIDELINES THAT ARE EXPECTED IN THE AGRICULTURE BIOLOGY COURSE SYLLABUS, WITH MRS. WADSWORTH, AND THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT.

Student
Name: ____________________________
Signature: ____________________________
Date: ______________________________
Phone: _____________________________
E-mail: _____________________________

Parent
Name: ____________________________
Signature: ____________________________
Date: ______________________________
Phone: _____________________________
E-mail: _____________________________

Mailing Address: ____________________________

ASSIGNMENT # 1

PRESENTING ALL COURSE MATERIALS FOR CREDIT BY 8/28/2014 IS WORTH 10 POINTS OF REGULAR COURSEWORK CREDIT

ASSIGNMENT # 2

TURNING IN THE COMPLETED BOTTOM PORTION OF THIS PAGE BY 8/28/2014 IS WORTH 10 POINTS OF REGULAR CREDIT

ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT COURSE SYLLABUS AND CLASSROOM POLICIES

Student
Name: ____________________________
Signature: ____________________________
Date: ______________________________
Phone: _____________________________
E-mail: _____________________________

Parent
Name: ____________________________
Signature: ____________________________
Date: ______________________________
Phone: _____________________________
E-mail: _____________________________

Mailing Address: ____________________________

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REVISED 10/29/14
Arroyo Grande Agriculture Department
Viticulture
Course Syllabus 2014-2015
Mrs. Wadsworth
amertz@lmusd.org
(805) 474-3200

Course Information:
Grades: 11-12
Prerequisites: Successful completion of Biology or Agriculture Biology with a ‘C’ or better

Description:
How do local farmers decide what type of grapes to grow? Viticulture is designed as an introduction to wine grape production. Discussions and activities will include the historical importance of grapes and vineyards regionally and world-wide, analysis of grape distribution, production and consumption, life cycle of the vine, the concept of terroir in relation to grape site selection and production, crop management and practices that affect the quality of grapes and the wine product. Students will understand decision making processes in pest management, irrigation strategies, organic and sustainable vineyard practices, and mechanical versus manual harvesting. Students will learn about and create projects regarding the establishment of a new vineyard including propagation, vineyard design, installation, irrigation systems, crop management, harvesting and distribution. Students will also understand quality assurance, legislation and regulations that govern the wine production and sales industry. Students will have the opportunity to practice communication and leadership skills through participation in AGHS FFA.

Course Objectives:
1. To develop an appreciation and awareness of the importance of the viticulture industry.
2. To incorporate scientific methods and biological principles with modern agricultural practices.
3. To prepare students for college level entry in the various disciplines of viticulture.
4. To recognize plant physiology, growth requirements, & nutrients needed for optimum growth.
5. To recognize the diversity of life and the interrelationships among all organisms.
6. To understand the impact of the viticulture industry on the local and state economy.
7. To be aware of the historical and descriptive nature of the viticulture industry.

Topics of Instruction:
1. California Agriculture & The Wine Industry in Central California
2. Careers in Viticulture & Enology
3. Seasons in the Vineyard
4. Wine making & fermentation
5. History of Wine
6. Anatomy & Physiology of the Grapevine
7. Grapevine Identification
8. Training Systems & Grapevine Pruning
9. American Viticulture Areas
10. Barrels, Bottles, Labels
11. Soil Science
12. Vineyard pests and diseases

Examples of Hands-On Projects and Labs:
- Brix testing (1st quarter weekly)
- Fall Vineyard records and measurements (1st quarter weekly)
- Vine Thinning
- Vineyard Yield Estimation
- Fruit Harvest
- Fruit Processing (Crush)
- Fermentation Lab
- Grapevine Pruning
- Bottling
• Label Design
• Spring Cluster Counts and Shoot Measurements (4th quarter weekly)
• Soil Profile Lab

Textbooks: (All available in class. You will not take any texts home.)

Supplies: You will need to come prepared to class each day with your notebook, writing utensils, and paper. Viticulture Binder: Students will need a binder (1.5"-2") and at least 4 dividers (labeled: Course Information, Homework, coursework, labs). This needs to be in class each day with you and will be graded at the end of each quarter. Your binder is expected to be neat, organized, and complete at all times throughout the year. You will have a place to store your binder in class.

Grading Policy:

Grades will be based on the following: 
90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc.
10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

**Absences: It is the student’s responsibility to obtain any missed notes, assignments, quizzes, and tests. If there are any questions or needs from the instructor, it is the student’s responsibility to see me outside of class time on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.
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** Late work for unexcused/absence work will only be accepted at specific times during each quarter. Any unexcused/late work is worth 80% of its original total. It is the students’ responsibility to collect any necessary materials regarding late work, excused or unexcused.

Expectations and Class Rules:

1. All AGHS rules apply. Please see your student handbook for campus policies.

2. General Behavior:
   - Respect other’s rights to learn
   - Respect of other’s property
   - Respect of others!

3. General Work Habits:
   - Use time wisely... Time is a finite resource: there is only so much of it.
   - Quality, quality, quality... Strive for excellence and understanding
   - Learn to enjoy learning... The possibilities are endless.

4. WORKPLACE RULES:
   A. Act like an adult
   B. Follow directions
   C. Work for your pay

5. Be in class on time and prepared to work. Always have Vit binder available. Tardies are not acceptable and you will not be admitted in class without a tardy slip.

6. NO cell phones, i-Pods, or other electronic devices may be used during class unless given teacher permission. First offense = Warning. Second offense = Teacher Confiscation for duration of period. Third offense = Confiscated and given to office.

7. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.
8. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.

9. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.

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   Be Punctual   Be Prepared   Be Positive   Be Professional   Be Polite

---

**FFA Participation and Supervised Agricultural Experience (SAE):**

All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student’s grade.

**FFA Organization:** The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 2 activities by the end of each semester. Activities can roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year.

**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of vineyard management project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student’s Record Books are graded from December through June.
BY SIGNING BELOW I ACKNOWLEDGE, UNDERSTAND, AND AGREE TO THE ATTACHED SYLLABUS AND CLASSROOM POLICIES AND WILL ABIDE BY THE GUIDELINES THAT ARE EXPECTED IN THE VITICULTURE SCIENCE COURSE SYLLABUS, WITH MRS. WADSWORTH, AND THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT.

Student Name: ___________________________ Parent Name: ___________________________
Signature: __________________________________ Date: ________________
Date: ________________ Phone: ___________________________
Phone: ___________________________
E-mail: ___________________________ E-mail: ___________________________
Mailing Address: ___________________________

ASSIGNMENT #1

PRESENTING ALL COURSE MATERIALS FOR CREDIT BY 8/28/2014 IS WORTH 10 POINTS OF REGULAR COURSEWORK CREDIT

ASSIGNMENT #2

TURNING IN THE COMPLETED BOTTOM PORTION OF THIS PAGE BY 8/28/2014 IS WORTH 10 POINTS OF REGULAR CREDIT

ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT COURSE SYLLABUS AND CLASSROOM POLICIES

Student Name: ___________________________ Parent Name: ___________________________
Signature: __________________________________ Date: ________________
Date: ________________ Phone: ___________________________
Phone: ___________________________
E-mail: ___________________________ E-mail: ___________________________
Mailing Address: ___________________________


4. Grade Book
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Math</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>English</td>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>History</td>
<td>A</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>Spanish</td>
<td>B</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Chemistry</td>
<td>C</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Physics</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>Biology</td>
<td>B</td>
<td>85</td>
</tr>
</tbody>
</table>

Note: The table above represents a typical academic class schedule and grade distribution.
### Gradebook Configuration: Agrisci 1 - Fall

#### Weighted Scoring

<table>
<thead>
<tr>
<th>Name</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Science</td>
<td>80</td>
</tr>
<tr>
<td>FFA</td>
<td>10</td>
</tr>
<tr>
<td>Binders</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

**Add New Category**  **Save**
### Configuration: 5 - Ag Biology - Fall

If linking gradebooks, you must do so before adding category types or assignments.

1. **Ag Biology** (40%)
2. **FFA** (10%)
3. **Binders** (10%)

Total: 100%

#### Options
- Add Gradebook
- Link Gradebooks
- Edit Gradebook
- Options
- Categories
- Assignments
- Manage Students
- Final Marks
- Narrative Grades
- Rules
- Backups
- Restore

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[Image of the document interface showing gradebook configurations and a table listing grades for categories like Ag Biology, FFA, and Binders, with their respective percentages.]
### Viticulture - Fall

- **Weighted Scoring**

<table>
<thead>
<tr>
<th>Name</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viticulture</td>
<td>90</td>
</tr>
<tr>
<td>FFA</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total:** 100

[Add New Category] [Save]
5. SAE Supervision Forms
| A  | B  | C  | D  | E  | F  | G  | H  | I  | J  | K  | L  | M  | N  | O  | P  | Q  | R  | S  | T  | U  | V  | W  | X  | Y  | Z  |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 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 | 27 |
|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
Supervision Record
Supervised Agricultural Experience Program

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</table>

Time: 1 2 3 4 5 6 7 8 9 10 11 12 am or pm

Description of Current SAEP

- Market Swine SB 1F
- Breed Swine 2 Gilts

Instructor's Comments / Notes

1. Observations
- Check market pig needs to apply sun screen or provide shade
2. Record Book
3. FFA
4. Skills instruction
5. Recommendations
6. Goals
   - A. Short Range
   - B. Long Range
7. Follow-up
   - Discuss with Gilts trial will sell for slaughter future plans to breed for next years fair
   - Checked breeding project facility newly built four enclosed pens with run
### Supervision Record

**Supervised Agricultural Experience Program**

<table>
<thead>
<tr>
<th>Date:</th>
<th>8/21/21</th>
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<th>Parent(s) Present: X Yes</th>
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<tr>
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#### Description of Current SAEP

- **Market Swine SAEP**

#### Instructor’s Comments / Notes

1. Observations
2. Record Book
3. FFA
4. Skills instruction
5. Recommendations
6. Goals
   A. Short Range
   B. Long Range
7. Follow-up

- Weighed 210 lbs.
- Student demonstrated that he has been practicing showmanship.
- Student is in close contact with his breeder for feeding plan.

- Scheduled next visit (6/18)
**Supervision Record**

**Supervised Agricultural Experience Program**

<table>
<thead>
<tr>
<th>Date:</th>
<th>On-Site</th>
<th>Parent(s) Present</th>
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</table>

| Time | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | am | pm |

**Description of Current SAEP**

*Market Sow SBCE*

**Instructor’s Comments / Notes**

1. Observations
   - *Weighted: 106 lb*
2. Record Book
   - Took DNA for fair
3. FFA
4. Skills instruction
5. Recommendations
6. Goals
   - A. Short Range
   - B. Long Range
7. Follow-up
   - Gave 2 cc. Exceed
   - Showed signs of PDA
   - Yellow/green stools very runny
   - Red eyes
   - Not eating

*Student will report how pig is doing during following school days*
Supervision Record
Supervised Agricultural Experience Program

Type of SAEP
- Exploratory
- Entrepreneurship
- Placement
- Research/Experimental
- Analytical
- Prospective Student

Date: 9/3/14
- On-Site
- School
- Parent(s) Present
- Mileage
- Time Spent

Time:
1 2 3 4 5 6 7 8 9 10 11 12 am or pm

Description of Current SAEP
Market Swine - SAEF

Instructor's Comments / Notes
1. Observations
   Weighed - 142 lbs
2. Record Book
   Recommended to feed 2 lbs
3. FFA
4. Skills instruction
   Checked feeding/walking log
5. Recommendations
   Student will start walking pig at least 3x/week 10 min.
6. Goals
   A. Short Range
   B. Long Range
7. Follow-up
   Minimum
   Gave student some techniques to train moving slow where to use stick
Supervision Record
Supervised Agricultural Experience Program

Type of SAEP
- Exploratory
- Entrepreneurship
- Placement
- Research/Experimental
- Analytical
- Prospective Student

Date: 4/16/14
- On-Site
- Parent(s) Present: No
- Mileage: 30 mi
- Time Spent: 30 min

Time:

1 2 3 4 5 6 7 8 9 10 11 12 am or pm

Description of Current SAEP

market swine SBVP
snow horses

Instructor’s Comments / Notes
1. Observations
- Weighed pig 115 lbs
- Checked water system
- Pig looked sucked up
- Recommended to fix her system
- Needs to feed more as much as pig will eat
- Start walking

2. Record Book
- Checked

3. FFA

4. Skills instruction

5. Recommendations

6. Goals
   A. Short Range
   B. Long Range

7. Follow-up
- Checked out horse facility
- She has multiple jumping horses
- Horses compete at her facility

Program Planning Handbook – 2003
Chapter 8 – page 22
Supervision Record
Supervised Agricultural Experience Program

<table>
<thead>
<tr>
<th>Type of SAEP</th>
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<tbody>
<tr>
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<td>Research/Experimental</td>
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<tbody>
<tr>
<td>Time: 3:00 pm</td>
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Parent(s) Present: Yes

Mileage: 30 miles

Description of Current SAEP

Market Swine - Sycamore Avocados

Instructor’s Comments / Notes

1. Observations
2. Record Book
3. FFA
4. Skills instruction
5. Recommendations
6. Goals
   A. Short Range
   B. Long Range
7. Follow-up

- Weighed pig: 13 lb
- Currently feeding 4 cups
- Recommended to feed all it will eat in about 15 mins
- Went over walking/training with student
- Practiced with student
- Checked out Avocado trees with student
- Went over his recent work with them
Supervision Record
Supervised Agricultural Experience Program

Date: 10/14/14  On-Site  Parent(s) Present  Mileage
Month  Day  Year School  Yes  No  Time Spent  45 min

Time: 1 2 3 4 5 6 7 8 9 10 11 12 am or pm

Description of Current SAEP
works at Old Edna - Farming various field crops, and cattle

Instructor's Comments / Notes
1. Observations
   - student has many projects at Old Edna which his mother manages the bed and breakfast
2. Record Book
3. FFA
4. Skills instruction
5. Recommendations
6. Goals
   A. Short Range
   B. Long Range
7. Follow-up
   - Student is restoring an old tractor
   - Student feeds/cares for about 50 head of cattle
   - Checked record book

Type of SAEP
- Exploratory
- Entrepreneurship
- Placement
- Research/Experimental
- Analytical
- Prospective Student

Address: 1653 Old Price Cyn Rd.
Phone:
Supervision Record
Supervised Agricultural Experience Program

Date: 4/21/14
On-Site: Yes
Parent(s) Present: Yes
Mileage: 20.30

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<th>am or (pm)</th>
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</table>

Description of Current SAEP
Market Swine Santa Barbara County Fair

Instructor's Comments / Notes
1. Observations
   - Weighted pig: 1111.1 lbs
   - Currently feeding 4 lbs/day
   - Recommended to increase daily feed
   - About 3 months to fair

2. Record Book
   - Recommended training and exercising

3. FFA
   - Scheduled next visit: 4/11/14

4. Skills instruction
   - Short Range
   - Long Range

5. Recommendations

6. Goals
   - A. Short Range
   - B. Long Range

7. Follow-up
### Supervision Record

**Supervised Agricultural Experience Program**

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<th>12</th>
<th>am or pm</th>
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### Description of Current SAEP

Market Swine - Santa Barbara County Fair

### Instructor's Comments / Notes

1. Observations
2. Record Book
3. FFA
4. Skills instruction
5. Recommendations
6. Goals
   A. Short Range
   B. Long Range
7. Follow-up

- Checked students project.
- This was my 1st visit.
- Pig looked small, and hasn't been gaining.
- We want over feed & making sure to separate from pen mate.
- Also recommended Supply as a feed supplement for gain.
- Student currently feeding 3 lbs/day of showtime.
Supervision Record
Supervised Agricultural Experience Program

Date: 12/12/14
□ On-Site □ School
□ Yes □ No
□ Exploratory □ Research/Experimental
□ Entrepreneurship □ Analytical
□ Placement □ Prospective Student

Time: 1 2 3 4 5 6 7 8 9 10 11 12 am or pm

Mileage
Time Spent

Description of Current SAEP
Student works at Gould Welding
Wood splitting

Instructor’s Comments / Notes
- Student works on various welding projects
- Usually at the finishing stages
- Lots of grinding
- The store does custom work all types
- He gets paid an hourly wage

Student splits wood at his home for his family and to sell.
- Owns a family wood splitter
- Gets wood from 8 acres of property in Huasna Valley

Program Planning Handbook - 2003 Chapter 8 page 22
6. School Board-Approved Policy (SAE)
Agriculture Science I
Meets the UC “g” Admission Requirement

I.  COURSE INFORMATION:

A. Course Title: Agriculture Science I

B. Grade Level: 9-12 Grades

C. Length of Course: 1 year

D. Prerequisites: Algebra I or Concurrent Enrollment

E. Credit: 10 Units

II. MAJOR GOAL AND STUDENT OUTCOMES:

A. The Agriculture Science I course is offered to first year agriculture students who are planning to major in agriculture in a college or university. The course is designed in conjunction with Agriculture Biology to meet UC requirements and California State Standards for Biological Sciences. It has been designed to provide students with a unique perspective of agriculture and its impact on American Society. It also provides students with critical thinking and leadership development skills via the Future Farmers of America (FFA), as well as foundation skills and knowledge in the seven program areas of agriculture.

B. The Agriculture Science I course is designed to be both academically challenging and demanding. Students will be expected to not only acquire knowledge, but also to organize, analyze, evaluate, predict, problem solve and apply this knowledge. The student must be able to read and comprehend a variety of materials; demonstrate writing skills that convey ideas in written and visual form; speak with clarity, meaning, and confidence, exhibit creativity; use technology in research and accessing information; appreciate and respect individual and cultural differences; and demonstrate the ability to work collaboratively.

III. Major Objectives:

A. The course objectives are as follows:

1. Define agriculture and the agricultural industry.
2. Describe important needs and sources of food and fibers.
3. Explain ecosystems and their impact on agriculture.
4. Explain the importance of standard measurements in agriculture.
5. Explain important characteristics of biological organisms.
7. Explain heredity and genetics in agriculture.
8. Define plant and distinguish plants from animals.
9. Explain sexual and asexual propagation in plants.
10. Explain and understand the major organ systems of animals.
11. Name and describe the major animal groups.
12. Explain the food nutrients needed by animals and plants.
13. List examples of plant and animal classifications.
14. Understand health concerns and diseases of animals.
15. Learn leadership skills associated with the FFA
16. Develop an Supervised Agricultural Experience Project
17. Develop an understanding of data entry in record books.

IV. Course Outline

A. Meeting Human Needs in a Changing World

1. Define agriculture and agribusiness.
2. Describe how the agriculture industry meets human needs for food, fiber, and shelter.
3. Identify the origin of food and fiber items.
4. Describe areas of the agriculture industry that affects our quality of life.
5. Contrast the interrelations of agriculture and society at the local, state, national, and international levels.

B. Using Applied Sciences and Technology

1. Explain how the areas of Science relate to Agriscience.
2. Apply the scientific method.
3. Examine the laws and regulations concerning biotechnology.
4. Describe the role and uses of technology.
5. Understand public concern for technological advancements in agriculture, such as Genetically Modified Organisms (GMO’s).

C. Agriculture, the Environment and Earth’s Resources

1. Describe key agricultural environmental impacts on earth resources: soil, water, and air.
2. Explain ecosystems and how they work.
3. Understand current agricultural environmental challenges.
4. Compare and contrast practices for conserving renewable/non-renewable resources.
5. Explain pollution and identify sources of pollution.
6. Understand how new energy sources are developed from agricultural products

D. Using the Science of Computation

1. Define the important terms and concepts in Agriscience measurements and computations.
2. Explain the use and importance of standard measurement.
3. Make measurements of length, temperature, and weights.
4. Calculate area and volume of objects of various shapes.

E. Determining the Bases of Life

1. Understand the purpose and anatomy of cells
2. Describe how cells parts function.
3. Explain and describe various cell functions.
4. Describe the differences between plant and animal cells.
5. Describe the life processes in organisms.

F. Classifying and Naming Living Things

1. Describe the classification system for living things.
2. Explain taxonomy.
3. Use a classification key to identify leaves.
4. Describe how classification systems are useful in agriscience and technology.

G. Applying Plant Science Principles

1. Define plant science and how plants differ from animals.
2. Label the parts of a plant and describe their functions.
3. Explain the life cycle of a plant.
4. Observe the effects of light on plant growth.
5. Observe the effect of gravity on plant growth.

H. Plant Propagation and Reproduction

1. Explain the processes for the propagation of plants.
2. Label the parts of a plant and explain their functions.
3. Determine viability of seeds by using germination and vigor tests.
4. Explain the importance of imported seeds.
I. Plant Growth and Nutrients

1. Explain factors and processes in plant growth.
2. Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, carbon dioxide, and water in the process.
3. Understand the anatomy and functions of plant systems and structures.
4. Explain the respiration process in food and organic matter breakdown.
5. Describe annual, biennial, and perennial life cycles.
6. Examine plant sexual and asexual reproduction.

J. Plant Insects and Pests

1. Understand the major classifications of pests.
2. Explain three conditions for pest problems.
3. Describe how pests affect plants and cause losses.
4. Examine the chemical, mechanical, cultural, and biological methods for plant pest control.
5. Explain the advantages and disadvantages of Integrated Pest Management (IPM).
6. List safety practices to follow in pest control.

K. Applying Animal Science Principles

1. Name and describe the major animal groups.
2. Describe the anatomy and physiology of animals.
3. Identify and explain the major organ systems of animals which include skeletal, nervous, circulatory, respiratory, excretory, digestive, reproductive, and mammary.
4. Understand the evolution and roles of domesticated animals.
5. Explain the differences between domestication and natural selection.

L. Animal Feeds and Nutrition

1. Examine the feed needs of animals.
2. Describe the feedstuffs that provide nutrients.
3. Explain the characteristics of good feed.
4. Understand animal feeding guidelines and evaluate sample feeding programs for various species.
5. Describe the types of nutrients required by farm animals.
6. Analyze suitable common feed ingredients for ruminant, monogastric, equine, and avian digestive systems, including roughages, concentrates, and supplements.

M. Animal Genetics and Reproduction

1. Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
2. Compare and contrast genetic characteristics among different breeds of farm animals.
3. Demonstrate how to display phenotype and genotype ratios by utilizing a Punnett Square.
4. Explain the fertilization process and the methods of insemination.
5. Understand the purpose and processes of mitosis and meiosis.

N. Animal Health and Diseases

1. Explain common animal health practices.
2. Understand the causes and control of common diseases.
3. Describe environmental influences of animal health.
4. List and examine the different types of animal diseases.
5. Describe the different types of injections.

O. Using Biotechnology to Improve Life

1. Describe biotechnology and how it is being used.
2. Identify issues associated with biotechnology.
3. Distinguish between two major areas of biotechnology.
4. List and explain examples of orgasmic biotechnology.
5. Describe the role of genetics, cells, and genomes in molecular biotechnology.
6. Describe the process of genetic engineering and the use of recombinant DNA.
7. Identify the areas of Agriscience being developed through genetic engineering.

P. Applying Principles of Soil Science

1. Describe the major soil components and types.
2. Explain the different ways that soil can be formed.
3. Understand how soil texture, structure, pH, and salinity affect plant growth.
4. Explain the different kinds of soil.
5. Explain the types, uses, and applications of soil amendments and fertilizers.
6. Explain the relation between soil and land.
Q. Marketing Technology in Agriscience

1. Describe the importance of agricultural marketing.
2. Explain ways agricultural products are marketed.
3. List and explain the major functions in agricultural marketing.
4. Describe the role of marketing infrastructure.
5. Explain the role of communication in agricultural marketing.

R. Computer Technology and Agriculture

1. Name five uses in agribusiness.
2. Name and explain the functions of the major external parts of the computer.
3. Demonstrate the use of a word processor.
4. Gain access to information highway through the internet.

S. Interpersonal Skills & Leadership Development (FFA)

1. Examine leadership traits in a leader.
2. Chart a short history and purposes of the FFA.
3. List and describe the FFA degree requirements.
4. Explain and recite the FFA Creed.
5. List components of teamwork and cooperation.
6. Goal setting and creating the positive attitude.
7. Completion of a Supervised Agricultural Experience Project.

T. Parliamentary Procedure & Law

1. Define Parliamentary Procedure.
2. Understand the basic concepts of Parliamentary Law.
3. Apply Parliamentary Law in a meeting setting.
4. Use effectively Parliamentary Law within a meeting.

U. Communication and Speaking Skills

1. List and describe the importance of public speaking skills.
2. Demonstrate the ability to lead a group discussion.
3. Describe the importance of being a good listener.
4. Demonstrate public speaking skills in selecting, researching and orally delivering a 5-10 minute presentation.

V. Agriculture Science Research Project

1. Development of an agriculture science project.
2. Statistical management of project via Record Book.
3. Instructional coordination and supervision
4. Analysis of project results

W. Professional Opportunities in Agriculture
1. Biotechnology & research fields
2. Other related agriculture science fields

V. TEXTS & SUPPLEMENTAL INSTRUCTIONAL RESOURCES:
Laboratory Investigations in Biology (Holt, Rinehart & Winston, 2004)
Agriculture Biology Lab Manual Revised (Fullerton, 1999)
Biological Science Applications in Agriculture (Osborne, 1999)
University of California, Davis & California Department of Education (2002).
Agriculture Model Curriculum Lesson Plans for Core I. CDE Press. Sacramento, CA.
California Core Agriscience CD Lesson Plan Library (2004)
Agriscience 4th Edition (L. DeVere Burton, Elmer L Cooper)

VI. KEY ASSIGNMENTS:
A. Research Paper on Agriculture Science
B. Seminar Presentation on Agriculture Science Practices
C. Development of Science Fair Project relating to Agriculture Science
D. Laboratory activities
E. Supervised Agricultural Experience Project & Record Book
F. FFA Leadership Participation

VII. INSTRUCTIONAL METHODS:
A. Lecture
B. Audio Visual Materials
C. Research Readings and Written Presentations
D. Homework Assignments
E. Group & Individual Activities
F. Laboratory Investigation – 1 per week (20% of grade)
G. Discussion & Group Dynamics
H. Quizzes, Tests & Final Exam
I. Guest Speakers
J. Field Trips
K. Internet Exploration
L. Seminar Presentation

VIII. ASSESSMENT METHODS:

A. Quizzes, Tests & Final Exam 40%
B. Laboratory Investigation & Write-ups 20%
C. Writing Assignments 10%
D. Leadership & Critical Thinking Activities 10%
E. Research Report and Seminar Presentation 10%
F. Supervised Agricultural Experience Project & Record Book 10%

IX. LABORATORY ACTIVITIES:

A. The following laboratory activities will be incorporated:

1. The scientific method
2. Using the microscope
3. Using the dissecting microscope
4. Introduction to lab exercises
5. The effects of population shifts
6. The effects of air pollution
7. Water testing
8. Root & stem anatomy
9. Leaf anatomy
10. Flower anatomy
11. Pollination and fertilization
12. Sexual & asexual reproduction
13. Plant reactions to the environment
14. Soil testing
15. Soil erosion
16. Osmoses & diffusion investigation
17. Weed identification
18. Insect identification
19. Examination and diagram cells microscopically
20. Natural selection
21. Examine stained blood slides for form, function, parasites etc.
22. Simple digestion
23. Bacteria in Digestion
24. Parasites
25. Urinalysis – chemistry and morphology
26. Dilution and toxicity
27. Chemical mechanism of digestion
28. Chemistry analysis that identifies blood glucose levels
29. Chick embryo development
30. Normal system response
27. Fetal pig dissection
28. Effects of steroids on growth
29. Gene regulation
30. Manipulation of DNA
31. Genetic traits
# Biology Power Standards and Curriculum Calendar

## Fall Semester

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<th>Unit #1 Intro to Biology</th>
<th>Unit #2 Cell Biology</th>
<th>Unit #3 Semester 1 Genetics</th>
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<td>What is Science?</td>
<td>Part 1 Cell Structure/Growth</td>
<td>Part 1 Intro to Genetics</td>
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<tr>
<td>The Chemistry of Life</td>
<td>Part 2 Photosynthesis/Cell Respiration</td>
<td>Part 2 DNA &amp; RNA</td>
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**IE 1c** Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

**IE 1d** Formulate explanations by using logic and evidence.

**IE 1f** Distinguish between hypothesis and theory as scientific terms.

**1b Students know** enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.

**1h Students know** most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

**1c Students know** how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

**1f Students know** usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.

**1g Students know** the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

**2** Mutation and sexual reproduction lead to genetic variation in a population.

**3** A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.

**4** Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.

**5a Students know** the general structures and functions of DNA, RNA, and protein.

**5b Students know** how to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication and transcription of information from DNA into mRNA.

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### Spring Semester

#### Unit #4 Semester 2 Genetics
- Genetic Engineering
- Human Genome

**5c Students know** how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

**5d Students know** how basic DNA technology (restriction enzymes, gel electrophoresis, and transformation) is used to construct recombinant DNA molecules.

**5e Students know** how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.

**IE m Investigate** a science-based societal issue by researching the literature, analyzing data, and communicating the findings.

#### Unit #5 Evolution
- Part 1 Evolution
- Part 2 History of Earth

**7 The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.**

**7c Students know** new mutations are constantly being generated in a gene pool.

**8 Evolution is the result of genetic changes that occur in constantly changing environments.**

#### Unit #6 Ecology
- Biosphere,
- Ecosystems and Populations

**6a Students know** biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

**6b Students know** how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.

**6d Students know** how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.

**6f Students know** at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.

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<th>Wk 1</th>
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<th>Wk 4</th>
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- **Unit 4 Test**
- **Unit 5 Test Part 1**
- **Unit 5 Test Part 2**
- **Unit 6 Test**

- **Semester 2 Pre-Test**
- **Unit 4 Post-Test**
- **Unit 5 Post-Test**
- **Unit 6 Post-Test**
Spring Semester Continued

<table>
<thead>
<tr>
<th>Unit #7 Physiology</th>
<th>Unit #8 FFA &amp; SAE</th>
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</table>
| 9 As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.  
9a Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.  
9b Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.  
10 Organisms have a variety of mechanisms to combat disease. | FFA Topics:  
- FFA History  
- SAE  
  - SAE plan  
- Record Keeping  
- CDE  
- Awards  
- Conventions  
- Scholarships  
- Official Dress  
- Public Speaking  
- Conferences |

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<th>Wk. 13</th>
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Viticulture **
(Y)
GRADE: 11-12 (Approved 10th graders from Ag Biology may enroll)
PREREQUISITES: none
HOMEWORK: 1-2 HRS/WK
MEETS GRADUATION REQUIREMENTS FOR: Science & pending approval for UC “g” admission requirement

Viticulture (grape-growing) is a college-prep science elective class that prepares students for further studies and employment in the viticulture and wine making industry. The course equips students with the knowledge and skills necessary to succeed in college and in the work force. The course emphasizes hands-on agricultural applications using the on site vineyard and local vineyards and wineries as extensions of the classroom. Each year, students in this class collaborate with industry at every step of vineyard management (from pruning—to harvest and from crush to fermentation) in the production of wine. Guest speakers, field trips and demonstrations enhance the learning for all students. Students will not only learn about the history of San Luis Obispo and Santa Barbara County wine industry, but the emerging careers in viticulture and enology that will enrich and ensure the sustainability of our county’s main industry in the future. Students will also have the opportunity to be a part of the FFA.

Course Outline - Viticulture

I. Intro to Course & Vineyard- 2 Hours
   A. Required Paperwork
      i. Complete and explain the purpose of the syllabus and class outline.
   B. Classroom Procedures
      i. Demonstrate a clear understanding of attendance, grading, and expectations.

II. Intro to Viticulture- 5 Hours
   C. Viticulture Industry
      i. San Luis Obispo/ Santa Barbara County Crop Report/ Grape Crush Report
      ii. Vineyards and wineries in Santa Barbara County
      iii. Equipment dealers
      iv. Occupations in the vineyard/winery industry
      v. Post secondary viticulture education programs
      vi. Vineyard certifications and regulations
   E. Seasons in the Vineyard
      vii. Plant dormancy
      viii. Cover crop
      ix. Fruit producing
      x. Bud Break and Frost Protection
      xi. Spring Management: Weeds
III. Production and Climates- 5 Hours
   A. Production Regions
      i. Wine regions in the world
      ii. Varietals grown
   B. Climate/ Appellations
      i. Degree-days
      ii. San Luis Obispo/ Santa Barbara County Appellations
      iii. Climate and topography
      iv. Terrior

IV. Appellation Research Presentations- 5 Hours
   A. Written project and Presentation on the different appellations
      i. Complete a research project on one of the appellations which
         includes the following:
         1. Written report
         2. Presentation visuals
         3. Oral report

V. Plant Science and Basic uses for grapes – 25 Hours
   A. Basic Plant Science
      i. Plant classification principals
      ii. Cell biology
      iii. Physiology and growth principals
   B. Classification of Grapes
      i. Four uses of grapes
      ii. Industry evolution
      iii. Varieties
      iv. Table grapes
      v. Raisins
   C. Varieties
      i. Various varietals throughout the world
      ii. Blends
      iii. Optimal growth for each varietal

VI. Growth- 3 Hours
   A. Annual lifecycle
      i. Stages of the vines
   B. Growth cycle
      i. Stages of growth according to years in vineyard
   C. Vine terminology
      i. Various terms used in viticulture

VII. Pruning- 5 Hours
   A. Vine Pruning
      i. Pruning and training
ii. Judge vigor and capacity
iii. Principles of pruning
iv. Dormant pruning
v. Bud fruitfulness
vi. Summer or herbaceous pruning
vii. Pruning systems

VIII. Vine Structure and function - 10
A. Grapevine Physiology and Structure
   i. Plant and animal cells
   ii. Vine physiology
   iii. Leaf, shoot and root tissue
   iv. Parts of the vine
   v. Root system
   vi. Fruit cluster

IX. Basic Soil Science - 20
A. Soils
   i. Soil testing, samples and profiles
   ii. Soil amendment
   iii. Vineyard Soils
   iv. Santa Barbara County soils and soil map
B. Soil Fertility and Management
   i. Essential elements
   ii. Functions
   iii. Fertilizer needs
   iv. Applying fertilizer
   v. Vine response
   vi. Nitrogen, potassium and phosphorus deficiency determinations

X. Vineyard Maintenance - 5 hours
A. Cover cropping for Vineyards
   i. Uses for cover crops
   ii. Different cover crops
   iii. Nutrients cover crops give
   iv. Planting Cover crop
B. Erosion and erosion control
   i. Methods to prevent erosion
   ii. Causes of erosion
   iii. Erosion control methods and strategies

XI. Grapevine Propagation- 5 Hours
A. Techniques for successful propagation
   i. Cutting from vines
   ii. Bench grafting
iii. Whip graft  
iv. Field bud  
v. Propagation  
vi. Root stock/scion  
vii. Cultivars  
viii. Vitis species

XII. Vineyard Site Selection- 5 Hours  
A. Establishing the Vineyard  
i. Vineyard design and development  
ii. Diagram a vineyard  
iii. Layout  
iv. Selection  
v. Planting  
vi. Sustainable agricultural practices

XIII. Grapevine Trellises- 5 Hours  
A. Trellis repair and training young vines  
i. Head-pruned, spur-pruned vines  
ii. Cane-pruning  
iii. Cordon-pruned vines  
iv. Vines to harvest by machines  
v. Single Canopy vs. split canopy  
vi. Trellising  
vii. Vine training

XIV. Canopy Management- 5 Hours  
A. Managements practices for the canopy  
i. Canopy management/assessments  
ii. Shoot removal  
iii. Shoot positioning  
iv. Leaf removal  
v. Improving wine grape quality

XV. Pest Management- 10 Hours  
A. Integrated Pest management  
i. Leaves  
ii. Flowers and fruit  
iii. Buds and young shoots  
iv. Permanent part of the vine  
v. Attack roots  
vi. Fungal, bacterial, viral diseases  
vii. Vine pests/diseases/vectors  
viii. Grape diseases/disorders

XVI. Irrigation Principals- 10 Hours
A. Irrigation, Drip Irrigation Repair
   i. Soil moisture
   ii. Moisture absorption
   iii. Response
   iv. Water applications
   v. Irrigation systems
   vi. Vineyard irrigation
   vii. General principals

XVII. Equipment- 15 Hours
   A. Vineyard Equipment
      i. Tillage and weed control equipment
      ii. Sprayers
      iii. Mechanical hedging
      iv. Mechanical Harvesters
      v. All terrain vehicles
      vi. Vineyard tractors and Equipment
      vii. Vineyard equipment safety and operations
   B. Winery Equipment
      i. Grape crushers
      ii. Grape press
      iii. Pumps
      iv. Filters
      v. Wet environment safety
      vi. Winery equipment safety
      vii. Confined space safety requirement

XVIII. Overview of wine making- 15 Hours
   A. Harvest, Crush
      viii. Grape, berry sampling
      ix. Criteria for harvesting
      x. Maturity
      xi. Harvesting care
      xii. Harvesting procedures
      xiii. Vine Monitoring
      xiv. Harvest Parameters
      xv. Bricks
   B. Fermentation
      i. Various yeast strains
      ii. Fermentation aids (Fermaid, Yeastex)
      iii. Yeast nitrogen sources (DAP)
      iv. Controlling fermentation with refrigeration
      v. Controlling and stopping fermentation with SO2

XIX. Wine Storage- 5 Hours
   A. Proper storage of wine
      xvi. Stainless steel tanks
xvii. Oak barrels or cask
xviii. Anaerobic environment
xix. Barrel handling
xx. Stainless steel sanitation

XX. Bottling - 5 Hours
C. Proper bottling methods of wine
   i. Filtration
   ii. Sanitation/ Quality control
   iii. Bottling operation
D. Labels and marketing
   i. Label design
   ii. Label descriptions
   iii. Label to the proper market

XXI. Alcohol Regulation - 3 Hours
a. Following and meeting regulations
   i. Labeling requirements
   ii. Operating procedures
   iii. Reporting requirements
   iv. Application process

XXII. Careers in Viticulture and Enology - 7 Hours
a. Job seeking skills/ General workplace skills
   i. Job search fundamentals
   ii. Resume and Employment applications
   iii. The employment interview
   iv. General workplace skills
      1. Job attitudes/work ethics
      2. Personal organization, goal setting and time management
      3. Personal grooming
      4. Oral and written communications
      5. Teamwork
      6. Common workplace rules and regulations
      7. Further training and career ladders
v. Leadership development/ FFA
vi. Supervised Agricultural Experience Program (SAEP)
7. School Board-Approval Policy (FFA)
Agriculture Science I
Meets the UC “g” Admission Requirement

I. COURSE INFORMATION:

A. Course Title: Agriculture Science I
B. Grade Level: 9-12 Grades
C. Length of Course: 1 year
D. Prerequisites: Algebra I or Concurrent Enrollment
E. Credit: 10 Units

II. MAJOR GOAL AND STUDENT OUTCOMES:

A. The Agriculture Science I course is offered to first year agriculture students who are planning to major in agriculture in a college or university. The course is designed in conjunction with Agriculture Biology to meet UC requirements and California State Standards for Biological Sciences. It has been designed to provide students with a unique perspective of agriculture and its impact on American Society. It also provides students with critical thinking and leadership development skills via the Future Farmers of America (FFA), as well as foundational skills and knowledge in the seven program areas of agriculture.

B. The Agriculture Science I course is designed to be both academically challenging and demanding. Students will be expected to not only acquire knowledge, but also to organize, analyze, evaluate, predict, problem solve and apply this knowledge. The student must be able to read and comprehend a variety of materials; demonstrate writing skills that convey ideas in written and visual form; speak with clarity, meaning, and confidence, exhibit creativity; use technology in research and accessing information; appreciate and respect individual and cultural differences; and demonstrate the ability to work collaboratively.

III. Major Objectives:

A. The course objectives are as follows:

1. Define agriculture and the agricultural industry.
2. Describe important needs and sources of food and fibers.
3. Explain ecosystems and their impact on agriculture.
4. Explain the importance of standard measurements in agriculture.
5. Explain important characteristics of biological organisms.
7. Explain heredity and genetics in agriculture.
8. Define plant and distinguish plants from animals.
9. Explain sexual and asexual propagation in plants.
10. Explain and understand the major organ systems of animals.
11. Name and describe the major animal groups.
12. Explain the food nutrients needed by animals and plants.
13. List examples of plant and animal classifications.
14. Understand health concerns and diseases of animals.
15. Learn leadership skills associated with the FFA.
16. Develop an Supervised Agricultural Experience Project.
17. Develop an understanding of data entry in record books.

IV. Course Outline

A. Meeting Human Needs in a Changing World

1. Define agriculture and agribusiness.
2. Describe how the agriculture industry meets human needs for food, fiber, and shelter.
3. Identify the origin of food and fiber items.
4. Describe areas of the agriculture industry that affect our quality of life.
5. Contrast the interrelations of agriculture and society at the local, state, national, and international levels.

B. Using Applied Sciences and Technology

1. Explain how the areas of science relate to Agriscience.
2. Apply the scientific method.
3. Examine the laws and regulations concerning biotechnology.
4. Describe the role and uses of technology.
5. Understand public concern for technological advancements in agriculture, such as Genetically Modified Organisms (GMO's).

C. Agriculture, the Environment and Earth's Resources

1. Describe key agricultural environmental impacts on earth resources: soil, water, and air.
2. Explain ecosystems and how they work.
3. Understand current agricultural environmental challenges.
4. Compare and contrast practices for conserving renewable/non-renewable resources.
5. Explain pollution and identify sources of pollution.
6. Understand how new energy sources are developed from agricultural products

D. Using the Science of Computation

1. Define the important terms and concepts in Agriscience measurements and computations.
2. Explain the use and importance of standard measurement.
3. Make measurements of length, temperature, and weights.
4. Calculate area and volume of objects of various shapes.

E. Determining the Bases of Life

1. Understand the purpose and anatomy of cells
2. Describe how cells parts function.
3. Explain and describe various cell functions.
4. Describe the differences between plant and animal cells.
5. Describe the life processes in organisms.

F. Classifying and Naming Living Things

1. Describe the classification system for living things.
2. Explain taxonomy.
3. Use a classification key to identify leaves.
4. Describe how classification systems are useful in agriscience and technology.

G. Applying Plant Science Principles

1. Define plant science and how plants differ from animals.
2. Label the parts of a plant and describe their functions.
3. Explain the life cycle of a plant.
4. Observe the effects of light on plant growth.
5. Observe the effect of gravity on plant growth.

H. Plant Propagation and Reproduction

1. Explain the processes for the propagation of plants.
2. Label the parts of a plant and explain their functions.
3. Determine viability of seeds by using germination and vigor tests.
4. Explain the importance of imported seeds.
I. Plant Growth and Nutrients

1. Explain factors and processes in plant growth.
2. Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, carbon dioxide, and water in the process.
3. Understand the anatomy and functions of plant systems and structures.
4. Explain the respiration process in food and organic matter breakdown.
5. Describe annual, biennial, and perennial life cycles.
6. Examine plant sexual and asexual reproduction.

J. Plant Insects and Pests

1. Understand the major classifications of pests.
2. Explain three conditions for pest problems.
3. Describe how pests affect plants and cause losses.
4. Examine the chemical, mechanical, cultural, and biological methods for plant pest control.
5. Explain the advantages and disadvantages of Integrated Pest Management (IPM).
6. List safety practices to follow in pest control.

K. Applying Animal Science Principles

1. Name and describe the major animal groups.
2. Describe the anatomy and physiology of animals.
3. Identify and explain the major organ systems of animals which include skeletal, nervous, circulatory, respiratory, excretory, digestive, reproductive, and mammary.
4. Understand the evolution and roles of domesticated animals.
5. Explain the differences between domestication and natural selection.

L. Animal Feeds and Nutrition

1. Examine the feed needs of animals.
2. Describe the feedstuffs that provide nutrients.
3. Explain the characteristics of good feed.
4. Understand animal feeding guidelines and evaluate sample feeding programs for various species.
5. Describe the types of nutrients required by farm animals.
6. Analyze suitable common feed ingredients for ruminant, monogastric, equine, and avian digestive systems, including roughages, concentrates, and supplements.

M. Animal Genetics and Reproduction

1. Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.
2. Compare and contrast genetic characteristics among different breeds of farm animals.
3. Demonstrate how to display phenotype and genotype ratios by utilizing a Punnett Square.
4. Explain the fertilization process and the methods of insemination.
5. Understand the purpose and processes of mitosis and meiosis.

N. Animal Health and Diseases

1. Explain common animal health practices.
2. Understand the causes and control of common diseases.
3. Describe environmental influences of animal health.
4. List and examine the different types of animal diseases.
5. Describe the different types of injections.

O. Using Biotechnology to Improve Life

1. Describe biotechnology and how it is being used.
2. Identify issues associated with biotechnology.
3. Distinguish between two major areas of biotechnology.
4. List and explain examples of orgasmic biotechnology.
5. Describe the role of genetics, cells, and genomes in molecular biotechnology.
6. Describe the process of genetic engineering and the use of recombinant DNA.
7. Identify the areas of Agriscience being developed through genetic engineering.

P. Applying Principles of Soil Science

1. Describe the major soil components and types.
2. Explain the different ways that soil can be formed.
3. Understand how soil texture, structure, pH, and salinity affect plant growth.
4. Explain the different kinds of soil.
5. Explain the types, uses, and applications of soil amendments and fertilizers.
6. Explain the relation between soil and land.
Q.  Marketing Technology in Agriscience

1. Describe the importance of agricultural marketing.
2. Explain ways agricultural products are marketed.
3. List and explain the major functions in agricultural marketing.
4. Describe the role of marketing infrastructure.
5. Explain the role of communication in agricultural marketing.

R.  Computer Technology and Agriculture

1. Name five uses in agribusiness.
2. Name and explain the functions of the major external parts of the computer.
3. Demonstrate the use of a word processor.
4. Gain access to information highway through the internet.

S.  Interpersonal Skills & Leadership Development (FFA)

1. Examine leadership traits in a leader.
2. Chart a short history and purposes of the FFA.
3. List and describe the FFA degree requirements.
4. Explain and recite the FFA Creed.
5. List components of teamwork and cooperation.
6. Goal setting and creating the positive attitude.
7. Completion of a Supervised Agricultural Experience Project.

T.  Parliamentary Procedure & Law

1. Define Parliamentary Procedure.
2. Understand the basic concepts of Parliamentary Law.
3. Apply Parliamentary Law in a meeting setting.
4. Use effectively Parliamentary Law within a meeting.

U.  Communication and Speaking Skills

1. List and describe the importance of public speaking skills.
2. Demonstrate the ability to lead a group discussion.
3. Describe the importance of being a good listener.
4. Demonstrate public speaking skills in selecting, researching and orally delivering a 5-10 minute presentation.

V.  Agriculture Science Research Project

1. Development of an agriculture science project
2. Statistical management of project via Record Book
3. Instructional coordination and supervision
4. Analysis of project results

W. Professional Opportunities in Agriculture
1. Biotechnology & research fields
2. Other related agriculture science fields

V. TEXTS & SUPPLEMENTAL INSTRUCTIONAL RESOURCES:
Laboratory Investigations in Biology (Holt, Rinehart & Winston, 2004)
Agriculture Biology Lab Manual Revised (Fullerton, 1999)
Biological Science Applications in Agriculture (Osborne, 1999)
California FFA Association (2004). California Agriculture Record Book,
Sacramento, CA.
University of California, Davis & California Department of Education (2002).
Agriculture Model Curriculum Lesson Plans for Core I. CDE Press.
Sacramento, CA.
California Core Agriscience CD Lesson Plan Library (2004)
Agriscience 4th Edition (L. DeVere Burton, Elmer L Cooper)

VI. KEY ASSIGNMENTS:
A. Research Paper on Agriculture Science
B. Seminar Presentation on Agriculture Science Practices
C. Development of Science Fair Project relating to Agriculture Science
D. Laboratory activities
E. Supervised Agricultural Experience Project & Record Book
F. FFA Leadership Participation

VII. INSTRUCTIONAL METHODS:
A. Lecture
B. Audio Visual Materials
C. Research Readings and Written Presentations
D. Homework Assignments
E. Group & Individual Activities
F. Laboratory Investigation – 1 per week (20% of grade)
G. Discussion & Group Dynamics
H. Quizzes, Tests & Final Exam
I. Guest Speakers
J. Field Trips
K. Internet Exploration
L. Seminar Presentation

VIII. ASSESSMENT METHODS:

A. Quizzes, Tests & Final Exam 40%
B. Laboratory Investigation & Write-ups 20%
C. Writing Assignments 10%
D. Leadership & Critical Thinking Activities 10%
E. Research Report and Seminar Presentation 10%
F. Supervised Agricultural Experience Project & Record Book 10%

IX. LABORATORY ACTIVITIES:

A. The following laboratory activities will be incorporated:

1. The scientific method
2. Using the microscope
3. Using the dissecting microscope
4. Introduction to lab exercises
5. The effects of population shifts
6. The effects of air pollution
7. Water testing
8. Root & stem anatomy
9. Leaf anatomy
10. Flower anatomy
11. Pollination and fertilization
12. Sexual & asexual reproduction
13. Plant reactions to the environment
14. Soil testing
15. Soil erosion
16. Osmoses & diffusion investigation
17. Weed identification
18. Insect identification
19. Examination and diagram cells microscopically
20. Natural selection
21. Examine stained blood slides for form, function, parasites etc.
22. Simple digestion
23. Bacteria in Digestion
24. Parasites
25. Urinalysis – chemistry and morphology
26. Dilution and toxicity
27. Chemical mechanism of digestion
28. Chemistry analysis that identifies blood glucose levels
29. Chick embryo development
30. Normal system response
27. Fetal pig dissection
28. Effects of steroids on growth
29. Gene regulation
30. Manipulation of DNA
31. Genetic traits
Biology Power Standards and Curriculum Calendar

### Fall Semester

<table>
<thead>
<tr>
<th>Unit #1 Intro to Biology</th>
<th>Unit #2 Cell Biology</th>
<th>Unit #3 Semester 1 Genetics</th>
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<td><strong>What is Science?</strong></td>
<td><strong>Part 1 Cell Structure/Growth</strong></td>
<td><strong>Part 1 Intro to Genetics</strong></td>
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<tr>
<td><strong>The Chemistry of Life</strong></td>
<td><strong>Part 2 Photosynthesis/Cell Respiration</strong></td>
<td><strong>Part 2 DNA &amp; RNA</strong></td>
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#### IE 1c
- Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

#### IE 1d
- Formulate explanations by using logic and evidence.

#### IE 1f
- Distinguish between hypothesis and theory as scientific terms.

#### 1b
- Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.

#### 1h
- Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

### Wk. Schedule

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<td>Unit 2 Test Part 2</td>
<td>Unit 3 Test Part 1</td>
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# Biology Power Standards and Curriculum Calendar

## Spring Semester

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<thead>
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<th>Unit #4 Semester 2 Genetics</th>
<th>Unit #5 Evolution</th>
<th>Unit #6 Ecology</th>
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<tr>
<td>Genetic Engineering</td>
<td>Part 1 Evolution</td>
<td>Biosphere, Ecosystems and Populations</td>
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<tr>
<td>Human Genome</td>
<td>Part 2 History of Earth</td>
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<td><strong>6b Students know</strong> how to analyze</td>
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<td><strong>5d Students know</strong> how basic DNA</td>
<td>or unstable over time.</td>
<td>changes in an ecosystem resulting from</td>
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<td>technology (restriction enzymes, gel</td>
<td><strong>7c Students know</strong> new</td>
<td>changes in climate, human activity,</td>
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<td>electrophoresis, and transformation)</td>
<td>mutations are constantly</td>
<td>introduction of nonnative species, or</td>
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<td>is used to construct recombinant DNA</td>
<td>being generated in a gene</td>
<td>changes in population size.</td>
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<td>molecules.</td>
<td>pool.</td>
<td><strong>6d Students know</strong> how water, carbon,</td>
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<td><strong>5e Students know</strong> how exogenous</td>
<td>**8 Evolution is the result</td>
<td>and nitrogen cycle between abiotic</td>
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<tr>
<td>DNA can be inserted into bacterial</td>
<td>of genetic changes that</td>
<td>resources and organic matter in the</td>
</tr>
<tr>
<td>cells to alter their genetic</td>
<td>occur in constantly</td>
<td>ecosystem and how oxygen cycles</td>
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<td>makeup and support expression of</td>
<td>changing environments.</td>
<td>through photosynthesis and respiration.</td>
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<td>new protein products.</td>
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<td><strong>6f Students know</strong> at each link in a</td>
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<td><strong>IE m</strong> Investigate a science-based</td>
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<td>food web some energy is stored in newly</td>
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<td>societal issue by researching the</td>
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<td>made structures but much energy is</td>
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<td>literature, analyzing data, and</td>
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<td>dissipated into the environment as heat.</td>
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<td>communicating the findings.</td>
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<td>This dissipation may be represented in an</td>
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<td>energy pyramid.</td>
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<th>Wk 1</th>
<th>Wk 2</th>
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**Spring Semester Continued**

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<tr>
<th>Unit #7 Physiology</th>
<th>Unit #8 FFA &amp; SAE</th>
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| 9 As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. | **FFA Topics:**  
| 9a *Students know* how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide. |  
| 9b *Students know* how the nervous system mediates communication between different parts of the body and the body's interactions with the environment. | • FFA History  
| 10 Organisms have a variety of mechanisms to combat disease. | • SAE  
| | • SAE plan  
| | • Record Keeping  
| | • CDE  
| | • Awards  
| | • Conventions  
| | • Scholarships  
| | • Official Dress  
| | • Public Speaking  
| | • Conferences  

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<td>Unit 7 Test</td>
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Viticulture **
(Y)
GRADE: 11-12 (Approved 10th graders from Ag Biology may enroll)
PREREQUISITES: none
HOMEWORK: 1-2 HRS/WK
MEETS GRADUATION REQUIREMENTS FOR: Science & pending approval for UC “g” admission requirement

Viticulture (grape-growing) is a college-prep science elective class that prepares students for further studies and employment in the viticulture and wine making industry. The course equips students with the knowledge and skills necessary to succeed in college and in the work force. The course emphasizes hands-on agricultural applications using the on site vineyard and local vineyards and wineries as extensions of the classroom. Each year, students in this class collaborate with industry at every step of vineyard management (from pruning to harvest and from crush to fermentation) in the production of wine. Guest speakers, field trips and demonstrations enhance the learning for all students. Students will not only learn about the history of San Luis Obispo and Santa Barbara County wine industry, but the emerging careers in viticulture and enology that will enrich and ensure the sustainability of our county’s main industry in the future. Students will also have the opportunity to be a part of the FFA.

Course Outline - Viticulture

I. Intro to Course & Vineyard- 2 Hours
   A. Required Paperwork
      i. Complete and explain the purpose of the syllabus and class outline.
   B. Classroom Procedures
      i. Demonstrate a clear understanding of attendance, grading, and expectations.

II. Intro to Viticulture- 5 Hours
   C. Viticulture Industry
      i. San Luis Obispo/ Santa Barbara County Crop Report/ Grape Crush Report
      ii. Vineyards and wineries in Santa Barbara County
      iii. Equipment dealers
      iv. Occupations in the vineyard/winery industry
      v. Post secondary viticulture education programs
      vi. Vineyard certifications and regulations
   E. Seasons in the Vineyard
      vii. Plant dormancy
      viii. Cover crop
      ix. Fruit producing
      x. Bud Break and Frost Protection
      xi. Spring Management: Weeds
III. Production and Climates- 5 Hours
   A. Production Regions
      i. Wine regions in the world
      ii. Varietals grown
   B. Climate/ Appellations
      i. Degree-days
      ii. San Luis Obispo/ Santa Barbara County Appellations
      iii. Climate and topography
      iv. Terrior

IV. Appellation Research Presentations- 5 Hours
   A. Written project and Presentation on the different appellations
      i. Complete a research project on one of the appellations which
         includes the following:
         1. Written report
         2. Presentation visuals
         3. Oral report

V. Plant Science and Basic uses for grapes – 25 Hours
   A. Basic Plant Science
      i. Plant classification principals
      ii. Cell biology
      iii. Physiology and growth principals
   B. Classification of Grapes
      i. Four uses of grapes
      ii. Industry evolution
      iii. Varieties
      iv. Table grapes
      v. Raisins
   C. Varieties
      i. Various varietals throughout the world
      ii. Blends
      iii. Optimal growth for each varietal

VI. Growth- 3 Hours
   A. Annual lifecycle
      i. Stages of the vines
   B. Growth cycle
      i. Stages of growth according to years in vineyard
   C. Vine terminology
      i. Various terms used in viticulture

VII. Pruning- 5 Hours
   A. Vine Pruning
      i. Pruning and training
ii. Judge vigor and capacity
iii. Principles of pruning
iv. Dormant pruning
v. Bud fruitfulness
vi. Summer or herbaceous pruning
vii. Pruning systems

VIII. Vine Structure and function - 10
   A. Grapevine Physiology and Structure
      i. Plant and animal cells
      ii. Vine physiology
      iii. Leaf, shoot and root tissue
      iv. Parts of the vine
      v. Root system
      vi. Fruit cluster

IX. Basic Soil Science - 20
    A. Soils
       i. Soil testing, samples and profiles
       ii. Soil amendment
       iii. Vineyard Soils
       iv. Santa Barbara County soils and soil map
    B. Soil Fertility and Management
       i. Essential elements
       ii. Functions
       iii. Fertilizer needs
       iv. Applying fertilizer
       v. Vine response
       vi. Nitrogen, potassium and phosphorus deficiency determinations

X. Vineyard Maintenance - 5 hours
   A. Cover cropping for Vineyards
      i. Uses for cover crops
      ii. Different cover crops
      iii. Nutrients cover crops give
      iv. Planting Cover crop
   B. Erosion and erosion control
      i. Methods to prevent erosion
      ii. Causes of erosion
      iii. Erosion control methods and strategies

XI. Grapevine Propagation- 5 Hours
    A. Techniques for successful propagation
       i. Cutting from vines
       ii. Bench grafting
iii. Whip graft
iv. Field bud
v. Propagation
vi. Root stock/scion
vii. Cultivars
viii. Vitis species

XII. Vineyard Site Selection - 5 Hours
   A. Establishing the Vineyard
      i. Vineyard design and development
      ii. Diagram a vineyard
      iii. Layout
      iv. Selection
      v. Planting
      vi. Sustainable agricultural practices

XIII. Grapevine Trellises - 5 Hours
   A. Trellis repair and training young vines
      i. Head-pruned, spur-pruned vines
      ii. Cane-pruning
      iii. Cordon-pruned vines
      iv. Vines to harvest by machines
      v. Single Canopy vs. split canopy
      vi. Trellising
      vii. Vine training

XIV. Canopy Management - 5 Hours
   A. Managements practices for the canopy
      i. Canopy management/ assessments
      ii. Shoot removal
      iii. Shoot positioning
      iv. Leaf removal
      v. Improving wine grape quality

XV. Pest Management - 10 Hours
   A. Integrated Pest management
      i. Leaves
      ii. Flowers and fruit
      iii. Buds and young shoots
      iv. Permanent part of the vine
      v. Attack roots
      vi. Fungal, bacterial, viral diseases
      vii. Vine pests/diseases/vectors
      viii. Grape diseases/disorders

XVI. Irrigation Principals - 10 Hours
A. Irrigation, Drip Irrigation Repair
   i. Soil moisture
   ii. Moisture absorption
   iii. Response
   iv. Water applications
   v. Irrigation systems
   vi. Vineyard irrigation
   vii. General principals

XVII. Equipment- 15 Hours
A. Vineyard Equipment
   i. Tillage and weed control equipment
   ii. Sprayers
   iii. Mechanical hedging
   iv. Mechanical Harvesters
   v. All terrain vehicles
   vi. Vineyard tractors and Equipment
   vii. Vineyard equipment safety and operations

B. Winery Equipment
   i. Grape crushers
   ii. Grape press
   iii. Pumps
   iv. Filters
   v. Wet environment safety
   vi. Winery equipment safety
   vii. Confined space safety requirement

XVIII. Overview of wine making- 15 Hours
A. Harvest, Crush
   viii. Grape, berry sampling
   ix. Criteria for harvesting
   x. Maturity
   xi. Harvesting care
   xii. Harvesting procedures
   xiii. Vine Monitoring
   xiv. Harvest Parameters
   xv. Bricks

B. Fermentation
   i. Various yeast strains
   ii. Fermentation aids (Fermaid, Yeastex)
   iii. Yeast nitrogen sources (DAP)
   iv. Controlling fermentation with refrigeration
   v. Controlling and stopping fermentation with SO2

XIX. Wine Storage- 5 Hours
A. Proper storage of wine
   xvi. Stainless steel tanks
xxii. Oak barrels or cask
xxiv. Anaerobic environment
xxv. Barrel handling
xxvi. Stainless steel sanitation

XX. Bottling- 5 Hours
   C. Proper bottling methods of wine
      i. Filtration
      ii. Sanitation/ Quality control
      iii. Bottling operation
   D. Labels and marketing
      i. Label design
      ii. Label descriptions
      iii. Label to the proper market

XXI. Alcohol Regulation- 3 Hours
   a. Following and meeting regulations
      i. Labeling requirements
      ii. Operating procedures
      iii. Reporting requirements
      iv. Application process

XXII. Careers in Viticulture and Enology- 7 Hours
   a. Job seeking skills/ General workplace skills
      i. Job search fundamentals
      ii. Resume and Employment applications
      iii. The employment interview
      iv. General workplace skills
         1. Job attitudes/work ethics
         2. Personal organization, goal setting and time management
         3. Personal grooming
         4. Oral and written communications
         5. Teamwork
         6. Common workplace rules and regulations
         7. Further training and career ladders
   v. Leadership development/ FFA
   vi. Supervised Agricultural Experience Program (SAEP)
8. FFA Program of Activities
Arroyo Grande Agriculture Department
Program of Activities
2014/2015
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officers, Advisors, and Administration</td>
<td>1</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>2</td>
</tr>
<tr>
<td>The FFA Emblem</td>
<td>3</td>
</tr>
<tr>
<td>The FFA Creed</td>
<td>4</td>
</tr>
<tr>
<td>Aims and Purposes</td>
<td>5</td>
</tr>
<tr>
<td>Arroyo Grande FFA Chapter Constitution</td>
<td>6</td>
</tr>
<tr>
<td>2014-2015 Calendar of Activities</td>
<td>12</td>
</tr>
<tr>
<td>Division of FFA Activities</td>
<td></td>
</tr>
<tr>
<td>I. S.O.E.P.</td>
<td>16</td>
</tr>
<tr>
<td>II. Cooperation</td>
<td>18</td>
</tr>
<tr>
<td>III. Community Service</td>
<td>19</td>
</tr>
<tr>
<td>IV. Leadership</td>
<td>20</td>
</tr>
<tr>
<td>V. Earnings and Savings</td>
<td>22</td>
</tr>
<tr>
<td>1. 2014-2015 Budget</td>
<td>23</td>
</tr>
<tr>
<td>VI. Conduct of Meetings</td>
<td>25</td>
</tr>
<tr>
<td>VII. Scholarships</td>
<td>26</td>
</tr>
<tr>
<td>VIII. Agriculture Education Advancement</td>
<td>27</td>
</tr>
<tr>
<td>IX. Recreation</td>
<td>28</td>
</tr>
<tr>
<td>X. Public Relations</td>
<td>29</td>
</tr>
<tr>
<td>XI. State and National Activities</td>
<td>30</td>
</tr>
<tr>
<td>XII. Alumni Relations</td>
<td>31</td>
</tr>
<tr>
<td>Honorary Members</td>
<td>32</td>
</tr>
<tr>
<td>State and American FFA Degrees</td>
<td>33-34</td>
</tr>
</tbody>
</table>
2014-2015 OFFICERS

PRESIDENT           Jamie Holloway
VICE PRESIDENT      Cassie Travis
SECRETARY           Samantha Osiecki
TREASURER           Hannah Miller
REPORTER            Karley Pimentel
SENTINEL            Tyree Cochrane
EXECUTIVE COMMITTEE MEMBER Carlos Rosas

CHAPTER ADVISORS

Mr. Steve DeRose       Mrs. Amie Wadsworth
Mrs. Connie Sparks      Mrs. Sara Carney

STATE AGRICULTURE EDUCATION STAFF

REGIONAL ADVISORS
STATE FFA ADVISOR      Mr. Greg Beard
ASSISTANT STATE ADVISORS Mr. Loyd McCabe

ADMINISTRATION

SUPERINTENDENT        Dr. Hogenboom
PRINCIPAL             Mr. Bowers
AREA ADMINISTRATION   Mrs. Lee
VOCATIONAL COORDINATOR TBD
MISSION STATEMENT

The Mission of the Arroyo Grande FFA is to promote involvement in FFA activities and to broaden participation in community service programs through a fun environment, while providing leadership and communication skills enabling members to obtain successful careers and become responsible citizens.

THE FFA EMBLEM

The National FFA emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of 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. It is also a symbol of unity as corn is grown in every state of the nation.

The rising sun is the symbol of progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

The plow signifies labor—the historic foundation of our country’s strength.

The eagle is a reminder of our freedom and ability to explore new horizons in agriculture.

The owl is the symbol of knowledge and wisdom to be successful in the industry of agriculture.

In the center of the emblem are the words “Agriculture Education, and FFA”
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 agriculture pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agriculture life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe that to live and work on a good farm, or to be engaged in other agriculture pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agriculture 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 agriculturist 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 on 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, adopted at the 3rd National Convention of FFA, and revised at the 38th Convention and the 63rd Convention.)
AIMS AND PURPOSES

* To develop competent and assertive agriculture leadership

* To develop an awareness of the global importance of agriculture and its contribution to our society

* To strengthen the confidence of agriculture students in themselves and their work

* To promote the intelligent choice and development of an agriculture career

* To stimulate the development of, and encourage achievement in individual agriculture experience programs

* To encourage the wise management of the economical, environmental, recreational, and human resources of the community

* To develop competencies in communications, human relations, and social abilities

* To develop character, and foster patriotism

* To build cooperative attitudes among agriculture students

* To encourage improvements in scholarship

* To provide organized recreational activities for agriculture students
ARROYO GRANDE FFA CHAPTER CONSTITUTION

ARTICLE I - NAME AND PURPOSE
Section A. The name of this organization shall be the “Arroyo Grande Chapter of FFA.” Members are hereinafter referred to as FFA members and the letter “FFA” may be used to designate the chapter, its activities, or members thereof.

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

1. To develop competent, aggressive rural and agriculture leadership

2. To create and nurture a love of country life

3. To strengthen the confidence of students of vocational agriculture occupations

4. To create more interest in the intelligent choice of farming and other agriculture occupations

5. To encourage members in the development of individual farming programs and establishment in agriculture

6. To encourage members to improve their farm home and its surroundings

7. To participate in worthy undertaking for the improvements of agriculture

8. To develop character, train for useful citizenship, and foster patriotism

9. To participate in cooperative effort

10. To encourage and practice thrift

11. To encourage improvement in scholarship

12. To provide and encourage the development of organized recreational activities
ARTICLE II- ORGANIZATION
Section A. The Arroyo Grande Chapter of FFA is a chartered local unit of the California Association of FFA which is chartered by the National FFA Organization.

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

ARTICLE III - MEMBERSHIP
Section A. Membership of this chapter shall be of three kinds: (1) Active; (2) Alumni; (3) Honorary, as defined by the National FFA Constitution.

Section B. The regular work of this chapter shall be carried out by the active membership.

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

1. Honorary Chapter FFA Degree shall be awarded only to deserving persons and shall be selected by chapter officers and advisors with input by chapter members.

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 75% of meetings and/or activities, and have paid yearly activity fees.

2. Members show interest in and take part in affairs of the chapter by participating in at least two activities.

3. Members must meet school eligibility requirements.

4. Members must conduct themselves in accordance with school rules when representing the FFA Chapter.

Section E. Names of applicants for membership shall be filed with the membership committees.
ARTICLE IV -- EMBLEMS

Section A. The emblem of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be designated by the National FFA Organization.

ARTICLE V -- MEMBERSHIP DEGREES AND PRIVILEGES

Section A. There shall be four grades of active membership in the chapter. These grades are: (1) The Greenhand Degree, (2) The Chapter FFA Degree, (3) The State FFA Degree, (4) The American FFA Degree. All "Greenhands" are entitled to wear the regulations bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin. All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B. Greenhand Degree. Minimum qualifications for election:

1. Be regularly enrolled in a class in vocational education course of an agriculture occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agriculture occupational experiences

2. Learn and explain the FFA Creed, Motto, and Salute

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 applications for the Greenhand Degree for chapter records

Section C. Chapter FFA Degree. Minimum qualifications for election:
1. Qualifications for the Chapter FFA Degree are those set forth in the Constitution of the National FFA Associations

Section D. State FFA Degree. Minimum qualification for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association.

Section E. American FFA Degree. Minimum qualifications for election:

1. Qualification for the American FFA Degree are those set forth in the Constitution of the State Association.

Section F. Special committees shall review the qualification 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, and Sentinel. There may also be an executive committee that will be selected by the advisors. The Local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of the respective officers.

Section B. Officers shall be elected annually by the majority vote of the members in May or June.

Section C. The officers of the chapter, together with the Executive members, shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter.

Section D. Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

Section E. To run or hold an office one must be in Good Standing. (refer to Article 3, Section D.)

Section F. Chapter officers must hold the Greenhand Degree to qualify for an office.
Section G. Chapter officer candidates and officers must maintain At least a B in your Agriculture class and a 2.5 GPA overall with no more than or a lower grade of one D. Conduct and dress around school and the community is positive.
ARTICLE VII -- MEETINGS
Section A. Regular chapter meetings may be held once a month. The time and place shall be designated by Chapter Executive Committee. Special meetings may be called at any time.

Section B. Standard meeting paraphernalia shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C. The chapter will aid in transportation to any state winning teams to the National Convention with the proceeds from fundraising events.

Section E. A majority of the active members listed on the secretary’s membership roll shall constitute a quorum, and a quorum must be presented at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

Section F. All officers will be required to wear official FFA uniform.

Section G. All members should be encouraged to wear jackets, except Greenhands, until their purchase arrives.

ARTICLE VIII -- ACTIVITY FEE
Section A. The activity fee in this chapter shall be fixed annually. This may be adjusted annually by majority vote.

Section B. Full local, sectional, state, and national activity fees shall be paid by all active members except Greenhands.

Section C. No member shall be considered as active and in good standing unless he pays full local, sectional, state, and national FFA activity fees. This amount is set in Section A.

ARTICLE IX -- AMENDMENTS
Section A. This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present, providing it is not in conflict with the State Association constitution or that of the National FFA Organization.

Section B. By-laws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present, providing such by-laws do not conflict in anyway with the constitution and by-laws.
CALENDAR OF ACTIVITIES

SEPTEMBER

FFA Family Day
2-6PM @ Struthers Park
9/5/14

Sectional FFA Officer Retreat in Arroyo Grande
9/12/14 9:00 am

Welcome back Beach meeting
4:00 Grover Beach on ramp
9/16/14

Harvest Festival
Arroyo Grande Village
9/25/14-9/26/14

Opening and Closing Public Speaking Contest Nacho Night
AG Dep. 6:00 PM
9/30/14

OCTOBER

Opening and Closing Ceremonies and
Chapter Degree Ceremony
6:45 AM @ Cal Poly, SLO
10/3/14

AG Venture
Paso Robles 7:30
10/7/14

Chapter Officer Leadership Conference
Hollister High School
10/11-12/14

National Convention
Indiana, Indianapolis
10/21/14-10/25/14
Halloween Meeting
7:00 PM @ school farm
10/27/14

NOVEMBER

FFA BIG Contest
4:30 @ Nipomo High School
11/18/14

Fall Banquet
6:30 @ AGHS MPR
10/19/14

DECEMBER

Drive thru BBQ at AGHS AG Dept.
12/5/14

JANUARY

SB CATA/State Degree
Santa Maria, 3:30
1/25/15

MFE/ALA
Embassy Suites
San Luis Obispo
1/22-23/15

FEBRUARY

SB Section JI/Creed/PS-
Nipomo
4:30
2/4/15

Elementary day- Intro to Agriculture
After school 2/17/15

Staff Breakfast
Before school @ AG dept
2/19/15

Region FFA Officer Screening
SLO
2/21-22/15

MARCH

Sacramento Leadership Experience
3/9-12/15

South Coast Spring Meeting
And Contest Finals-
King City
3/19/15

Chapter meeting
In AG dept @ 6:30
3/24/15

APRIL

State Degree Banquet
Cal Poly, SLO
4/3/15

Leadership events state finals
Fresno 4/17/15

State FFA Leadership Conference
Fresno
4/17-20/15

MAY

State Judging Finals
Cal Poly, SLO
5/1/15

Sectional Officer Elections
Pioneer Valley @ 4:30PM
5/11/15
Santa Barbara Section Project Competition
Arroyo Grande High School
5/5-7/15

Fair Entry Meeting and Officer Elections
6PM- Ag. Department
5/12/15

Chapter Banquet
AGHS MPR
5/19/15

Project Competition Banquet
Lompoc High School
5/25/15
# SUPERVISED AGRICULTURE OCCUPATION EXPERIENCE PROGRAM

Chairman: Jamie Holloway  
Co-Chairman: Cassie Travis  

DIVISION I  
Objective: Each FFA member will build a Supervised Agriculture Occupation Experience Program that will qualify for additional FFA degrees and carry out that program to completion while working for permanent establishment in agriculture.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.) Develop a list of tour of potential agricultural Agriculture industries</td>
<td>July</td>
</tr>
<tr>
<td></td>
<td>2.) Establish a date for in the county the tour for all FFA Members</td>
<td></td>
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<tr>
<td></td>
<td>3.) Announce to all VOC-AG classes and parents of each students the details of the tour</td>
<td>September</td>
</tr>
<tr>
<td></td>
<td>4.) Write notes of appreciation to the industries visited</td>
<td>November</td>
</tr>
<tr>
<td></td>
<td>1.) Give awards in all areas Incentive off FFA programs</td>
<td>May</td>
</tr>
<tr>
<td></td>
<td>2.) Encourage members to enter project competition contest</td>
<td>May</td>
</tr>
<tr>
<td></td>
<td>3.) Encourage participation in Champion Exhibitor Contest</td>
<td>July</td>
</tr>
<tr>
<td></td>
<td>4.) Have members aware of non-ownership programs</td>
<td>October/November</td>
</tr>
</tbody>
</table>

**GOAL**  
Conduct an activity to improve agriculture mechanics project programs of

**WAYS AND MEANS**  
1.) Provide special awards to top agriculture mechanics projects of first year members  
2.) Have all members enter their agricultural mechanics projects at

**COMPLETION DATE**  
May  
February
members

Open House
3.) Encourage members to exhibit their projects at County Fair

Provide a source for FFA members to establish or begin a project

1.) Develop a loan program at local banks for FFA members
2.) Bob Gallop Memorial Fund

October

COOPERATION

Chairman: Cassie Travis
Co-chairman: Samantha Osiecki
DIVISION II
Objective: Each FFA member will work with others sharing, planning, and carrying out activities of mutual interest within the overall objective of the FFA chapter.

GOAL
Sponsor Cooperative community in finding
Purchasing and/or Sale projects.
Activities.

WAYS AND MEANS
1.) Working with the Cooperative community in finding
Purchasing buyers for the members and/or Sale projects.

2.) Provide supplies and/or equipment for the use of all members.

COMPLETION DATE
Prior To Fairs
All Year

Cooperate with others school organizations.

1.) Work with the Booster club to present a benefit BBQ.
2.) Work with the ASB to conduct campus activities.

September
October
COMMUNITY SERVICE

Chairman: Carlos Rosas
Co-chairman: Vincent Rodriguez
Division III
Objective: Each FFA member will take part in activities to improve their homes, schools, and community.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist school in an activity to improve and beautify the school campus.</td>
<td>1.) To maintain any landscaped areas around the Agriculture Department.</td>
<td>All year</td>
</tr>
</tbody>
</table>
| Conduct an activity to help conserve natural resources or improve the environment. | 1.) FFA members shall help clean up the community for the fall festival. 
2.) Recycle 
3.) Conduct an activity so elementary students may come into contact with different animals. | Prior Week to Fall Festival 
All Year |
| B.O.A.C. | 1.) Develop a B.O.A.C program that benefits and serves the community. | All Year |
| Community Outreach | 2.) To have FFA members give back to the community. | December |

LEADERSHIP

Chairman: Jamie Holloway
Co-chairman: Tyree Cochrane

Division IV
Objective: Each FFA member will take part in leadership development activities sponsored by the FFA chapter and/or by the State and National FFA Organization.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have candidates for FFA offices on all</td>
<td>1.) Develop an awareness of the officers duties.</td>
<td>Prior to elections</td>
</tr>
<tr>
<td></td>
<td>2.) Encourage members to</td>
<td>All Year</td>
</tr>
</tbody>
</table>
levels run for offices at chapter, sectional, regional, state, and national levels.
3) Encourage officers to attend Leadership Conferences.

Sponsor an activity to initiate Greenhand Candidates
1) Have Greenhand candidates apply by filling out the official application.
2) Encourage the Greenhand candidates to participate in all events of initiation at the Greenhand Dinner Meeting.
3) Inform the student body of Greenhand Initiation.

Involve state officers
1) Write letters inviting State Officers to Chapter Functions

GOAL
Increase members’ knowledge of judging teams
WAYS AND MEANS
1) Encourage new members to attend activities that involve judging teams and their activities.

Sponsor an activity to improve the speaking ability of FFA members
1) Conduct a local public speaking speaking and creed contest.
2) Encourage local winners of the public speaking and creed contest to participate at the sectional contest
3) Develop teams to participate in the Sectional Opening/ Closing, Creed, and Parliamentary Procedure Contests

EARNINGS AND SAVINGS

Chairman: Hannah Miller
Co-chairmen: Carlos Rosas
Division V
Objective: Each FFA will develop a plan for personal earnings, savings, and budgeting, and will participate in the development of the chapter budget, fundraising, and spending plans.

GOALS WAYS AND MEANS COMPLETION DATE
Collect activity fee from 2nd, 3rd, 4th year members

Work closely with public relations committee

Conduct an activity that will encourage savings and earnings and stimulate investments among the members

GOALS
See that chapter earnings are wisely spent and/or invested

Earn money to adequately support activities and supplies.

Scholarship

WAYS AND MEANS
1) Have membership fees paid in activities office
2) Late fees will be charged accordingly to members

1) Help make posters, signs, etc. for FFA functions and events

1) Assist members with the financial aspects of increasing the scope of their projects.
2) Provide members with the information on loans and financial aid
3) Establish open purchase orders to frequently used business

1) Have all bills paid on time
2) Provide treasurer's report at meetings

1) Horse Judging Team Fund-raiser
2) Harvest Festival
3) Drive Thru BBQ
4) Coffee Sales
5) Cookie Dough Sales

1) Cecchetti and O'Neil Memorial Scholarship

COMPLETION DATE
November
Before each event
Throughout school year
Throughout year
Each month

19
2014~2015 BUDGET PG. 1 of 2

ESTIMATED EXPENDITURES:

1) Activity Fees 650.00
2) Officer Training 1,000.00
3) Judging Contest Awards 250.00
4) Annual Parent/Member Banquet 1,500.00
5) Delegates to State Convention 750.00
6) Meeting Refreshments 750.00
7) FFA Supplies 1,000.00
8) Harvest Festival 300.00
9) Banquet Awards 500.00
10) Miscellaneous 1,000.00
11) Field Days & BBQs 4,500.00
12) Reporters Expenses 500.00
13) Placemats 500.00

Total Estimated Expenditures 13,350.00

2014~2015 BUDGET PG. 2 of 2

ESTIMATED RECEIPTS

1) Activity Fees $600.00
2) Banquet $750.00
3) Miscellaneous Donations $1,000.00
4) BBQ $7000.00
5) Placemats $3,000.00
6) Student Fees $750.00
CONDUCT OF MEETINGS

Chairmen: Chapter Officers

DIVISION VI
OBJECTIVE: Each FFA member will take part in planning meetings, making presentations at chapter meetings, and using correct parliamentary procedure at chapter meetings.

GOALS
- Hold one regular chapter meeting each month or as needed
- Have well organized and conducted meetings

WAYS AND MEANS
1) Conduct an executive meeting.
2) Distribute an agenda at all meetings.
3) Use appropriate official ceremonies
4) Use proper parliamentary procedure at all times according to “Robert’s Rules of Order”
5) Assist the president in maintaining order at all meetings

COMPLETION DATE
Weekly
Each Month

SCHOLARSHIP

Chairman: Hannah Miller
Co-chairman: Cassie Travis

DIVISION VII
OBJECTIVE: Each 3 or 4 year Senior FFA member will be recognized for personal academic improvement. The FFA will sponsor and take part in academic improvement activities.

GOALS
- Sponsor an activity which will encourage Senior scholarships among the members

WAYS AND MEANS
1) Give an award to the senior member with the highest grade point average. (DeKalb Award)
2) Members must have passing grades (2.0) to be a member in good standing
3) Award the California Banker’s Association Certificate to the outstanding senior

COMPLETION DATE
May/June
Provide members with information concerning agricultural careers, occupations and educational opportunities

1) Maintain current files of information on colleges, universities, agricultural careers, and occupations.
2) Have these open to members at all times

Throughout school year

GOALS
Provide members with information scholarships and financial aid

WAYS AND MEANS
1) Maintain current files with information concerning school scholarships and financial aid open to members at all times

Completion Date
Throughout school year

Leadership Training Activity

1) Maintain reservations
2) Prepare for transportation of FFA members
3) Learn leadership skills, plan for an excellent school year.
Have Fun!

May-July

AGRICULTURE EDUCATION ADVANCEMENT

Chairmen: Chapter Officers

DIVISION III
OBJECTIVE: Each FFA member will have opportunities to attend agricultural functions designed to expand their knowledge of agricultural awareness.

GOALS
Have educational field trips

WAYS AND MEANS
1) Contact local colleges to observe school farm
2) Plan trips to local farms and ranches
3) Plan trips to wholesale business

Completion Date
Throughout school year

Tulare Farm Show

1) Provide transportation for FFA students
2) To inform students about current agriculture technology
3) Inform membership of eligibility guidelines.

February
RECREATION

Chairman: Vincent Rodriguez
Co-chairman: Garrett Hahlbeck

DIVISION VIII
OBJECTIVE: Each FFA member will take part in chapter sponsored recreational activities which are designed to be of interest to current and prospective members.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snow trip</td>
<td>1) Gather information on price and recreational options</td>
<td>February</td>
</tr>
<tr>
<td></td>
<td>2) Reserve busing and lodging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Announce at meeting and in bulletin.</td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td>1) Involve all members</td>
<td>After each meeting</td>
</tr>
<tr>
<td>Sectional</td>
<td>1) Contact local chapters</td>
<td>Appropriate time of school year</td>
</tr>
<tr>
<td>Sports Activity</td>
<td>2) Reserve gym and equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Contact references</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Purchase awards</td>
<td></td>
</tr>
</tbody>
</table>

PUBLIC RELATIONS

Chairman: Jamie Holloway
Co-chairman: Karley Pimentel

DIVISION IX
OBJECTIVE: Each FFA member will participate in activities to acquaint parents, other students, prospective members, school officials, civic leaders, agricultural leaders and the general public with the aims, purposes, and activities of the FFA (and Vocational Education in Agriculture.) Special emphasis will be placed on describing accomplishments, activities or events of the chapter and seeking recognition for the members, advisors, alumni, and the organization itself.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
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</thead>
<tbody>
<tr>
<td>Keep the public informed of the FFA organization and it's local activities.</td>
<td>1) Submit articles to AGHS parent Newsletter</td>
<td></td>
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<tr>
<td></td>
<td>2) Distribute chapter Program of activities to the administration.</td>
<td>Year Round</td>
</tr>
<tr>
<td></td>
<td>3) Distribute state FFA magazine throughout the community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Submit articles to AGHS Parent Newsletter.</td>
<td></td>
</tr>
<tr>
<td>Keep the high school student body informed about the FFA organization.</td>
<td>1) Report on FFA activities in the daily student bulletin.</td>
<td></td>
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<tr>
<td></td>
<td>2) Conduct an FFA orientation program for junior high school including an assembly, slides, and classroom talks.</td>
<td></td>
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</tbody>
</table>
### GOALS
- **Observe National FFA Week**
  1) Distribute FFA public relations material throughout the community. **February**

- **Harvest Festival**
  1) Contact local businesses for donations.  **September**
  2) Fundraising through annual auction.
  3) Thank local businesses by public recognition and appreciation awards.

### WAYS AND MEANS

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
</table>
| Observe national FFA week by sponsoring one or more appropriate activities. | 1) Place posters and pamphlets proclaiming National FFA week in local business.  
2) Announce in the school bulletin about National FFA Week. | **February**          |
| Encourage members to apply to be part of State/National delegations | 1) Announce to students when applications are due. | **March-September**   |
| Send two delegates to State Convention | 1) Develop method of selection  
2) Provide funding | **April**               |
| Encourage students to participate in State and National Leadership competition. | 1) Notify students of various competitive areas  
2) Provide funding  
3) Hold fund-raising to minimize financial obligations. | **Date of specific competition** |

### STATE AND NATIONAL ACTIVITIES

**Chairman:** Cassie Travis  
**Co~chairman:** Tyree Cochrane

**DIVISION X OBJECTIVE:** Each FFA member will participate in activities and programs of the state and national organizations.

### ALUMNI RELATIONS

**Chairman:** Paul Mann  
**Co-chairmen:** Jenna Mann
DIVISION XI

OBJECTIVE: Each FFA member will participate in activities for former FFA members which allows Alumni to continue to support the FFA Program.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor FFA Alumni at Annual Parent-Member Banquet</td>
<td>1) Invite FFA Alumni as guests</td>
<td>May</td>
</tr>
<tr>
<td></td>
<td>2) Provide special seating and recognition</td>
<td></td>
</tr>
<tr>
<td>Sponsor an activity</td>
<td>1) Invite FFA Alumni to evening meetings and participate in meet recreation activities following the meetings</td>
<td>Each Month</td>
</tr>
<tr>
<td>Alumni and current members</td>
<td>2) Include FFA Alumni in National FFA Week activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Have yearly budget available</td>
<td></td>
</tr>
</tbody>
</table>
HONORARY MEMBERS

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>J.J. Schnyder</td>
</tr>
<tr>
<td></td>
<td>Peter Mehlischau</td>
</tr>
<tr>
<td>1951</td>
<td>Clair Hopkins</td>
</tr>
<tr>
<td></td>
<td>J. Vard Loomis</td>
</tr>
<tr>
<td>1952</td>
<td>John Loomis</td>
</tr>
<tr>
<td></td>
<td>A.E. Skidmore</td>
</tr>
<tr>
<td></td>
<td>Frank F. Ormonde</td>
</tr>
<tr>
<td>1953</td>
<td>Paul Wilkinson</td>
</tr>
<tr>
<td></td>
<td>Marvin Ormonde</td>
</tr>
<tr>
<td>1954</td>
<td>Oscar Ferrari, Sr.</td>
</tr>
<tr>
<td></td>
<td>F.S. &quot;Jerry&quot; Dana</td>
</tr>
<tr>
<td>1955</td>
<td>Don Christiansen</td>
</tr>
<tr>
<td>1956</td>
<td>Elmer Runels</td>
</tr>
<tr>
<td></td>
<td>Milton E. Nelson</td>
</tr>
<tr>
<td>1957</td>
<td>Andrew David</td>
</tr>
<tr>
<td></td>
<td>William Vaughn</td>
</tr>
<tr>
<td>1958</td>
<td>Yoneji Matsumoto</td>
</tr>
<tr>
<td></td>
<td>William Maxwell</td>
</tr>
<tr>
<td>1959</td>
<td>Henry Wachtman</td>
</tr>
<tr>
<td></td>
<td>Dr. Russell Burton</td>
</tr>
<tr>
<td>1960</td>
<td>Cryil A. Phelan</td>
</tr>
<tr>
<td></td>
<td>Lee J. McNeil</td>
</tr>
<tr>
<td>1961</td>
<td>Dan M. Phelan, Jr.</td>
</tr>
<tr>
<td></td>
<td>John S. Pearl</td>
</tr>
<tr>
<td>1962</td>
<td>Earl W. Denton</td>
</tr>
<tr>
<td></td>
<td>Arthur Lethfield</td>
</tr>
<tr>
<td>1963</td>
<td>Manuel Silva, Jr.</td>
</tr>
<tr>
<td>1964</td>
<td>George Kitchel</td>
</tr>
<tr>
<td></td>
<td>Richard Otsuji</td>
</tr>
<tr>
<td>1965</td>
<td>Rudolf Gularte</td>
</tr>
<tr>
<td></td>
<td>Andrew Mehlischau</td>
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<tr>
<td>1966</td>
<td>George Cecchetti</td>
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<td></td>
<td>Herbert Brownlee</td>
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<tr>
<td>1967</td>
<td>Wells Smith</td>
</tr>
<tr>
<td></td>
<td>Michael Phelan</td>
</tr>
<tr>
<td>1972</td>
<td>William McSparron</td>
</tr>
<tr>
<td>1976</td>
<td>Doug Hitchen</td>
</tr>
<tr>
<td>1977</td>
<td>Zella Hunt</td>
</tr>
<tr>
<td></td>
<td>Johnny Silva</td>
</tr>
<tr>
<td>1978</td>
<td>Tom Michaud</td>
</tr>
<tr>
<td>1979</td>
<td>Jack Ghormley</td>
</tr>
<tr>
<td>1980</td>
<td>Jeff Silva</td>
</tr>
<tr>
<td>1981</td>
<td>Lucia Mar Transportation</td>
</tr>
<tr>
<td></td>
<td>Katheryn Horner</td>
</tr>
<tr>
<td>1982</td>
<td>Melinda Koopman</td>
</tr>
<tr>
<td></td>
<td>Diane DeRose</td>
</tr>
<tr>
<td>1983</td>
<td>Tony Azcvedo</td>
</tr>
<tr>
<td></td>
<td>Bene Blanchard</td>
</tr>
<tr>
<td>1984</td>
<td>Wanda Olson</td>
</tr>
<tr>
<td>1985</td>
<td>Richard Canada</td>
</tr>
<tr>
<td></td>
<td>Al Spierling</td>
</tr>
<tr>
<td>1986</td>
<td>Mr. and Mrs. Pete Winslow</td>
</tr>
<tr>
<td>1987</td>
<td>The Gallop Family</td>
</tr>
<tr>
<td></td>
<td>Joann Daves-Siler</td>
</tr>
<tr>
<td>1988</td>
<td>Carolyn Clark</td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Steve Curry</td>
</tr>
<tr>
<td>1989</td>
<td>Lemos Ranch</td>
</tr>
<tr>
<td>1990</td>
<td>Larry Wiemers</td>
</tr>
<tr>
<td></td>
<td>Steve DeRose</td>
</tr>
<tr>
<td></td>
<td>Rich Champlin</td>
</tr>
<tr>
<td>1991</td>
<td>Mr. and Mrs. Vaughn</td>
</tr>
<tr>
<td>1992</td>
<td>Mike Sears</td>
</tr>
<tr>
<td></td>
<td>Lucia Mar Unified School District</td>
</tr>
<tr>
<td>1993</td>
<td>Mary Collins</td>
</tr>
<tr>
<td></td>
<td>Williams Bros. #303</td>
</tr>
<tr>
<td>1994</td>
<td>Lois Alves</td>
</tr>
<tr>
<td>1995</td>
<td>Arroyo Grande Rotary Club</td>
</tr>
<tr>
<td>1996</td>
<td>Ingrid Hilton</td>
</tr>
<tr>
<td>1997</td>
<td>Scott Wilson</td>
</tr>
<tr>
<td>1998</td>
<td>Optimist Club</td>
</tr>
<tr>
<td>1999</td>
<td>Pete Agalos</td>
</tr>
<tr>
<td>2000</td>
<td>Connie Sparks</td>
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Kelly Bratcher
Desiree Harrison
Jenna Mann
Russell Summerfield
Amanda Thompson
Kelsey VanHoy

2004
Robert Melero
Rebecca Osumi
Justine Silva
Amy Soares
Katy Teixeira

2006
Melanee Taylor
Cody Lorance
Samantha Morrow

2007
April Sims
Michelle Nojunas
William Summerfield
Maria Saucedo

2008
Halley Hodges
Corrine Mead
Ali Cri cazzo

2009
Marissa Mankins
Miranda Mankins
Alex Ramirez
Zack Nichols

2010
Amika Osumi
Josh Musgrave
Drew Summerfield
Justise Osiecki
James Purkey
Ashley Salinas
Josh Moreno
Alli Thompson
Megan Murphy
Amber Hartman

2011
Lacee Hollowy
Calam Pimentel
Cameron Petetit
Rachel Dewar
Anthony Martin
Andrew Tremper
Jack Johnson
James Purkey
Joey Adams
Chris Olsen
Hailey Gardener
Lizzy Murphy

2012
Christa Osumi
Dallys Estrada
Heather Blankenship

2014
Alli Hahlbeck
Roman Mafi
Dylan Azevedo
Taylor Scotto
Krista Becker
TJ Bright
9. Recruitment
Recruitment Program

Our Agriculture Department participates in three different recruiting activities throughout the school year. The three events are: Student parent orientation, Career day and Ag Day.

Student parent Orientation

For the student parent orientation night the upcoming 9th graders come to the AGHS campus and listen to an orientation from the counselors on class registration. Here we make sure the counselors talk about the agriculture program and the classes that are available for freshman to take. Next the students and parent move to the gym where they watch various clubs and CTE programs perform. The agriculture department sets up an interactive and informational booth for the students and parents to visit after the presentation is over with. In the past we have had animals, a welding booth and various floral things. Here we bring out recruiting materials such as our pamphlet and program banners.

Career Day

Students from the agriculture department go to Judkins Junior High School and Paulding Junior High School for their Career day. Here students set up an interactive booth to draw students in to the Ag program once they are in high school. The booth included animals, veterinary instruments, and a planting station. Also here were the brochures and our agriculture department banners.

Ag Days

Ag days is an event AGHS Ag department puts on each spring, this event is sponsored by the Farm Bureau. Our students plan interactive stations for the local elementary kids to explore. Also local industry people are invited to show case their careers. Some of the booths last year included: roping, goat milking, swine, water run-off, grafting by the rare fruit growers, and a vet. The elementary students tour around the Ag department were the booths are set up and learn about agriculture. Although these students are young I still think that it is a good method of recruitment and also the parent chaperones also get to see our program.
Agriculture Education is For You!

Arroyo Grande High School provides a strong state recognized program of agricultural education with many Pathway Options. Many of our classes get needed credit for graduation and college entrance requirements.

The program emphasizes technical agricultural subject matter, leadership, employability, career planning, and application of acquired skills and knowledge through hands-on experience. Content is reinforced by integrating concepts in science, math, verbal and written communication. Students are provided a broad based knowledge of agriculture industry and its overall importance to our everyday life. Also, it helps prepare them for a career in any workforce area, junior college, state colleges and universities.

Start your future with us!

Classes as a 9th Grader:

Ag Science 1 - See description in guide

Ag Biology* (college prep) -

Ag Mechanics—

“All students can learn”
### Generalist
Students will have the option to take a variety of classes that expose them to various areas of the agricultural industry. This pathway ties together all of the disciplines of agriculture from production through processing, research, through marketing and getting the product to the consumer here at home and around the world. Students study California Agriculture, Ag Business, Ag Technologies, Natural Resources, and Animal, Plant and Soil sciences and develop and their leadership abilities.

**This plan meets Graduation and College Entrance requirement with correct elective selection.** All Agriculture classes can be used as elective credits for CSU entrance requirements with Ag Biology and Ag Chemistry approved for lab science credits.

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</table>

_Bolded classes are pathway credits and blue/italic are Ag support classes that count for science, VPA’s and gov’t econ credits needed for graduation._

### Animal and Vet Science
Animal production for food, fiber, recreation and companionship is one of the leading areas of the agricultural economy in California. Careers in this pathway require the knowledge and skills needed to service, manage, and improve economic, social, environmental & biological aspects of this industry. Includes the study of anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, processing, food safety and the uses of animal by-products.

**This plan meets Graduation and College Entrance requirement with correct elective selection.** All Agriculture classes can be used as elective credits for CSU entrance requirements with Ag Biology and Ag Chemistry approved for lab science credits.

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### Plant Science (Floral and Viticulture)
Projections show that there will be more career placements than applicants in the horticulture areas of Floral design and production, nursery operations, crop and soil sciences, landscaping, marketing, biochemistry, irrigation, and water use and quality all related to plant science. Plant classification, physiology, breeding, reproduction, biotechnology, pest, pathology and the equipment used as well as culture and harvest practices.

**This plan meets Graduation and College Entrance requirement with correct elective selection.** All Agriculture classes can be used as elective credits for CSU entrance requirements with Ag Biology and Ag Chemistry approved for lab science credits.

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### Agriculture Mechanics
This industry has become very specialized and requires technicians who can diagnose, test, analyze, and repair both large and small pieces of equipment. Design and construction, land leveling, or layout and design of irrigation systems. Wood working, electrical systems, plumbing, concrete, welding, tractor and small engine operations, fabrication of projects small and large and construction are the basic skills for this pathway.

**This plan meets Graduation and College Entrance requirement with correct elective selection.** All Agriculture classes can be used as elective credits for CSU entrance requirements with Ag Biology and Ag Chemistry approved for lab science credits.

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**Motto**
"Learning to Do, Doing to Learn, Earing to Live, Living to Serve."

Agriculture Education is **FOR YOU!**

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**Start your future with us!**

**Classes as a 9th Grader:**
- Agriscience 1 - See description in guide
- Ag Biology* (UC and CSU lab credit)
- Agriculture Mechanics 1 - see description in guide

“All Students Can Learn”
Agriculture Education & FFA

Agriculture Education Pathways
* Agriculture Generalist
* Animal and Veterinary Science
* Plant Science (Floral & Viticulture)
* Agriculture Mechanics

Agriculture Education Classes Meet Graduation and College Entrance Requirements
10. FFA Chapter Scrapbook
11. Summer Activities Calendar
Amie Mertz, Summer Activities, Contacts' birthdays and events, Holidays in United States, Santa Barbara Section Events

Jun 2014 (Pacific Time)

- **Sun**
- **Mon**
- **Tue**
- **Wed**
- **Thu**
- **Fri**
- **Sat**

1. **Sun**
2. **Mon**
3. **Tue**
4. **Wed**
5. **Thu**
6. **Fri**
7. **Sat**

8. **Sun**
9. **Mon**
10. **Tue**
11. **Wed**
12. **Thu**
13. **Fri**
14. **Sat**

15. Fathers' Day
16. Visit 9 pigs
17. Visit 9 pigs/cattle
18. Record Book Day
19. 
20. 
21. 
22. 
23. 
24. 
25. 
26. 
27. 
28. 
29. 
30. 
1. 
2. 
3. 
4. Independence Day
5. Happy birthday!
6. Santa Barbara

- Last Day of School
- Clip Pigs/prepare for fair
- Set up for Fair
- Set up for Fair
- Independence Day
12. Graduate Follow-Up Surveys
Graduate Follow up Survey

I have created a new graduate follow up survey using surveymonkey.com. The previous survey was outdated and we were not able to locate it. This survey covers the basics and is very easy to fill out. I have sent the survey to graduates and have included their responses. In the future we plan to have all seniors at the end of the year to fill out the survey.
1. Please provide the following information:

Name
Company
Address
Address 2
City/Town
State/Province
ZIP/Postal Code
Country
Email Address
Phone Number

*2. Please select the answers that best fit what you are doing at this time and what year you graduated from AGHS.

- Attending a Community/Junior College - Full-Time
- Attending a Community/Junior College - Part-Time
- Attending a 4-year College/University - Full-Time
- Attending a 4-year College/University - Part-Time
- Attending a Trade/Technical School - Full-Time
- Attending a Trade/Technical School - Part-Time
- Working - Full-time
- Working - Part-Time
- Military - Active Duty
- Military - Planning to Enlist
- Military - Not Currently Serving

Other (please specify)

3. What is your current major or course of study? What college or trade school are you attending?


4. In what type of business are you employed AND what is your job title or description?
5. Which statement best applies to your present occupation?
   - [ ] I am using most of the skills I learned in the Agriculture program at AGHS.
   - [ ] I am using some of the skills I learned in the Agriculture program at AGHS.
   - [ ] I am using none of the skills I learned in the Agriculture program at AGHS.

6. How would you rate the training you received in the AGHS Agriculture Program?
   - [ ] Excellent
   - [ ] Good
   - [ ] Fair
   - [ ] Poor

7. How do you rate the career guidance and counseling you received in the AGHS Agriculture Program?
   - [ ] Excellent
   - [ ] Good
   - [ ] Fair
   - [ ] Poor

8. Please check the areas you feel are valuable components of FFA:
   - [ ] Officer and Committee Chairpersons experience
   - [ ] Judging Contests and Career Development Events
   - [ ] Advanced degrees (State and American) and Proficiency Awards
   - [ ] Participation in chapter activities and working with others
   - [ ] Raising livestock, shows, fairs, etc.

   Other (please specify):

9. What were the most valuable aspects of the Supervised Agriculture Experience projects?
   - [ ] Learning new skills related to future agriculture employment
   - [ ] Development of responsibility
   - [ ] Learning record keeping skills

   Other (please specify):
13. Graduate Follow Up Survey Results
Please provide the following information:

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<td>Phone Number</td>
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</table>

Please select the answers that best fit what you are doing at this time and what year you graduated from AGHS.

Answered: 6  Skipped: 0
Q3

What is your current major or course of study? What college or trade school are you attending?

Answered: 6  Skipped: 0

PRO FEATURE
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

https://www.surveymonkey.com/analyze/EFZe0wChRgJs4yoYHoc09rNPXoICvBTgQItvvyEnLg_3D

© 2022 SurveyMonkey Inc. All Rights Reserved.
Q4

In what type of business are you employed AND what is your job title or description?

Answered: 5  Skipped: 1

Q5

Which statement best applies to your present occupation?

Answered: 6  Skipped: 0
Q6

How would you rate the training you received in the AGHS Agriculture Program?

Answered: 6  Skipped: 0

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<tr>
<td>Fair</td>
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<tr>
<td>Poor</td>
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<tr>
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<td>100.00%</td>
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Q7
How do you rate the career guidance and counseling you received in the AGHS Agriculture Program?

Answered: 6  Skipped: 0

- Excellent: 16.67%
- Good: 83.33%
- Fair: 0.00%
- Poor: 0.00%

Please check the areas you feel are valuable components of FFA:

Officer and Committee...: 66.67%
Judging contests and...:
Advanced degrees (Sta...:
Participation in chapter...:
Raising livestock...:
What were the most valuable aspects of the Supervised Agriculture Experience projects?

Answered: 6  Skipped: 0

- Learning new skills related to future agriculture employment: 66.67%
- Development of responsibility: 100.00%
- Learning record keeping skills: 66.67%

Total Respondents: 6
Comments: 0
Q1: Please provide the following information:

Name: Taylor Scotto
Address: 490 Golden Meadow Dr.
City/Town: Paso Robles
State/Province: CA
ZIP/Postal Code: 93446
Country: United States
Email Address: taylorscotto@yahoo.com

Q2: Please select the answers that best fit what you are doing at this time and what year you graduated from AGHS.

- Attending a Community/Junior College - Full-Time
- Working - Full-time

Q3: What is your current major or course of study? What college or trade school are you attending?

Art, Cuesta College

Q4: In what type of business are you employed AND what is your job title or description?

Cashier, Miners Ace Hardware

Q5: Which statement best applies to your present occupation?

I am using some of the skills I learned in the Agriculture program at AGHS.

Q6: How would you rate the training you received in the AGHS Agriculture Program?

Excellent

Q7: How do you rate the career guidance and counseling you received in the AGHS Agriculture Program?
Good

Q8: Please check the areas you feel are valuable components of FFA:

- Officer and Committee Chairpersons experience
- Judging Contests and Career Development Events
- Participation in chapter activities and working with others
- Raising livestock, shows, fairs, etc.

Q9: What were the most valuable aspects of the Supervised Agriculture Experience projects?

- Development of responsibility
Arroyo Grande Ag Program Gradu...

Respondents: 3 of 3

Individual Responses

Respondent #1

COMPLETE
Collector: Email Invitation 1 (Email)
Started: Tuesday, December 02, 2014 11:31:31 AM
Last Modified: Tuesday, December 02, 2014 11:37:34 AM
Time Spent: 00:08:02
Email: alycia.mirlindelcampo2@gmail.com
IP Address: 75.128.12.138

PAGE 1

Q1: Please provide the following information:

Name: Alycia Mirlindelcampo
Address: 2525 Gwen Place
City/Town: Oceano
State/Province: CA
ZIP/Postal Code: 93445
Country: United States
Email Address: alycia.mirlindelcampo2@gmail.com
Phone Number: 8054556089

Q2: Please select the answers that best fit what you are doing at this time and what year you graduated from AGHS.

- Attending a Community/Junior College - Full-Time
- Working - Full-time

Q3: What is your current major or course of study? What college or trade school are you attending?

- General Education

Q4: In what type of business are you employed AND what is your job title or description?

- Avila Valley Barn Sweet Shop associate

Q5: Which statement best applies to your present occupation?

- I am using some of the skills I learned in the Agriculture program at AGHS.

Q6: How would you rate the training you received in the AGHS Agriculture Program?

- Excellent

Q7: How do you rate the career guidance and counseling you received in the AGHS Agriculture Program?
Q8: Please check the areas you feel are valuable components of FFA:

- Officer and Committee Chairpersons experience
- Judging Competitions and Career Development Events
- Participation in chapter activities and working with others
- Raising livestock, shows, fairs, etc.

Other (please specify) The agriculture classes that are offered are the most valuable.

Q9: What were the most valuable aspects of the Supervised Agriculture Experience projects?

- Learning new skills related to future agriculture employment
- Development of responsibility
- Learning record keeping skills
Q1: Please provide the following information:

Name: Michael Sandhu
Address: 2280 ocean street
City/Town: Oceano
State/Province: CA
ZIP/Postal Code: 93445
Country: United States
Email Address: Michael_sandhu@yahoo.com
Phone Number: 8059047589

Q2: Please select the answers that best fit what you are doing at this time and what year you graduated from AGHS.

Attending a Community/Junior College - Full-Time
Working - Part-Time

Q3: What is your current major or course of study? What college or trade school are you attending?

Nursing at Cuesta college

Q4: In what type of business are you employed AND what is your job title or description?

The old custom house as a bussen/host

Q5: Which statement best applies to your present occupation?

I am using some of the skills I learned in the Agriculture program at AGHS.

Q6: How would you rate the training you received in the AGHS Agriculture Program?

Excellent

Q7: How do you rate the career guidance and counseling you received in the AGHS Agriculture Program?

https://www.surveymonkey.com/analyze/browse/EFZelwChRgJs4yoYHoc09hNPXOfCvBiTqQIvyEnLg_3D
Q8: Please check the areas you feel are valuable components of FFA:

- Officer and Committee Chairpersons expereince
- Advanced degrees (State and American) and Proficiency Awards
- Participation in chapter activities and working with others
- Raising livestock, shows, fairs, etc.

Q9: What were the most valuable aspects of the Supervised Agriculture Experience projects?

- Learning new skills related to future agriculture employment
- Development of responsibility
- Learning record keeping skills
Q1: Please provide the following information:

Name: Mariah Sels
Address: 1071 Farrell Ave
City/Town: Arroyo Grande
State/Province: CA
ZIP/Postal Code: 93420
Country: United States
Email Address: mariah.afable16@gmail.com
Phone Number: 8057097188

Q2: Please select the answers that best fit what you are doing at this time and what year you graduated from AGHS.

Attending a Community/Junior College - Full-Time

Q3: What is your current major or course of study? What college or trade school are you attending?

_music_

Q4: In what type of business are you employed AND what is your job title or description?

Retail Sales Associate

Q5: Which statement best applies to your present occupation?

I am using most of the skills I learned in the Agriculture program at AGHS.

Q6: How would you rate the training you received in the AGHS Agriculture Program?

Good

Q7: How do you rate the career guidance and counseling you received in the AGHS Agriculture Program?
Q8: Please check the areas you feel are valuable components of FFA:

- Judging Contests and Career Development Events
- Participation in chapter activities and working with others
- Raising livestock, shows, fairs, etc.

Q9: What were the most valuable aspects of the Supervised Agriculture Experience projects?

- Development of responsibility
Q1: Please provide the following information:

- Name: Jacob Lees
- Address: 780 Orchard St
- City/Town: Nipomo
- State/Province: CA
- ZIP/Postal Code: 93444
- Country: US
- Email Address: redneckhunter5@yahoo.com
- Phone Number: 8055404042

Q2: Please select the answers that best fit what you are doing at this time and what year you graduated from AGHS.

- Attending a Community/Junior College - Full-Time

Q3: What is your current major or course of study? What college or trade school are you attending?

- Crop Science at West Hills CC Castilla

Q4: In what type of business are you employed AND what is your job title or description?

- Respondent skipped this question

Q5: Which statement best applies to your present occupation?

- I am using most of the skills I learned in the Agriculture program at AGHS.

Q6: How would you rate the training you received in the AGHS Agriculture Program?

- Excellent

Q7: How do you rate the career guidance and counseling you received in the AGHS Agriculture Program?

- Excellent
Q8: Please check the areas you feel are valuable components of FFA:

- Officer and Committee Chairpersons experience
- Judging Contests and Career Development Events
- Advanced degrees (State and American) and Proficiency Awards
- Participation in chapter activities and working with others
- Raising livestock, shows, fairs, etc.

Q9: What were the most valuable aspects of the Supervised Agriculture Experience projects?

- Learning new skills related to future agriculture employment
- Development of responsibility
- Learning record keeping skills
14. Comprehensive Program Plan
<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Market Description</td>
<td>Targeted Occupations</td>
</tr>
<tr>
<td>Total Program Goals and Objectives</td>
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<tr>
<td>Programs, Descriptions of Included Courses, SOE and Leadership Development</td>
<td>Program and/or Course Subject Matter/Course Outlines</td>
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<td>Program Completion Standards</td>
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<tr>
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<td>Description of Facilities and Major Equipment</td>
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<td>Five Year Facility and Acquisition Schedule</td>
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<td>Staff Assignments</td>
</tr>
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<td>FFA Program of Activities</td>
</tr>
<tr>
<td></td>
<td>School and/or Department Policies</td>
</tr>
<tr>
<td></td>
<td>Proficiency Standards for Program Completers</td>
</tr>
<tr>
<td></td>
<td>Teacher Data Sheet and Credentials for each Teacher</td>
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<td>Roster of Agriculture Advisory Committee</td>
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<td>Advisory Committee Minutes</td>
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<td>Current Year Budget</td>
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<td>Staff Minutes</td>
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<td>Department Inventory</td>
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ARROYO GRANDE HIGH SCHOOL’S
PLAN FOR AGRICULTURE
EDUCATION
2014-2015

STEVE DEROSE, CHAIRMAN
SARA BANDY, TEACHER
CONNIE SPARKS, TEACHER
AMIE WADSWORTH, TEACHER
GREG BEARD, REGIONAL SUPERVISOR
STATE DEPARTMENT OF AGRICULTURE EDUCATION
TBA, CTE/ROP
DIRECTOR
CONAN BOWERS,
PRINCIPAL
JIM HOGOBOOM,
DISTRICT SUPERINTENDENT

(title)
Job Market Description
Job Market Description

The Lucia Mar Unified School District, of which Arroyo Grande High School is a part, encompasses an area is approximately 550 square miles. Most of this area is agriculture and range land. The district is located about half-way between Los Angeles and San Francisco on Highway 101. This school district is comprised of six small, steadily growing communities. Four of these six communities are located on, or near, the beach. The largest of these six cities has a population of about 15,000. The total population of the district is approximately 40,000.

On the Northern perimeter lays Shell Beach, a bedroom community of middle class families and retired persons. Adjoining it is the recreational city of Pismo Beach with its Beaches, Motels, Restaurants, Sporting Good Stores, an allied retail trades.

Southward two miles from Pismo Beach and slightly west of the 101 Highway is Grover Beach. Originally settled by low-income families from the Midwest and low-income retired, it now supports an increasing number of hillside homes and numerous trailer parks as well as several subdivisions.

Adjoining Grover Beach and located on the southern pacific railroad and Highway 1 is the old town of Oceano. Located here are packing sheds, an icing plant, and box factories for crating and shipping truck crop produce for the Arroyo Grande Valley.

Arroyo Grande, the center of the Arroyo Grande Valley, adjoins Grover Beach and Oceano through an almost unbroken chain of expanding housing developments. The older part of town, located along Arroyo Grande Creek, retains many Pioneer buildings and old-time residences. Several Pioneer families reside in Arroyo Grande on ranches located nearby. Retail Stores, feed stores, blacksmith and machine shops cater to farm people and service their need.

Nipomo, located a few miles from the Santa Barbara county line, is evolving from a small village serving a cattle rising and truck farming region to an area with newly developed citrus, vineyards, and avocado orchards. It is the fastest growing population area of the district with multi development taking place with a new high school that opened in 2002. The climate is very mild throughout the year and each day, with the most extreme fluctuation in temperature taking place east of Arroyo Grande in the Husana area and Nipomo Foothills. Because of the weather and quality of soil, vegetable crops are our most intensive commodity followed by the livestock industry with cattle and calves covering the Foothills. Field crops which are mainly dry farmed, fruit stand nuts with avocados and lemons and nursery stock.
Targeted Occupations
Targeted Occupations

Agriculture educated at Arroyo Grande High School is comprised of a group of relate instructional programs designed to prepare students for occupations requiring agriculture knowledge and skills. All of these instructional programs incorporate three components: Group instruction in class, laboratory, shop, or field; individual and group participation in student organization (FFA) activities; and individual participation in supervised occupational experience.

Most of our students' employment comes within the boundary lines of the school district. However, we do find a large number finding work in the Northern part of Santa Barbara county and the mid to Southern parts of San Luis Obispo County. Our High School Agriculture Departments' main concentration is in the program areas of Agriscience, AgBiologoy, Agribusiness/Economics as our core courses and supportive skills coming from cluster courses in Floral Design, Animal Science and Mechanics.

Occupations

Farmer, rancher, ranch hand, veterinarian assistant, artificial inseminator, milker, cowhand, tractor driver, fence builder, butcher, meat cutter, meat wrapper, inspector, grader, livestock equipment salesman, trucker, hay hauler, bookkeeper, ranch manager, cattle buyer/saler, breed association field representative, feedlot stocker, salesyard hand, dairy farmer, milking machine operator, general foreman, poultry breeder, egg and meat poultry man, laborer, hatchery, stock ranch foreman, goat keeper, horse breeder, barn bees, beekeeper, veterinary-hospital attendant, feed mixer, feed salesman, sheep shearer, attendant, feed mixer, feed salesman, sheep shearer, tractor mechanic, farm equipment mechanic, irrigator, insurance salesman, loan officer, herdsman, plumber, electrician, sheep herder, turkey producer, small animal and game bird supplier, transportation dispatcher, quality control worker, nutrition, lab technician, commodity appraiser, sales agent, secretary, dairy plant worker, milk processor, fisherman, retail fish cutter, slaughter house worker, vegetable grower, forage producer, produce buyer, farm advisor, plant buyer, agronomist, ranch control, grape grower, small fruit grower, farm hand, avocado grower, propagator, nurseryman, beekeeper, lemon grove owner, truck driver, processing plant mechanic and supervisor, tractor and equipment operator, welder, greenhouse worker, greenhouse foreman, landscaper, small engine repairs and sales, pest control worker, commodity report, bookkeeper, agent, produce broker, marketing clerk, seed salesman, fertilizer supplier, processing plant worker, field man, migrant leader, caretaker, row boss, hay farmer, exterminator supervisor, spray foreman, weed inspector, fumigator, county agent.
Total Program Goals and Objectives
Arroyo Grande High School
Agriculture Education

~~~ Mission Statement ~~~

To engage, challenge, and inspire students through the power of learning.

Arroyo Grande High School Agriculture Department, as a part of a comprehensive high school, will provide students the opportunity to reach their highest level of personal and intellectual well-being by creating a learning environment that empowers students to become productive and responsible individuals in our changing world.
Goals

1. Develop an understanding of the food and fiber system and its economic and social impact upon society.

2. Provide occupationally relevant experience that will assist in career preparation and in the development of success in tomorrow's work force.

3. Develop and expand leadership abilities and work cooperatively with a group to cultivate strong partnerships in their educational system.


5. Reinforce learning across the curriculum to integrate academic and applied academics with Science and English Departments.

6. Update instruction in agriculture and expand programs about agriculture and food science so that students can become knowledgeable and pass on positive information about the agriculture industry.

7. Amplify and expand the "whole person" concept of education, including leadership, personal and interpersonal skills.

8. Provide the stimuli that will foster the spirit of free enterprise and develop creative entrepreneurship and innovation.

9. Provide FFA and supervised occupation experience programs that work in conjunction with classroom activities to increase students hands-on- experience and their leadership, citizenship and cooperation skills.

10. Elevate and extend our standards of excellence in classroom and laboratory instruction, supervised experience programs, and the FFA.
Programs, Descriptions of Included Courses, SOE and Leadership Development
Introduction

Hello, and welcome to Arroyo Grande High School. Our school serves as one of two comprehensive high schools in the Lucia Mar Unified School Districts. The district is located in San Luis Obispo County and covers over five hundred and fifty square miles. The district includes the towns of Pismo Beach, Arroyo Grande, Oceano, Grover Beach, Shell Beach and Nipomo. The primary economic bases in the community are tourism, PG&E, agriculture, services, and a variety of small business. The high school covers over sixty acres and is adjacent to the district office. The surrounding area is agriculture and some housing around the school. The school is housed on a high school campus, which was built in the late 1950's, and an adjoining elementary school. Our enrollment is about 2300 students of which just over 450 are enrolled in agriculture.

We have a standard program that focuses around a core of AgriScience classes, agribusiness, basic mechanics, FFA, and student projects. We have four teachers of agriculture and work from an assigned office, five classrooms of which three have lab areas and one a computer lab, a shop, a horticulture area under development that will contain a greenhouse, shade house, raised beds, storage and lab work space and a school farm. In addition, we have a small tractor, two pick-ups and a seven passenger van assigned for our use.

Under the direction of and in cooperation with the career-technical education division, agricultural education has developed a model framework and curriculum for use in teaching agriculture at the secondary level. The framework for agricultural education is based on a model program of study of two to four years. The program emphasizes the technical agricultural subject matter, leadership, employability, career planning and application of acquired skills and knowledge through hands-on experience. The academic core is reinforced throughout by fully integrating skills in math, verbal and written communication. The program is also beginning to develop career pathways in Agri-Science, Animal Science, Horticulture/Plant Science and Mechanics.

We have undergone many changes in our curriculum to meet these needs and continue to emphasize active learning based on three major components:

1. Group instruction in the classroom and science or field laboratory.
2. Individual supervised practical experience in agriculture. (SPE)
3. Group and individual experience in leadership, human relations, and interpersonal skill development through involvement in the FFA student organization.

We have been successful in updating classes to meet UC and graduation credit. In addition, we have increased the use of technology in the classroom with computers being used in a wide variety of ways to enhance instruction and learning.
The AgriScience CORE at Arroyo Grande provides students with a board based knowledge of agriculture, preparation for work, and or future education. The curriculum is organized around a CORE that expands into several career path clusters as the program grows. Agriculture provides content for learning across the curriculum that we feel provides a meaningful learning experience for all students.

Our present class offerings by sections are:

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<th># Sections</th>
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<tr>
<td>Floral Design</td>
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<td>AgEcon/Gov't</td>
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<tr>
<td>AgMechanics 1</td>
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<tr>
<td>Animal Science</td>
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<tr>
<td>Vet Science</td>
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<td>Ag Chemistry</td>
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<td>OH/Landscape</td>
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<tr>
<td>AgMech 2</td>
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</tr>
<tr>
<td>AgMech 3&amp;4</td>
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</table>

The majority of ownership SOE projects are livestock based for the fair with increase horticulture/floral projects. We have incorporated a class pig project that the students in AgSci 1 take ownership of and keep records on as well as each taking a vegetable six pack of plants home to care for during growth. Then they either bring them back to the school for us to see or take a picture and bring back to us to receive their final grade. Floral class has various sales to staff and other students for special occasions. OH markets plants in fall and spring as a class and some students maintain a section of the greenhouse for themselves as individual projects. Shop students do miscellaneous projects. In addition, several students have non-ownership work experience at the feed store, hardware store, nurseries, flower shops, pet store, farmers markets, fruit farm, grocery stores and livestock ranches.

The FFA is the major leadership component of our program and we take part in a variety of activities at the local chapter, sectional, regional and state levels. We also take part in many local events and make presentations to local groups.
2014-2015

REGISTRATION GUIDE

All courses at Arroyo Grande High School are open for enrollment without regard to race, color, national origin or sex.
ARROYO GRANDE HIGH SCHOOL  
(805) 474-3200

Mr. Bowers  
Principal

Mr. Mostajo  
Asst. Principal
Secretary—Ms. Palacios, ext. 2280

2014—2015
ADMINISTRATORS
Secretary — Ms. Palacios, ext. 2280

9th &12th grade  
Ms. Bruse
10th & 11th grade  
Mrs. Lee

2014—2015
COUNSELORS
Secretary — Mrs. Hollingsworth, ext. 2290

A — Di (+ ELD & AVID 10)  
Mrs. Mosqueda
Do — Ki (+AVID 12)  
Mr. Anderson
Kn — Q (+AVID 11)  
Mr. Dickens
R — Z (+AVID 9)  
Mrs. Ramsay

NOTE: If you cannot understand this guide, please contact Ms. Palacios, Principal’s Secretary, at 474-3200, ext. 2280.
Si no puede entender este guía, por favor llame a la Sra. Palacios, secretaria de el director, al (805) 474-3280.
### TABLE OF CONTENTS

**ATHLETICS** .................................................................................................................. 8

**BUSINESS** .................................................................................................................... 8
  - Business Math
  - Entrepreneurship**
  - Personal Finance
  - Skills for Success With Driver's Education

**CAREER PATHWAYS, 2014-2015** .................................................................................. 10
  - Frequently Asked Questions
  - How to Select a Pathway

**CAREER PATHWAY PROGRAMS** .................................................................................. 13

**Agriculture & Natural Resources Pathway** .................................................................. 13
  - Advanced Projects In Agriculture
  - Agriculture Government Policy & Economics**
  - Agriculture Mechanics I
  - Agriculture Mechanics II, III, IV
  - Agriscience II**
  - Ag Biology*
  - Ag Chemistry*
  - Animal Science**
  - Environmental Horticulture
  - Floral Design*
  - Advanced Floral Design
  - Food Science*
  - Livestock Management
  - Veterinary Science**
  - Viticulture*

**Architecture & Engineering Pathway** ........................................................................ 17
  - Computer Drafting I
  - Computer Drafting I, Fast Track
  - Computer Drafting II
  - CAD Computer Aided Drafting
  - Architectural Design*
  - Computer Animation*

**Automotive Technology Pathway** .............................................................................. 18
  - Automotive Technology
  - Advanced Auto Technology
  - Auto Technology COOP
  - Alternative Fuels Technology

**Child Development Pathway** ..................................................................................... 19
  - Child Development
  - Teaching Careers

**Culinary Arts & Hospitality Pathway** ......................................................................... 20
  - Intro to Culinary Arts
  - Advanced Culinary Arts
  - Event Planning and Catering
  - Culinary Coop
  - Baking & Pastry
  - Food Science*

**Energy Technology & Green Construction Pathway** ................................................. 22
  - Energy Technology
  - Green Construction
  - Alternative Fuels Technology
  - Biological Connections To Energy & The Environment
  - Geometry By Design

**Sports Medicine & Athletic Training Pathway** ......................................................... 23
  - Sports Medicine
  - Anatomy & Physiology
  - Athletic Training

**Visual, Performing & Technical Arts** ........................................................................ 24
  - Visual Arts (Pathway)
    - AP History of Art*
    - AP Studio Art*
    - Ceramics*
    - Ceramics-Advanced
    - Drawing*
    - Painting*
    - Art 1 (Visual Design)

  - Performing Arts (Pathway)
    - A Capella Choir*
    - Acting I* (Dramatics AB)
    - AP Music Theory*
    - Band*
    - Colorguard
    - Concert Choir*
    - Dance I*
    - Dance II*
    - Dance III (Dance Company)*
    - History of Music
    - Piano*

  - Technical Arts (Pathway)
    - Advanced Graphic Arts*
    - Computer Animation*
    - Creative Media Arts (Electronic Media)*
    - Photography
    - Stagecraft
    - Technical Theater
    - Advanced Technical Theater
    - Theatre Productions*

**COLLEGE PREP STUDIES (A-G Subject Requirements)** ............................................... 9

*MEETS UC and CSU requirements

**UC and CSU Elective Credits

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*MEETS UC and CSU requirements

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**UC and CSU Elective Credits

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**UC and CSU Elective Credits

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**UC and CSU Elective Credits

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**UC and CSU Elective Credits

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**UC and CSU Elective Credits
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<td>31</td>
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<tr>
<td>AP English Language &amp; Composition*</td>
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<td>AP English Literature &amp; Composition*</td>
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<td>AP French Language*</td>
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<td>Mandarin I*</td>
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<td>GRADES</td>
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<td>Algebra I*</td>
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<td>Computer Algebra Review</td>
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<td>Geometry*</td>
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<td>Intermediate Algebra*</td>
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<td>Statistics*</td>
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<td>Pre-Calculus*</td>
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<td>LMUSD Exit Outcomes</td>
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<td>Guidance Teams</td>
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<td>Physical Education Course 1 (PE 1)</td>
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<td>(PE 3 S &amp; F)</td>
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<td>English Composition* with Support Reading Block</td>
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<td>REGISTRATION REQUIREMENTS</td>
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<td>Anatomy and Physiology*</td>
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<td>AP Environmental Science*</td>
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<td>AP Physics 1* (Year 1)</td>
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<td>AP Chemistry* (not being offered 2014/15)</td>
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<td>IDEA Biology*</td>
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<td>IDEA AP Chemistry*</td>
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<td>IDEA Honors Human Engin: Design &amp; Function of the Human Body</td>
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<td>IDEA AP Physics 1* (Year 2)</td>
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<td>Life Science</td>
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<td>SOCIAL STUDIES</td>
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<td>AP European History*</td>
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<td>AP Human Geography*</td>
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<td>AP Psychology**</td>
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<td>AP U.S. History*</td>
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<td>U.S. History*</td>
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<td>World Hist/Geography/Cultures*</td>
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<td>SPECIAL PROGRAMS</td>
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<td>Agriculture/Agriscience CORE</td>
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<td>Alternative Program</td>
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<td>AP Classes</td>
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<td>AP Seminar*</td>
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<td>AP Research* (2015/16)</td>
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<td>IDEA Program</td>
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<td>TUTORING LABS</td>
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</table>

*MEETS UC and CSU requirements
**UC and CSU Elective Credits
MISSION STATEMENT

Arroyo Grande High School, as a comprehensive high school, will provide students the opportunity to reach their highest level of personal and intellectual well-being by creating a learning environment that empowers students to become productive and responsible individuals in our changing world.

LUCIA MAR EXIT OUTCOMES

Arroyo Grande High School graduates will be expected to meet the following outcome descriptors:

- An Effective Communicator who successfully receives and imparts information through speaking, writing, reading, listening, fine arts, and technology.
- A Complex Thinker assesses a variety of resources, looks for multiple solutions to a problem, is intellectually curious, using creative and critical thinking.
- An Independent Learner makes valid judgments about what to learn, how to learn it, and assesses the result. Learning independently does not imply learning alone.
- A Quality Producer uses appropriate resources and technology to create and assess products that achieve their purpose, are appropriate to the intended audience and reflect pride in craftsmanship.
- A Collaborative Learner uses appropriate social skills to work effectively with people varying in gender, race, attitudes, ability and cultural backgrounds with consideration and mutual respect.

GUIDANCE TEAMS

Upon entering AGHS, each student is assigned a counselor based on his/her last name and an administrator based on his/her grade level. Counselors help students with all aspects of educational planning and student development. Administrators will handle any disciplinary issues. The guidance staff would like to encourage students to ask questions and let them help. For additional information, contact the office at 805.474.3200, ext. 2290.

REGISTRATION REQUIREMENTS

COURSE OFFERINGS
The courses listed here are the ones which we plan to offer at Arroyo Grande High School during the 2014-2015 school year. If a course does not receive enough enrollment, it will not be offered. Students who request courses which cannot be scheduled because of lack of enrollment will be scheduled into a pre-selected alternative course, if available.

SCHEDULING
Scheduling for all students occurs in the spring semester for the following year. Students and families are strongly encouraged to select courses which are academically appropriate. Counselors are available to assist with all planning and scheduling decisions.

Reminder: Students and families are responsible for understanding class selections, with guidance from counselor. Students and families should understand expectations and requirements of each class before making class selections. Creating a school wide master schedule, the course offerings, and staffing are based on your student's selections. Most course selections are year-long. Your student is expected to honor that commitment.

All schedule requests must be submitted to your counselor. Advocating through a teacher will not be accepted.
Graduation Requirements

All students seeking a diploma from a comprehensive high school in the Lucia Mar Unified School District shall earn a minimum of 235 credits as indicated below:

English ........................................................................................................ 40 credits
Must include the following:
- English Composition or Pre-AP English 9 ............................................ 10 credits
- World Literature or Pre-AP English 10 .................................................. 10 credits
- American Literature or AP Language/Composition .............................. 10 credits
- Senior Expository Reading & Writing or AP Literature/Comp ............ 10 credits

Math ........................................................................................................... 30 credits
Of the 30 credits required in math, 20 must be completed in the math department including completion of Algebra 1.

Social Science ........................................................................................... 30 credits
Must include the following:
- World History, Geography & World Cultures ....................................... 10 credits
- United States History ............................................................................ 10 credits
- American Government .......................................................................... 5 credits
- Economics ............................................................................................ 5 credits

Science ........................................................................................................ 20 credits
Of the 20 science credits required, 10 must be completed in the science department. One course must be a physical science and the other a biological science.

Physical Education* .................................................................................. 20 credits

Visual & Performing Arts/World Language ............................................. 10 credits

Health ........................................................................................................... 5 credits

Electives ...................................................................................................... 50 credits

Program of Study ...................................................................................... 30 credits

Beginning with the Class of 2016 and beyond, each student must complete a Program of Study, which is a series of related courses supporting the achievement of an explicit educational goal requiring a minimum of 30 credits to be reached upon graduation.

College/University – All students completing requirements in the College/University POS shall demonstrate proficiency in meeting Common Core State Standards. In addition, students must complete all coursework necessary to meet the minimum requirements for acceptance into the California State University and University of California college system with a grade of “C” or better. These courses completed as part of the College/University POS and core graduation requirements include:
- Advanced Algebra (Algebra II) or Intermediate Algebra
- Two years of World Language (both courses must be in the same language)
- Two years of Laboratory Science (Biology, Chemistry, Physics or other UC approved college preparatory laboratory science)
- One year of Visual Fine Arts or Performing Arts
- One year of Advanced Studies to be selected from English, Math, Laboratory Science, Fine Arts, World Language or Social Science
- Any other college preparatory elective needed to meet the minimum entrance requirements for the UC/CSU system

College/Career – All students completing requirements in the College/Career POS shall demonstrate proficiency

*MEETS UC and CSU requirements

**UC and CSU Elective Credits
in meeting Common Core State Standards and Career Technical Education Model Curriculum Standards. Courses meeting these requirements shall be developed by the Superintendent or designee and adopted by the Board of Education. College/Career POS requirements include successful completion of the following:

1. An integrated series of three, year-long Career/Technical courses, which prepare students for entry-level employment in a specific industry sector or for advanced training after graduation in a specific industry sector.

Or, in the Arts, Media and Entertainment Industry Sector:


Specialized Program – Instead of meeting the requirements of a College/University or College/Career Program of Study, students may meet the requirements of any specialized program adopted by the Board of Education, such as successful completion of the Central Coast New Tech High School program. All students completing requirements in a Specialized Program of Study shall demonstrate proficiency in meeting the Common Core State Standards.

Individualized Program – Subject to the written approval of the school principal or administrator – designee, instead of meeting the requirements of a College/University or College/Career Program of Study, students may choose an Individualized Program of Study to meet their educational objectives. The Individual Program of Study shall consist of not less than a total of five year-long courses selected from those required as part of the College/University, College/Career, or Specialized Programs of Study. All students completing requirements in an Individualized Program of Study shall demonstrate proficiency in meeting the Common Core State Standards and Career Technical Education Model Curriculum Standards where applicable.

Community Service Requirements - All juniors and seniors will be required to complete 10 hours per year of community service with a non-profit organization through their social studies classes.

Competency Assessments – All students must pass the English Language Arts and Mathematics categories of the California High School Exit Exam (CAHSEE), which requires a score of 350 or above. Juniors and/or Seniors who have not successfully passed the CAHSEE will be required to enroll in a CAHSEE review class. In addition to the CAHSEE, students must complete Algebra 1.

*All 9th grade students are required by the State of California to take the Fitnessgram tests between February 1 and March 31 each year. Students who pass 5 of the 6 fitness testing categories must complete 20 credits (2 year-long courses) of physical education. Students who DO NOT pass 5 of the 6 fitness testing categories are required by California Education Code to complete 40 credits (4 year-long courses) of physical education. Students who do not pass the Fitnessgram testing will have an opportunity in each subsequent year, during the regularly scheduled testing period, to pass the exams.

Grades

Grades are given on the A, B, C, D, F, NC, NM, CR system.

A=Excellent
B=Above Average
C=Average
D=Below Average
F=Failure
NC=No Credit
CR=Credit
NM=No grade/lacks community svc. hrs.

Credits are earned at the end of each semester. NC must be made up in the semester immediately following the grading period.

*MEETS UC and CSU requirements

**UC and CSU Elective Credits
Tutoring Labs

English, Math and Science tutoring labs are available after school to assist students in meeting course outcomes. General tutoring is also available during lunch and afterschool. Please see your counselor for the most current tutoring opportunities, tutoring schedule and recommended online tutoring resources.

Athletics

Sports play an important part in the life of Arroyo Grande High School students. A variety of sports for both boys and girls is available. The sports offered to students are: Boys and girls cross country, tennis, basketball, soccer, swimming, track, volleyball, waterpolo, golf, boys football, boys wrestling, girls softball, and boys baseball.

ELIGIBILITY

Any student participating on a team must meet the eligibility standards established by Arroyo Grande High School and the Lucia Mar Unified School District as well as the Southern Section California Interscholastic Federation (CIF).

PARTICIPATION

To participate in athletics, a student must:
1. Purchase an ASD card/sticker with their Sports Clearance Packet.
2. Have had a physical examination within one year and proof of same.
3. Have parental consent.
4. Have read and signed the Athletic Code.
5. Have medical insurance.
6. Maintain a "C" (2.00) average. Eligibility will be determined based on the grades of the previous quarter.
7. Be earning at least 20 credits (only one P.E. course may be considered in GPA and credit determinations).
College Prep Studies

**CALIFORNIA STATE UNIVERSITIES (CSU)** - The California State University System offers a hands-on educational program for California High School graduates in the top 1/3 of their graduating class.

**UNIVERSITY OF CALIFORNIA (UC)** - The University of California System offers a research based educational program for California high school graduates in the top 1/8 of their graduating class.

**A-G Subject Requirements (MINIMUM ADMISSION REQUIREMENTS)** - All coursework completed for college admissions must be passed with a "C" or better.

A. Social Studies (W. History, US History + American Government) ........................................... 2 yrs
B. English, (All courses must be college prep). ............................................................................. 4 yrs
C. Mathematics-Algebra 1, Geometry, Alg. II .............................................................................. 3 yrs
D. Laboratory Science
   
   **For UC**: Two of the following: Biology, Chemistry, Physics, or other approved college preparatory science.

   **For CSU**: Life/Physical Science . 2 yrs

E. Language other than English (Same Language both years) ......................................................... 2 yrs

F. Visual & Performing Arts ........................................................................................................ 1 yr

G. Advanced/Elective Courses .................................................................................................... 1 yr

**To be selected from:**

A. Advanced levels of Social Studies including Economics
B. English - 5th year or more
C. Advanced Math (beyond Alg. II)
D. Laboratory Sciences (beyond #D above)
E. Language other than English - 3rd or 4th yr of language used for #E above.
F. Advanced levels Fine Arts
G. Career & Technical Education or other elective courses

**Scholarship Requirements**
Check eligibility tables for UC (www.ucop.edu) and CSU (www.csumentor.edu)

**Examination Requirements**
Each applicant must submit scores on an approved test of mathematics, language arts and writing. This requirement may be satisfied by taking either of the following:

- ACT Assessment plus Writing Test (www.actstudent.com)
- SAT Reasoning Test (www.collegeboard.org)

For the UC system, it is recommended that a student take a minimum of two SAT Subject Tests in two different subject areas, chosen from the following:

- English (Literature only)
- History and Social Studies
- Mathematics (level 2 only)
- Science
- Languages (other than English)

*MEETS UC and CSU requirements*
2014-2015 Career Pathways

ARROYO GRANDE HIGH SCHOOL
Career Pathways:
Agriculture
  Agriculture Generalist
  Animal Science
  Mechanics
  Plant Science
Architectural & Engineering Technology
Arts, Media & Entertainment
  Visual Arts (three options)
  Performing Arts (four options)
  Technical Arts (three options)
Automotive Technology
  Alternative Fuels
  General Automotive Technology
Culinary Arts & Hospitality
Early Childhood Development
Energy Technology & Green Construction
Sports Medicine & Athletic Training

Nipomo High School
Career Pathways:
Agriculture
  Agriculture Generalist
  Animal Science
  Mechanics
  Plant Science
Arts, Media & Entertainment
  Visual Arts (two options)
  Performing Arts (two options)
Health Science & Medical Technology Public Safety

Frequently Asked Questions
What are Career Pathways?
Career Pathways are integrated sets of courses in which students acquire technical skills that prepare them for entry-level employment and/or further education after high school. Each pathway represents an industry sector with a variety of occupational and career opportunities.

Why did LMUSD adopt the pathway graduation requirement for its students?
- To meet the training needs of local and regional employers for the majority of students entering the workforce directly after high school.
- To make high school more relevant in order to decrease our drop-out rate.
- To provide CTE courses that align with degree and certificate programs at local colleges that will encourage students to continue their education after high school.
- To provide an arena for students to learn about and experience potential careers and to assist in choosing a course of study for college.

I am definitely going to college, should I consider a Career Pathway?
Yes. Most Career Pathways are aligned with career certificate and college degree programs. Students who continue their education at Cuesta College can benefit from the credit by exam process or through articulation agreements with Allan Hancock College. Additionally, students can meet the minimum entrance requirements for the UC and CSU systems while completing the three required courses for a Career Pathway. Many students find that after completing courses in career-technical education they are better able to define and select a major in college.

What if I don’t like the Career Pathways offered at the high school in my attendance area?
Students have several options: 1) select the Career (or University) Pathway that is the closest fit to their occupational goals at their assigned school; 2) select the Individual Pathway and design a personalized course of study with the assistance of their parents and guidance counselor; or 3) transfer to another high school that offers the desired program, if space is available.

*MEETS UC and CSU requirements 10 **UC and CSU Elective Credits
HOW TO SELECT A PATHWAY

How do I know which Career Pathway to select?
Think about the activities you enjoy, are currently involved in, or would like to do in the future. Discuss potential jobs or career paths with your parents/guardians. Check out websites that give an overview of the industry sector and the types of jobs available for people with the skill sets that are described. Next, check to see if there is a Career Pathway that fits your interests or the skills you would like to develop. Then talk to your counselor about the pathway(s) you would like to enroll in.

What if I change my mind about the pathway I choose?
High school experiences allow students to learn about themselves and their interests. Students can change pathways if they find that their original choice does not meet their needs. To change pathways, students should speak with their parents, teachers and guidance counselor to adjust future course selections.

I'm going to attend a community college after high school; do I need to be on the University Pathway?
It depends. If you are planning to transfer to a four-year university from the community college, it is a good idea to take the most challenging high school courses in order to be adequately prepared for the demands of college level coursework. It is also a good idea to be in college preparatory classes, particularly in English and Math, so that you don't have to take remedial courses in college that are costly both in time and money spent on coursework that does not apply to a degree or transfer program.

Does selecting a Career Pathway mean I am locked into that career forever?
No. Career Pathways are not a permanent commitment. Career Pathway courses emphasize common workplace skills such as punctuality and attendance, teamwork and communication, decision-making, critical thinking, and project/time management, in addition to any industry sector specific skills. Basic workplace skills are useful no matter what occupation a person enters. Career Pathways are also useful in helping you determine activities or jobs that you do not like so you can focus in on college majors and employment opportunities that better fit your skills and personality.
COURSES OFFERED
BUSINESS

BUSINESS MATH
(5)
GRADE: 11-12
PREREQUISITES: NONE
HOMEWORK: 3 HOURS PER WEEK
MEETS GRADUATION REQUIREMENT FOR: MATH
Knowledge of basic mathematics is absolutely essential for survival in today's world. Mathematics as a survival tool is implemented in almost every phase of personal and business life. How effectively one is able to use that important tool may determine how well one is able to prepare for the future, manage one's personal and business resources, and benefit from one's efforts as a consumer, worker, or businessperson. The main purpose of Business Math is to assist students in learning to use math in their business lives. Students will apply business math to realistic business situations. Representative units include: Personnel, production, purchasing, sales, marketing, warehousing and distribution, services, accounting, accounting records, financial management, corporate planning.

ENTREPRENEURSHIP**
(Y)
GRADE 12
PREREQUISITES: NONE
MEETS GRADUATION REQUIREMENTS FOR: ECON IF FULL YEAR IS COMPLETED
This competency-based course trains students in business planning, management, marketing and basic financial concepts while learning how to organize and operate a small business. Students will understand the elements of a business plan and its effect on the success of a small business. Students will demonstrate competency by preparing, describing (defending) and presenting a basic business plan. Students will participate in a world trade simulation demonstrating competency in fundamental economic concepts within the context of international trade. This course includes classroom instruction and computer laboratory activities.

PERSONAL FINANCE
(5)
GRADE: 11-12
PREREQUISITES: NONE
HOMEWORK: 3 HOURS PER WEEK
MEETS GRADUATION REQUIREMENT FOR: MATH
Knowledge of basic mathematics is absolutely essential for survival in today's world. Mathematics as a survival tool is implemented in almost every phase of personal and business life. How effectively one is able to use that important tool may determine how well one is able to prepare for the future, manage one's personal and business resources, and benefit from one's efforts as a consumer, worker, or businessperson. The main purpose of Personal Finance is to assist students in learning to use math in their personal lives. Students will apply business math to realistic business situations. Representative units include: Gross income, net income, checking accounts, savings accounts, cash purchases, charge accounts and credit cards, loans, automobile transportation, housing costs insurance and investments and record keeping.

SKILLS FOR SUCCESS WITH DRIVER'S EDUCATION
(5)
GRADE: 9-12
PREREQUISITES: NONE
HOMEWORK: 2 HRS/WK
This is a highly recommended elective class that most freshmen will take for one semester along with Health the other semester. Driver's Education was designed to develop a knowledge of the provisions of the Vehicle Code and other laws of this state relating to the operation of motor vehicles, a proper acceptance of personal responsibility in traffic, a true appreciation of the causes, seriousness and consequences of traffic accidents, and to develop the knowledge and attitudes necessary for the safe operation of motor vehicles. Students will also develop and learn much needed 21st century skills in the technology portion of the class. Developing a career pathway plan will also be included in the career unit. The three main components of the class are as follows:

Technology: Keyboarding efficiency and speed development, Microsoft Word, Excel and PowerPoint.
Driver's Education: Learn the skills and laws required to pass your DMV written tests.
Career and Academic Planning: Identify personal interests and abilities, explore careers paths, develop 4-year academic plans, and learn about post-high school education and opportunities.

*MEETS UC and CSU requirements  12  **UC and CSU Elective Credits
CAREER PATHWAY PROGRAMS

Career Pathways are integrated sets of courses in which students acquire technical and employment skills that prepare them for entry-level jobs and/or further education after high school. Each pathway represents a broad industry sector with core academic and technical standards that were carefully developed by the California Department of Education in conjunction with educators and industry representatives. The industry sectors have a wide variety of occupational and career opportunities.

AGRICULTURE & NATURAL RESOURCES PATHWAY

Agriculture is one of California’s most important economic sectors with gross production close to $45 billion in 2012, as reported by the United States Department of Agriculture. As one of only five agricultural regions in the world that has a Mediterranean growing climate, California produces more commodities than any other state in the union, with over 400 unique products. Our state produces nearly half of all US grown fruits, nuts and vegetables, with several crops produced solely in California.

This provides the backdrop for a rich, hands-on curriculum that has students engaged in several different concentration areas: animal science, plant science, agriculture mechanics and agriculture leadership. Students considering a career in agriculture should enjoy working outdoors with plants and/or animals, be proficient in science and like to work with their hands.

All students in the Agriculture Pathway will have the opportunity to participate in the Future Farmers of America (FFA) student organization. Participation in FFA provides an added advantage on resumes and college applications by preparing students with the skills in leadership, public speaking, judging and teamwork. Several of our FFA students have been elected to leadership positions at the regional, state and national level.

ADVANCED PROJECTS IN AGRICULTURE

(S)
GRADE: 11-12
PREREQUISITES: INSTRUCTOR’S REVIEW AND APPROVAL OF STUDENT’S PROPOSED PROJECT
HOMEWORK: VARIES WITH EACH PROJECT
GRADUATION REQUIREMENTS: ADVANCED LEVEL COURSE FOR AGRICULTURE PATHWAY CREDIT OR ELECTIVE CREDIT

This course provides upperclassmen the opportunity to study a specialized field of agriculture in more depth. Students will submit a written description of the project to be accomplished during the semester, including lab or shop activities. Department instructors will review project proposals and provide feedback on the project requirements that need to be completed to receive credit for the course.

AGRICULTURE GOVERNMENT POLICY AND ECONOMICS **

(Y)
GRADE: 12
PREREQUISITES: ONE YEAR OR MORE OF AGRICULTURE CLASSES WITH A "C" OR BETTER, OR CONSENT OF THE INSTRUCTOR
HOMEWORK: 2 HRS/WK
GRADUATION REQUIREMENTS: GOVERNMENT AND ECONOMICS. STUDENTS MUST COMPLETE THE FULL YEAR TO RECEIVE CREDIT FOR BOTH ECONOMICS AND GOVERNMENT COURSES

Agriculture is the largest contributor to California’s economy. Understanding the key role that governmental policy has in agricultural economics is critical to the continued success and prosperity of this diverse industry. Students will learn about the various components of the United States governmental systems, the constitution, California politics and issues regarding agriculture, economic systems, laws of supply and demand, the cost of choices (wants vs. needs), and agriculture-related business and marketing practices. In addition, students will study the major components of the farm bill and understand the impact of those laws beyond the agriculture industry. Class projects may include the development of a business and/or marketing plan for an agricultural product or company, and the employment process from application to interview. Computers will be used extensively for research and presentations. Participation in this class qualifies students to be part of the AGHS FFA.

AGRICULTURE MECHANICS I

(Y)
GRADES: 9-10
PREREQUISITES: NONE
HOMEWORK: VARIES WITH EACH UNIT
GRADUATION REQUIREMENTS: INTRODUCTORY LEVEL COURSE FOR AGRICULTURE PATHWAY CREDIT OR ELECTIVE CREDIT

This introductory course is designed for the first year Ag Mechanics student who has little or no shop experience. Students will develop knowledge and skills in the application of principles and techniques of power, structural and technical systems used in agricultural production and service. Instruction includes classroom lecture, hands-on school based projects and workshop experience.

*MEETS UC and CSU requirements

**UC and CSU Elective Credits
Students will develop basic skills in areas of tool identification and use, construction methods, irrigation systems, farm equipment operation and welding. Safety and proper use of tools and equipment will be highly emphasized. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, critical thinking, problem solving, workplace practices and employment literacy.

**AGRICULTURE MECHANICS II**

(Y)

GRADES: 10-11
PREREQUISITES: AGRICULTURE MECHANICS I AND CONSENT OF INSTRUCTOR
HOMEWORK: 5 HRS/SEMESTER
GRADUATION REQUIREMENTS: SKILL BUILDING LEVEL COURSES FOR AGRICULTURE PATHWAY CREDIT OR ELECTIVE CREDIT

Second year Ag Mechanics courses will further develop basic skills in metal fabrication and agriculture construction processes. The course will focus on safety practices, materials and tool identification, arc welding, MIG welding, gas welding and cutting, proper measurement techniques, project planning and blue print design/drafting, tractor operations, small engine repair and small project fabrication. Math and science will be reinforced in the practical application of skills in the shop and on school site projects. Students will have the opportunity to develop premier leadership, personal growth and career success through participation in the AGHS FFA.

**AGRICULTURE MECHANICS III/IV**

(Y)

GRADES: 11-12
PREREQUISITES: AGRICULTURE MECHANICS II AND CONSENT OF INSTRUCTOR
HOMEWORK: 5 HRS/SEMESTER
GRADUATION REQUIREMENTS: ADVANCED LEVEL COURSES FOR AGRICULTURE PATHWAY CREDIT OR ELECTIVE CREDIT

Third year Ag Mechanics courses will develop entry level job skills for students who desire a career in fabrication, mechanics or mechanical processes. The course will emphasize safety practices and operations in both shop and field with concentration on metal and wood shop applications. The course will integrate construction skills through project design and assembly. Students will continue their training in applied communications and employability skills including leadership (FFA/SAEP), teamwork and safe efficient work practices. Students will leave this course with skills in blue print reading, construction technology, welding, shop procedures, safety operations, farm equipment servicing, and tractor maintenance.

**AGRICIENCE I**

(Y)

GRADE: 9
PREREQUISITES: NONE
HOMEWORK: 1-2 HRS/WK
GRADUATION REQUIREMENTS: SCIENCE OR INTRODUCTORY LEVEL COURSE FOR AGRICULTURE PATHWAY OR ELECTIVE CREDIT

This course introduces students to a broad range of topics in agriculture science and technology. It gives students the opportunity to learn the fundamentals human need & behavior, biology, animal science, plant science, biotechnology, food science, aquaculture, natural resources management, computer technology and agriculture marketing. Small group work includes modules that promote teamwork, communication, discovery, and problem solving utilizing the aforementioned topics. In addition students will participate in leadership training activities, public speaking and have the opportunity to be part of the AGHS FFA program.

**AG BIOLOGY**

(Y)

GRADES: 9-12
PREREQUISITES: ALGEBRA 1 WITH A 'C' OR BETTER (OR CONCURRENT ENROLLMENT IN ALGEBRA1)
HOMEWORK: 3 HRS/WK
GRADUATION REQUIREMENTS: LAB SCIENCE OR SKILL BUILDING LEVEL COURSE FOR AGRICULTURE PATHWAY CREDIT

Agriculture Biology is a one year, laboratory science course, designed for the college-bound student with career interests in agriculture. This course emphasizes the life functions and interrelationships of plants and animals, focusing on growth and reproduction, genetics, animal behavior, animal and plant taxonomy, nutrition, health and disease and the ecological relationships among plants, animals and humans. Students will be involved in "hands-on" agriculture activities and projects. Students have the opportunity to participate in the AGHS FFA program.

*MEETS UC and CSU requirements

**UC and CSU Elective Credits**
AG CHEMISTRY*

(Y)
GRADES: 10-12
PREREQUISITES: CONCURRENT ENROLLMENT IN GEOMETRY OR HIGHER MATH COURSE AND GRADE 10 OR ABOVE
HOMEWORK: 3 HRS/WK

GRADUATION REQUIREMENTS: LAB SCIENCE OR ADVANCED LEVEL COURSE FOR AGRICULTURE PATHWAY CREDIT
Agriculture Chemistry is a laboratory science course designed for the college bound student with career interests in agriculture. Students will be involved in hands on laboratory study and receive an in-depth look at various concepts in chemistry including: chemistry and its relationship to agriculture, matter and energy, the periodic table, bonding, chemical reactions, moles, gases and gas laws.

ANIMAL SCIENCE**

(Y)
GRADES: 10-12
PREREQUISITES: NONE
HOMEWORK: 1-2 HRS/WK

GRADUATION REQUIREMENTS: BIOLOGICAL SCIENCE OR AGRICULTURE PATHWAY OR ELECTIVE CREDIT
This course offers a broad overview of the large animal industry from production to consumption. Students will participate in lab activities and lectures on scientific method, mammalian production and reproduction, animal health, anatomy, physiology, nutrition, genetics, processing and food safety standards. Emphasis is placed on understanding large animals that are most important to current American culture. Student will also learn about industry practices that include record keeping, public relations and communications. Students may choose to participate in AGHS FFA program.

ENVIRONMENTAL HORTICULTURE

(Y)
GRADES: 10-12
PREREQUISITES: NONE
HOMEWORK: 1 HRS/WK

GRADUATION REQUIREMENTS: SCIENCE OR INTRODUCTORY LEVEL COURSE FOR AGRICULTURE PATHWAY OR ELECTIVE CREDIT
Environmental horticulture is the development, design and installation of environmentally friendly landscape. This course is for people who like to work outdoors with their hands. Curriculum includes lecture, lab activities and various landscaping projects on the school grounds. Students will learn the basics of plant terminology and identification, growth schedules and development, soil analysis, composting practices, pest management, grounds maintenance, landscape design and construction, plant propagation and nursery management.

FLORAL DESIGN*

(Y)
GRADE: 10-12
PREREQUISITES: NONE
HOMEWORK: 1-2 HRS/WK

GRADUATION REQUIREMENTS: VISUAL ART OR INTRODUCTORY LEVEL COURSE FOR AGRICULTURE PATHWAY OR ELECTIVE CREDIT
This course is designed to acquaint students with theories and principles of artistic design and the application of those principles in floral arrangements. Students will acquire practical skills and knowledge by exploring the history of floral art and applying elements and principles of design through use of floral art media. Floral arrangements will include: traditional & modern arrangement styles, seasonal, holiday and occasional designs. Students will be able to identify and use scientific terminology for floral species, evaluate and explain the artistic methods used in the design of floral arrangements. The artistic values of balance, symmetry, harmony, unity and texture as they apply in floral and event visual design will be stressed in this course. Curriculum includes teamwork, problem solving, creative thinking, and written/verbal communication skills. This class combines both traditional classroom activities and “on-the-job” real-life experiences as students create seasonal and event specific floral arrangements.

ADVANCED FLORAL DESIGN

(Y)
GRADES: 11-12
PREREQUISITES: COMPLETION OF FLORAL DESIGN WITH A GRADE OF ‘C’ OR BETTER
HOMEWORK: 2 HRS/WK

GRADUATION REQUIREMENTS: ADVANCED LEVEL COURSE FOR AGRICULTURE PATHWAY OR ELECTIVE CREDIT
Students will continue to develop artistic valuing and design skills by creating advanced arrangements for wedding, sympathy and high-style occasions. Practical knowledge of the floral industry is learned through participation in community-wide design projects and paid/unpaid work experience with local floral shops. Participants will learn the proper techniques for selecting, harvesting and distributing fresh flowers to retail outlets. Emphasis will be place on industry skills in flower selection for advanced designs, not

*MEETS UC and CSU requirements

**UC and CSU Elective Credits
traditional materials and potted plant selection for arrangements, corsage construction, customer service, cost control, floral shop merchandising and management, career opportunities and employment preparation.

**FOOD SCIENCE***
(Y) (PENDING UC APPROVAL)
GRADES: 11-12
PREREQUISITES: GRADE 10 STUDENTS MUST HAVE PASSED BIOLOGY OR AG BIOLOGY WITH A C OR BETTER
HOMEWORK: 1-2 HRS/WK
GRADUATION REQUIREMENTS: PHYSICAL SCIENCE OR SKILL BUILDING COURSE FOR AGRICULTURE PATHWAY OR CULINARY PATHWAY, OR ELECTIVE CREDIT (PENDING UC APPROVAL FOR LAB SCIENCE CREDIT)

Have you ever wondered how to turn sugar and water into syrup or candy? What makes Jell-O giggle? Food Science uses everyday food practices to more easily explain basic fundamental science concepts. Through experiments with yeasts, heat, liquid, and other chemical processes students will participate in hands-on activities to better understand how nutrition, technology and science relate to everyday practices. Scientific principles are applied to food everywhere: in farm fields, in food processing plants, in home and restaurant kitchens, and in research laboratories. In this course students will learn about the fundamental scientific principles for research, development, manufacturing, packaging, storage and marketing of food products. This applied, laboratory-based course, focuses on functional components of food, food safety, nutrition, sensory evaluation, food additives, food quality assurance, legislation and regulation, food chemistry, food physics, food preservation and processing, and new product development.

**LIVESTOCK MANAGEMENT**
(SUMMER CLASS)
GRADES: 10-12
PREREQUISITES: CONSENT OF INSTRUCTOR
HOMEWORK: 2 HRS/WK
GRADUATION REQUIREMENTS: SCIENCE OR SKILL BUILDING LEVEL COURSE FOR AGRICULTURE PATHWAY OR ELECTIVE CREDIT

This course is designed to further students’ knowledge of the safe handling and preparation of large and small animals for market. Also included are industry practices for livestock feeding, transportation, and evaluation. Students will learn about the effect of nutrients on animal development, feed types and portions, weight adjustment, evaluation of market and breeding animals, and USDA grades. Students will also be introduced to career opportunities in feeding, transportation, health care and carcass processing of livestock with practice in job application skills.

**VETERINARY SCIENCE**
(Y) (PENDING UC APPROVAL)
GRADES: 11-12
PREREQUISITES: SUCCESSFUL COMPLETION OF BIOLOGY OR AGRICULTURE BIOLOGY WITH ‘C’ OR BETTER
HOMEWORK: 1-2 HRS/WK
GRADUATION REQUIREMENTS: SCIENCE (PENDING UC APPROVAL FOR LAB SCIENCE CREDIT) OR ADVANCED LEVEL COURSE FOR AGRICULTURE PATHWAY OR ELECTIVE CREDIT

This course is designed to prepare students for post secondary education and entry-level employment in the veterinary industry. Students will research and perform laboratory exercises on the anatomy and physiology of several domestic animal species. Students will differentiate the nutritional needs of various animals in progressive stages of the life cycle and will be able to recognize the symptoms of common infectious diseases then discuss treatment and prevention plans. The course will cover methods to identify routes of drug administration, reading and following directions on drug labels, and the preparation of proper medicine dosages. Students will learn the requirements to become a registered animal health professional and a licensed veterinarian in California, as well as the general working conditions, job qualifications and requirements. Students will have the opportunity to practice communication and leadership skills through participation in AGHS FFA.

**VITICULTURE***
(Y) (PENDING UC APPROVAL)
GRADES: 11-12
PREREQUISITES: SUCCESSFUL COMPLETION OF BIOLOGY OR AGRICULTURE BIOLOGY WITH ‘C’ OR BETTER
HOMEWORK: 1-2 HRS/WK
GRADUATION REQUIREMENTS: SCIENCE (PENDING UC APPROVAL FOR ELECTIVE ‘G’ CREDIT) OR ADVANCED LEVEL COURSE FOR AGRICULTURE PATHWAY OR ELECTIVE CREDIT

How do local farmers decide what type of grapes to grow? Viticulture is designed as an introduction to wine grape production. Discussions and activities will include the historical importance of grapes and vineyards regionally and worldwide, analysis of grape distribution, production and consumption, life cycle of the vine, the concept of terrior in relation to grape site selection and production, crop management and practices that affect the quality of grapes and the wine product. Students will understand decision making processes in pest management, irrigation strategies, organic and sustainable vineyard practices, and mechanical versus manual harvesting. Students will learn about and create projects regarding the establishment of a new vineyard including propaga-
Program and/or Course Subject
Matter/Course Outlines
List of Courses that Qualify for Alternative Credit
Agriculture Biology
Mrs. Carney
email: scarney@lmsd.org
Room: 858 Phone: 474-3200 (ext. 8858)
Web site: https://sites.google.com/a/lmsd.org/carney-ffa-ag-biology-ag-chemistry/home

COURSE DESCRIPTION:
This general biology class will satisfy one full year of the college prep laboratory science requirement.
The course begins with the study of life at the cellular level then broadens into the study of living organisms
and their interactions with the environment.

TOPICS:
The following are the California State Standards for Biology and will be covered in this class.

Cell Biology
1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that
   occur in specialized areas of the organism's cells.

Genetics
2. Mutation and sexual reproduction lead to genetic variation in a population.
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype,
   which is established at fertilization.
4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the
   sequence of amino acids in proteins characteristic of that organism.
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.

Ecology
6. Stability in an ecosystem is a balance between competing effects.

Evolution
7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or
   unstable over time.
8. Evolution is the result of genetic changes that occur in constantly changing environments.

Physiology
9. As a result of the coordinated structures and functions of organ systems, the internal environment of the
   human body remains relatively stable (homeostatic) despite changes in the outside environment.
10. Organisms have a variety of mechanisms to combat disease.

CLASS SUPPLIES:
1. Biology book - checked out from the library; this book will remain at home
2. An 8 ½ x 11-Inch Mead 5-Star spiral notebook with 100 pages, College Ruled!
3. A 3-ring binder to hold all assignments not placed in the notebook
4. Glue stick (get the big ones), highlighters of different colors
5. Colored pencils
6. Pen and/or pencil with an eraser

RULES:
1. Be prepared: be seated when the tardy bell rings; have all necessary materials with you (book, notebook,
   pencil, calculator, pen, student planner).
2. Be respectful: respect the property of others including teacher's property and school's
   property/equipment;
   respect feelings, ideas, and space of everyone in the classroom.
3. Be responsible: it is your responsibility to ask for any missed assignments, to make up any missed labs,
   and to
   turn in all assignments at the appropriate times.
Arroyo Grande High School
Animal Science- Syllabus
Instructor: Sara Carney E-mail scarney@musd.org
Room: 858
Classroom website: https://sites.google.com/a/musds.org/carney-ffa-ag-biology-ag-chemistry/home

Course Description:
Animal Science will provide students with the opportunity to explore the many aspects of the livestock industry. During this course, students will study breeds of dairy cattle, beef cattle, equine, sheep, swine, and poultry. Students will look at animal breeding and reproduction, housing facilities, proper management practices, and feeding and nutrition. Judging and showing of some of these livestock breeds will also be included. FFA involvement is strongly encouraged for all students enrolled in this course.

Goals/Objectives:
- Students will be able to identify the different breeds of dairy cattle, beef cattle, equine, sheep, swine, market goats and poultry, and be able to list a few characteristics of each one.
- Students will be able to describe types of animal breeding.
- Students will be able to describe and diagram the reproductive tract of various livestock breeds.
- Students will be able to design proper housing facilities for the various livestock breeds.
- Students will be able to list the various feeds consumed by livestock.
- Students will be able to list common treatment and prevention practices for livestock diseases and health problems.

Grading:
A = 90% - 100%  Tests: 20%
B = 80% - 89%  Projects: 20%
C = 70% - 79%  Classwork: 40%
D = 60% - 69%  Final: 20%
F = below 60%

Evaluations: Tests! There will be a test at the end of each unit, or a total of nine tests. The tests will contain a variety of multiple choices, true and false, fill in the blank and short answer questions. Each test will be worth a total of 100 points. There may be a few short quizzes after the completion of specific lessons if I feel that more review is needed.

Homework/Assignments/Projects: There will be a variety of homework assignments throughout the semester, which will allow you to think more in depth about the topics being discussed. Some of these assignments will be done as a group, while others will be completed individually. These assignments must be neatly completed, and must be done on time. Any late assignments will not be accepted unless I have approved them in advance. I understand that emergencies may come up that prevent you from finishing the assignment on time. I will decide how to deal with these situations when the time comes.
Lesson 5: Dairy Herd Management
Lesson 6: Feeding and Nutrition of the Dairy Herd
Lesson 7: Dairy Cattle Health
Lesson 8: Showing Dairy Cattle
Lesson 9: Proper Judging of Dairy Cattle
Unit 2: Beef
Lesson 1: Beef Cattle Breeds
Lesson 2: Parts of a Beef Cow’s Body
Lesson 3: Beef Cattle Health
Lesson 4: Facilities and Equipment
Lesson 5: Proper Management Practices
Lesson 6: Product and By-Product Evaluation
Lesson 7: Showing Beef Cattle
Unit 3: Equine
Lesson 1: Equine History
Lesson 2: Equine Breeds
Lesson 3: Equine Body Parts and Anatomy
Lesson 4: Equine Nutritional Requirements
Lesson 5: Equine Health and Disease Prevention
Lesson 6: Grooming of Horses
Lesson 7: Grooming and Handling Huntington High School
Lesson 8: Horse Behavior
Lesson 9: Proper Training Practices
Lesson 10: Horsemanship and Showmanship Practices
Unit 4: Sheep
Lesson 1: Sheep Breeds
Lesson 2: Parts of a Sheep’s Body
Lesson 3: Sheep Reproduction
Lesson 4: Proper Sheep Grooming Practices
Lesson 5: Sheep Facilities and Equipment
Unit 5: Swine
Lesson 1: Swine Breeds
Lesson 2: Parts of a Swine’s Body
Lesson 3: Swine Reproduction
Lesson 4: Swine Identification Practices
Lesson 5: Swine Health
Lesson 6: Swine Production Systems
Unit 6: Poultry
Lesson 1: Poultry Industry
Lesson 2: Poultry Breeds
Lesson 3: Identification of Poultry Body Parts
Lesson 4: Housing and Equipment
Lesson 5: Poultry Diseases
Lesson 6: Egg Development and Production
Unit 7: Breeding and Reproduction
Lesson 1: Animal/Livestock Reproduction
Lesson 2: Breeding Systems
Lesson 3: Genetics
Unit 8: Feeding and Nutrition
Lesson 1: Nutritional Requirements
Lesson 2: Feeding Rations
Lesson 3: Digestive Systems
Lesson 4: Animal Diseases
Lesson 5: Animal Welfare
Unit 9: Housing and Management
Lesson 1: Livestock Housing Facilities
Lesson 2: Identification Methods
Lesson 3: Immunizations
Lesson 4: Livestock Surgical Procedures
AGRICULTURE CHEMISTRY

Teacher: Mrs. Carney
Phone: 805-474-3200 ext 2858
Email: scarney@lmsd.org
Office Hours: Before school, lunch, by appointment
Class Website: https://sites.google.com/a/lmsd.org/carney-ffa-ag-biology-ag-chemistry/home

Course Description
This class is a detailed and in depth examination of chemistry for those students interested in math, science, or agriculture fields of study in college. A prerequisite completion of Biology or Agriculture Biology is required. It is an intensive course that is project-based. This includes weekly labs, student projects and presentations, an Agriscience project, and FFA and Supervised Agriculture Experience requirements. There is likely to be homework most nights.

Why Agriculture Chemistry?
Often times, students take a challenging academic class and by the end of the year, remember little. The goal of having an agriculture based chemistry class is to not only teach content in a relatable and specific way, but to apply the concepts through project based learning. The concepts learned in class will be related to the agriculture industry in such a way that allows students to fully comprehend the material while increasing their knowledge of the agriculture industry. Throughout the year, students will perform experiments, write papers, and participate in discussions which expand on various chemistry and agriculture topics. This course also requires students to work cooperatively in groups, speak in front of peers and give presentations, and use a wide variety of computer based technology.

State Standards
This course closely follows California Academic Standards for chemistry as well as Foundation Standards for Agriculture. Each student will take the CST exam in chemistry in April. The pacing of the course directly reflects the percentage of questions on the exam.

Topics Covered
- Atomic Structure - Periodic Table - Plant Nutrient Requirements
- Chemical Bonding - Stoichiometry - Chemical Reactions
- States of Matter - Gas Properties - Solutions
- Chemical Thermodynamics - Acids and Bases
- Soil Chemistry - Organic/Bio Chemistry - Agriculture Issues/California Agriculture

Attendance
Tardiness and absences have negative impacts on students’ progress. Excessive tardiness and unexcused absences may result in disciplinary actions such as parent phone calls or detention. Students are encouraged to make up the missing work for the purpose of improving their skills and receiving feedback. Tardiness and truancy issues will be accompanied with consequences listed in the Arroyo Grande High School Student Handbook. Students must only arrive on time each day, but must be prepared for class. Being on time means that the student is in his/her assigned seat, quietly working on the warm up when the bell rings. If the student is not doing this, they will be marked tardy.

Make-up Assignments and Late Work
For an excused absence students have three days make-up assignments for full credit. It is the responsibility of the student to request the make-up work. Credit for unexcused absences may be denied. One day out of every quarter will be Carney’s Clemency Day, a day in which any student may turn in any work from any unit. These days will be announced in class. Also, to turn in late work, students must come in before school, during lunch, or after school for 25 minutes, which will result in a homework pass.

Grading
-30% of the course will be classroom based. This includes daily warm ups, homework, classwork, and the agriscience project.

-30% of the course will be assessment based. These include weekly quizzes and quarterly benchmark exams.

-20% of the course is based on participation. This includes student answers from the classroom clicker set, end of the period “tickets out the door”, and other checks for understanding. This also includes student behavior.

-10% of the course will be based on FFA participation which is done outside of class. Each student is required to earn 2 FFA activity points per quarter: These may be earned by attending monthly FFA meetings, participating in public speaking and Career Development Events, serving as a committee member, helping out at any FFA event, or participating in community service projects. Students wishing to show at the Santa Barbara County Fair must earn 8 FFA activity points in the Fall semester. If 8 activity points are not earned, the student will not be permitted to show.
Course Information:
Grades: 11-12
Prerequisites: Successful completion of Biology or Agriculture Biology with a 'C' or better

Description:
How do local farmers decide what type of grapes to grow? Viticulture is designed as an introduction to wine grape production. Discussions and activities will include the historical importance of grapes and vineyards regionally and world-wide, analysis of grape distribution, production and consumption, life cycle of the vine, the concept of terroir in relation to grape site selection and production, crop management and practices that affect the quality of grapes and the wine product. Students will understand decision making processes in pest management, irrigation strategies, organic and sustainable vineyard practices, and mechanical versus manual harvesting. Students will learn about and create projects regarding the establishment of a new vineyard including propagation, vineyard design, installation, irrigation systems, crop management, harvesting and distribution. Students will also understand quality assurance, legislation and regulations that govern the wine production and sales industry. Students will have the opportunity to practice communication and leadership skills through participation in AGHS FFA.

Course Objectives:
1. To develop an appreciation and awareness of the importance of the viticulture industry.
2. To incorporate scientific methods and biological principles with modern agricultural practices.
3. To prepare students for college level entry in the various disciplines of viticulture.
4. To recognize plant physiology, growth requirements, & nutrients needed for optimum growth.
5. To recognize the diversity of life and the interrelationships among all organisms.
6. To understand the impact of the viticulture industry on the local and state economy.
7. To be aware of the historical and descriptive nature of the viticulture industry.

Topics of Instruction:
1. California Agriculture & The Wine Industry in Central California
2. Careers in Viticulture & Enology
3. Seasons in the Vineyard
4. Wine Making & Fermentation
5. History of Wine
6. Anatomy & Physiology of the Grapevine
7. Grapevine Identification
8. Training Systems & Grapevine Pruning
9. American Viticulture Areas
10. Barrels, Bottles, Labels
11. Soil Science
12. Vineyard pests and diseases

Examples of Hands-On Projects and Labs:
- Brix testing (1st quarter weekly)
- Fall Vineyard records and measurements (1st quarter weekly)
- Vine Thinning
- Vineyard Yield Estimation
- Fruit Harvest
- Fruit Processing (Crush)
- Fermentation Lab
- Grapevine Pruning
- Bottling
• Label Design
• Spring Cluster Counts and Shoot Measurements (4th quarter weekly)
• Soil Profile Lab

Textbooks: (All available in class. You will not take any texts home.)

Supplies: You will need to come prepared to class each day with your notebook, writing utensils, and paper. Viticulture Binder: Students will need a binder (1.5"-2") and at least 4 dividers (labeled: Course Information, Homework, classwork, labs). This needs to be in class each day with you and will be graded at the end of each quarter. Your binder is expected to be neat, organized, and complete at all times throughout the year. You will have a place to store your binder in class.

Grading Policy:
Grades will be based on the following:
- 90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc.
- 10% - FFA Participation and Supervised Ag Experience

The grading scale is as follows:
- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

**Absences:** It is the student’s responsibility to obtain any missed notes, assignments, quizzes, and tests. If there are any questions or need from the instructor, it is the student’s responsibility to see me outside of class time on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

**Students will have 1 calendar week from the last date of an excused absence to turn in any missed work; past this point their work will be subject to late work policy noted below.**

**Late work for unexcused/excused absences will only be accepted at specific times during each quarter.** Any unexcused/late work is worth 80% of its original total. It is the students’ responsibility to collect any necessary materials regarding late work, excused or unexcused.

Expectations and Class Rules:

1. All AGHS rules apply. Please see your student handbook for campus policies.

2. General Behavior:
   • Respect others’ rights to learn
   • Respect of other’s property
   • Respect of others!

3. General Work Habits:
   • Use time wisely... Time is a finite resource: there is only so much of it.
   • Quality, quality, quality... Strive for excellence and understanding
   • Learn to enjoy learning... The possibilities are endless.

4. Workplace Rules:
   A. Act like an adult
   B. Follow directions
   C. Work for your pay

5. Be in class on time and prepared to work. Always have Vit binder available. Tardies are not acceptable and you will not be admitted in class without a tardy slip.

6. NO cell phones, i-Pods, or other electronic devices may be used during class unless given teacher permission. First offense = Warning. Second offense = Teacher Confiscation for duration of period. Third offense = Confiscated and given to office.

7. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.
8. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.

9. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.

10. No food or open containers should be consumed during class, unless provided by the instructor. Please leave or dispose of these items outside before class.

11. No hats or sunglasses will be worn in class.

12. Be responsible and take care of bathroom necessities **before** class. Restroom use is for emergencies only.

13. Class will end when the instructor has dismissed you.

   *Be Punctual*   *Be Prepared*   *Be Positive*   *Be Professional*   *Be Polite*

**FFA Participation and Supervised Agricultural Experience (SAE):**

All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student's grade.

**FFA Organization:** The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 2 activities by the end of each semester. Activities can roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter events, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year.

**SAE: CA State Standards in Agriculture Education** require that all students have at least one approved SAE project. The majority of students in this class will have some type of vineyard management project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student's Record Books are graded from December through June.
By signing below I acknowledge, understand, and agree to the attached syllabus and classroom policies and will abide by the guidelines that are expected in the Viticulture Science Course Syllabus, with Mrs. Wadsworth, and the Arroyo Grande High School Agriculture Department.

Student Name: ___________________________ Parent Name: ___________________________
Signature: __________________________________ Date: ___________________________
Phone: ___________________________ E-mail: ___________________________

Mailing Address: __________________________________________________________

Assignment #1

Presenting all course materials for credit by 8/28/2014 is worth 10 points of regular coursework credit

Assignment #2

Turning in the completed bottom portion of this page by 8/28/2014 is worth 10 points of regular credit

Arroyo Grande High School Agriculture Department Course Syllabus and Classroom Policies

Student Name: ___________________________ Parent Name: ___________________________
Signature: __________________________________ Date: ___________________________
Phone: ___________________________ E-mail: ___________________________

Mailing Address: __________________________________________________________


COURSE INFORMATION

Prerequisites: Algebra 1 or Concurrent Enrollment  
Grade level: 9-12th

This Course Fulfills:
- The course is designed in conjunction with Agriculture Biology to meet UC requirements and California State Standards for Biological Sciences.

COURSE DESCRIPTION

The Agriculture Science 1 course is offered to first year agriculture students who are planning to major in agriculture in a college or university. It has been designed to provide students with a unique perspective of agriculture and its impact on American Society. It also provides students with critical thinking and leadership development skills via the Future Farmers of America (FFA), as well as foundation skills and knowledge in the seven program areas of agriculture. Homework varies by unit, but averages about one assignment per week. Some of the potential course topics include, but are not limited to:

- MEETING HUMAN NEEDS
- SCIENCES AND TECHNOLOGY
- BIOTECHNOLOGY
- BASES OF LIFE
- ANATOMY AND PHYSIOLOGY
- FOOD SCIENCE
- LEADERSHIP AND THE FFA
- PARLIAMENTARY PROCEDURE
- COMMUNICATION
- RECORD KEEPING
- ANIMAL SCIENCE
- PLANT SCIENCE
- SOIL SCIENCE
- AQUICULTURE
- BUSINESS MANAGEMENT & MARKETING
- HORTICULTURE
- NATURAL RESOURCES
- ALTERNATIVE ENERGY
- AGRICULTURE AND SOCIETY
- CAREERS AND EMPLOYMENT

FFA and Supervised Agriculture Experience Programs (SAEP) participation is required and graded. Additionally, students will have the unique prospect of developing premier leadership, personal growth and career success through the opportunities offered in the National FFA Organization. There are currently over 500,000 students taking advantage of these opportunities around the United States, including over 66,000 of those in the State of California.

COURSE PERFORMANCE OBJECTIVES

The Student will:
- Complete all projects and tasks with 100% effort.
- Be organized, on task and always engaged in learning.
- Develop valuable leadership skills that will carry into the student’s adult life.

THE MISSION OF THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT IS TO DEVELOP POTENTIAL FOR PREMIER LEADERSHIP, PERSONAL GROWTH AND CAREER SUCCESS THROUGH AGRICULTURE EDUCATION.

REVISED 11/24/14
**Course Materials**

Student will provide:
- 1 ½" Binder
- 6 Dividers (Labeled: Course Information, Quarter 1, Quarter 2, Quarter 3, Quarter 4, Misc.)
- Necessary writing utensils (Blue/Black Pens, Pencils, Highlighters)

**Course Grading Procedures**

90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc.
10% - FFA Participation and Supervised Ag Experience. 2 Activities per Semester

**Absences:** It is the student's responsibility to obtain any missed notes, assignments, quizzes, and tests. If there are any questions or needs from the instructor, it is the student’s responsibility to see me outside of class time on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

**Students will have 1 calendar week from the last date of an excused absence to turn in any missed work; past this point their work will be subject to late work policy noted below.

**Late work for unexcused/absent work will only be accepted at specific times during each quarter. Any unexcused/late work is worth 80% of its original total. It is the students’ responsibility to collect any necessary materials regarding work, excused or unexcused.**

**Grading Scale**

\[ A = 100\% - 90\% \quad B = 89.9\% - 80\% \quad C = 79.9\% - 70\% \quad D = 69.9\% - 60\% \quad F < 60\% \]

Grades are weighted according to the scale outlined under Course Grading Procedures and entered according to the above Grading Scale. Though extra credit is offered periodically through a semester it should be duly noted that it should not be thought of as an ulterior method of intentionally boosting a letter grade higher than its original earnings.

**Expectations and Class Rules:**

1. All AGHS rules apply. Please see your student handbook for campus policies.

2. **General Behavior:**
   - Respect other's rights to learn
   - Respect of other's property
   - Respect of others!

3. **General Work Habits:**
   - Use time wisely... Time is a finite resource: there is only so much of it.
   - Quality, quality, quality... Strive for excellence and understanding
   - Learn to enjoy learning... The possibilities are endless.

4. **Workplace Rules:**
   A. Act like an adult
   B. Follow directions
   C. Work for your grade

5. Be in class on time and prepared to work. Always have Ag Science binder available. Tardies are not acceptable and you will not be admitted in class without a tardy slip.

6. **NO** cell phones, i-Pods, or other electronic devices may be used during class unless given teacher permission. **First offense = Warning. Second offense = Teacher Confiscated for duration of period. Third offense = Confiscated and given to office.**

The mission of the Arroyo Grande High School Agriculture Department is to develop potential for premier leadership, personal growth and career success through agriculture education.
7. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.

8. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.

9. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.

10. No food or open containers should be consumed during class, unless provided by the instructor. Please leave or dispose of these items outside before class.

11. No hats or sunglasses will be worn in class.

12. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.

13. Class will end when the instructor has dismissed you.

Be Punctual * Be Prepared * Be Positive * Be Professional * Be Polite

FFA Participation and Supervised Agricultural Experience (SAE):

All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student’s grade.

FFA Organization: The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 2 activities by the end of each semester. Activities can roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year.

SAE: CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student’s Record Books are graded from December through June. They will also participate in a classroom SAE project competition.
BY SIGNING BELOW I ACKNOWLEDGE, UNDERSTAND, AND AGREE TO THE ATTACHED SYLLABUS AND CLASSROOM POLICIES AND WILL ABIDE BY THE GUIDELINES THAT ARE EXPECTED IN THE AGRICULTURE SCIENCE COURSE SYLLABUS, WITH MRS. WADSWORTH, AND THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT.

Student
Name: ____________________________ | Parent
Name: ____________________________
Signature: ________________________ | Signature: ________________________
Date: ____________________________ | Date: ____________________________
Phone: __________________________ | Phone: __________________________
E-mail: _________________________ | E-mail: _________________________

Mailing Address: ____________________________

ASSIGNMENT # 1

PRESENTING ALL COURSE MATERIALS FOR CREDIT BY 8/28/2014 IS WORTH 10 POINTS OF REGULAR COURSEWORK CREDIT

ASSIGNMENT # 2

TURNING IN THE COMPLETED BOTTOM PORTION OF THIS PAGE BY 8/28/2014 IS WORTH 10 POINTS OF REGULAR CREDIT

ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT COURSE SYLLABUS AND CLASSROOM POLICIES

Student
Name: ____________________________ | Parent
Name: ____________________________
Signature: ________________________ | Signature: ________________________
Date: ____________________________ | Date: ____________________________
Phone: __________________________ | Phone: __________________________
E-mail: _________________________ | E-mail: _________________________

Mailing Address: ____________________________

THE MISSION OF THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT IS TO DEVELOP POTENTIAL FOR PREMIER LEADERSHIP, PERSONAL GROWTH AND CAREER SUCCESS THROUGH AGRICULTURE EDUCATION.

REVISED 11/24/14

PAGE 4 of 4
COURSE DESCRIPTION

This general biology class will satisfy one full year of the college prep laboratory science requirement. The course begins with the study of life at the cellular level then broadens into the study of living organisms and their interactions with the environment.

TOPICS: The following are the California State Standards for Biology and will be covered in this class.

Cell Biology
1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.

Genetics
2. Mutation and sexual reproduction lead to genetic variation in a population.
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.

Ecology
6. Stability in an ecosystem is a balance between competing effects.

Evolution
7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
8. Evolution is the result of genetic changes that occur in constantly changing environments.

Physiology
9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
10. Organisms have a variety of mechanisms to combat disease.

FFA and Supervised Agriculture Experience Programs (SAEP) participation is required and graded. Additionally, students will have the unique prospect of developing premier leadership, personal growth and career success through the opportunities offered in the National FFA Organization. There are currently over 500,000 students taking advantage of these opportunities around the United States, including over 66,000 of those in the State of California.

COURSE PERFORMANCE OBJECTIVES

The Student will:
- Complete all projects and tasks with 100% effort.
- Be organized, on task and always engaged in learning.
- Develop valuable leadership skills that will carry into the student’s adult life.

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REVISED 11/24/14
**COURSE MATERIALS**

*Student will provide:*
- 1 1/2"-2" Binder
- 6 Dividers (labeled: Course Materials, Quarter 1, Quarter 2, Quarter 3, Quarter 4, Misc.)
- Necessary writing utensils (Blue/Black Pens, Pencils, Highlighters)

**TESTS:**
A test will be given at the end of each unit. Quizzes are given throughout the unit. Information for the tests comes from the text, notes, assignments, activities, and labs. Expect a test to include multiple choice, fill-in, true/false and short answer questions. This is an opportunity for you to show me how smart you are!

**COURSE GRADING PROCEDURES**

90% - Homework, class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, etc.

10% - FFA Participation and Supervised Ag Experience

**Absences:** It is the student's responsibility to obtain any missed notes, assignments, quizzes, and tests. If there are any questions or needs from the instructor, it is the student's responsibility to see me outside of class time on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

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**GRADING SCALE**

A = 100% - 90%  
B = 89.9% - 80%  
C = 79.9% - 70%  
D = 69.9% - 60%  
F < 60%

Grades are weighted according to the scale outlined under Course Grading Procedures and entered according to the above Grading Scale. Though extra credit is offered periodically through a semester it should be dually noted that it should not be thought of as an ulterior method of intentionally boosting a letter grade higher than its original earnings.

**Expectations and Class Rules:**

1. All AGHS rules apply. Please see your student handbook for campus policies.

2. **General Behavior:**
   - Respect other's rights to learn
   - Respect of other's property
   - Respect of others!

3. **General Work Habits:**
   - Use time wisely... Time is a finite resource: there is only so much of it.
   - Quality, quality, quality... Strive for excellence and understanding
   - Learn to enjoy learning... The possibilities are endless.

4. **WORKPLACE RULES:**
   A. Act like an adult
   B. Follow directions
   C. Work for your grade
5. Be in class on time and prepared to work. Always have Ag Science binder available. Tardies are not acceptable and you will not be admitted in class without a tardy slip.

6. NO cell phones, i-Pods, or other electronic devices may be used during class unless given teacher permission. First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and given to office.

7. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.

8. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.

9. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.

10. No food or open containers should be consumed during class, unless provided by the instructor. Please leave or dispose of these items outside before class.

11. No hats or sunglasses will be worn in class.

12. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.

13. Class will end when the instructor has dismissed you.

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FFA Participation and Supervised Agricultural Experience (SAE):

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FFA Organization: The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 2 activities by the end of each semester. Activities can roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year.

SAE: CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student’s Record Books are graded from December through June.
BY SIGNING BELOW I ACKNOWLEDGE, UNDERSTAND, AND AGREE TO THE ATTACHED SYLLABUS AND CLASSROOM POLICIES AND WILL ABIDE BY THE GUIDELINES THAT ARE EXPECTED IN THE AGRICULTURE BIOLOGY COURSE SYLLABUS, WITH MRS. WADSWORTH, AND THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT.

Student
Name: __________________________
Signature: ______________________
Date: __________________________
Phone: _________________________
E-mail: _________________________

Parent
Name: __________________________
Signature: ______________________
Date: __________________________
Phone: _________________________
E-mail: _________________________

Mailing Address: __________________________

ASSIGNMENT # 1

PRESENTING ALL COURSE MATERIALS FOR CREDIT BY 8/28/2014 IS WORTH 10 POINTS OF REGULAR COURSEWORK CREDIT

ASSIGNMENT # 2

TURNING IN THE COMPLETED BOTTOM PORTION OF THIS PAGE BY 8/28/2014 IS WORTH 10 POINTS OF REGULAR CREDIT

ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT COURSE SYLLABUS AND CLASSROOM POLICIES

Student
Name: __________________________
Signature: ______________________
Date: __________________________
Phone: _________________________
E-mail: _________________________

Parent
Name: __________________________
Signature: ______________________
Date: __________________________
Phone: _________________________
E-mail: _________________________

Mailing Address: __________________________

THE MISSION OF THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT IS TO DEVELOP POTENTIAL FOR PREMEIR LEADERSHIP, PERSONAL GROWTH AND CAREER SUCCESS THROUGH AGRICULTURE EDUCATION.

REVISED 11/24/14

PAGE 4 of 4
Course Title: Environmental Horticulture

Teacher: Mrs. Sparks
Phone: 474-3200 Ext.2801
Email: csparks@lmusd.org

Textbook:
**These books are a classroom set, they will NOT be taken home**

MATERIALS NEEDED: * 2 ½ Preview Binder
• 3 Subject tab dividers
• Spiral-bound college ruled notebook
• Writing pens & colored pens
* 200 count of index cards 3 X 5

COURSE DESCRIPTION: Students will gain practical skills and knowledge of plants. Students will demonstrate basic understanding of tools and equipment used in the garden and greenhouse environment. Students will learn to identify and learn the culture of cut flowers, flowering, bedding plants, herbs, succulents and vegetables. They will learn how to be a successful employee. They will learn how to grow and produce a sellable item.

LIST OF TENTATIVE LISTS OF PROJECTS:

- Insect Collection
- Composting
- Lettuce growing and harvesting
- Planting Plugs
- Soil Testing
- Sprinkler System
- Quonset Greenhouse construction
- Careers in the floriculture and horticulture fields
- Identify Insects
- Identifying Plants
- ID Plant Flash Card
- Propagation of plants
- Environmental Condition affects on plants
- Soil Type
- Plant color bowls
- Planting seeds,
- Weed Collection
GRADING POLICY: Grades will be based on completion of all assignments and projects, participation in class activities, performance on quizzes, identification quizzes, Unit test and final exams. Students will be required to keep a current portfolio that will contain all information from the class and pictures of their class projects. All quarter and semester grades will be based on a percentage of the total points earned. The following scale will be used:

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

STUDENT EXPECTATIONS 7 GUIDELINES

- Turn in all assignments on time
- Students are to be in the classroom when the tardy bell rings. Failure to do so will result in a tardy
- All personal grooming items are to remain in the student’s backpack.
- Hats, cell phones, iPods, and other electronic devices are to remain in the student’s backpack turned off during class time.
- Food and drinks stay outside the door, or in the trash. Water is permitted.

EXPECTED BEHAVIOR

BE COURTEOUS BE ACCOUNTABLE BE RESPECTFUL

****Note: At the least, failure to comply with any of the above expectations will result in the loss of daily participation points.
****3 Strikes Rule: 1st Strike = Call home w/ warning; 2nd Strike = Parent Conference; 3rd Strike = Removal from class. *Other disciplinary steps will follow the Arroyo Grande High School Student Policy Manual.

BY SIGNING BELOW I ACKNOWLEDGE AND UNDERSTAND THE ATTACHED SYLLABUS AND WILL ABIDE BY THE GUIDELINES THAT ARE EXPECTED IN THE HORTICULTURE CLASS COURSE SYLLABUS WITH MRS. SPARKS AND THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT

Student Name ___________________________ Parent Name ___________________________
Signature ___________________________ Signature ___________________________
Date ___________________________ Date ___________________________
Phone ___________________________ Phone ___________________________
E-mail ___________________________ E-mail ___________________________
Arroyo Grande High School
Agriculture Department
Course Syllabus
2014-2015

Course Title: Floral Design

Teacher: Mrs. Sparks
Phone: 474-3200 Ext. 2859
Email: csparks@lmusd.org

Textbook:
**These books are a classroom set, they will NOT be taken home**

MATERIALS NEEDED: You will need writing instruments, note book. Students will pay for larger projects. For example, Thanksgiving and Christmas centerpieces. Smaller projects will be able to bring home.

COURSE DESCRIPTION: Students will gain practical skills and knowledge of history, artistic styles and techniques used in floral design. Students will be able to demonstrate a basic understanding of the tools and equipment used in a flower shop. Students will learn about potted plants and cut flower selection, care, identification and use in floral designs. Students will gain shop management, merchandising, planning, and budgeting events and job seeking skills.

GRADING POLICY: Grades will be based on completion of all assignments and projects, participation in class activities, performance on quizzes, identification quizzes, unit test and final exams. Students will be required to keep a current portfolio that will contain all information from the class and pictures of their class projects. All quarter and semester grades will be based on a percentage of the total points earned. The following scale will be used:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and below
MAKE UP WORK: All class work is done during the school day. In order to participate, you must be in class. Any class time missed due to an excused absence must be made up outside of classroom time. You can make arrangements with me on an individual basis.

IDENTIFICATION TEST, CLASS PROJECTS AND OTHER ASSIGNMENT WHERE FRESH FLOWERS ARE BEING USED WILL BE MADE UP BY APPOINTMENT ONLY, AND ONLY TWICE PER QUARTER.

MAJOR AREAS OF INSTRUCTIONAL CONTENT:

1. SAFETY IN LAB OR FLORAL SHOP
2. HISTORY OF FLORAL DESIGN
3. PRINCIPALS OF FLORAL ART DESIGN
4. SELECTING CUT FLOWERS AND GREENS
5. COLOR IN DESIGN
6. TOOLS, CONTAINERS, AND BASIC TERMINOLOGY
7. CONDITIONING AND STORING OF CUT FLOWERS AND GREENS
8. SHAPE OF FLORAL ARRANGEMENTS
9. SEASONAL, HOLIDAY, AND SPECIAL OCCASIONS DESIGNS
10. FLOWERS TO WEAR
11. INTRODUCTION TO THE FLORAL BUSINESS AND CAREERS

A list of tentative lists of projects you will complete:

1. Art Projects:
   - History Project
   - Color Wheel Paintings
   - Ribbon Art
   - Floral Painting
   - Ribbon Roses
   - Cardboard bird house

2. Floral Projects:
   - Flower Pens
   - Bows/Tuffs/Bursts
   - Bud Vases
   - Boutonnieres
   - 3, 5, and 7 Flower Corsages
   - Round Pumpkin Arrangements
   - Fall Dried Arrangements
   - Holiday Centerpieces
   - Horizontal Design
   - Triangular Design
   - Western Line Design
   - Turkey Centerpiece
   - Spring Arrangements
   - Topiaries
   - Beidermeier Designs
   - Banquet Centerpieces
   - Wedding Flowers
   - Ikebana Designs
   - Flash Cards on Flowers, Plants, and tools
   - Dish Garden Construction
   - Wedding Project
   - Dried Flowers
STUDENT EXPECTATIONS 7 GUIDELINES

- Turn in all assignments on time
- Students are to be in the classroom when the tardy bell rings. Failure to do so will result in a tardy
- All personal grooming items are to remain in the student’s backpack.
- Hats, cell phones, iPods, and other electronic devices are to remain in the student’s backpack turned off during class time.
- Food and drinks stay outside the door, or in the trash. Water is permitted.

EXPECTED BEHAVIOR

BE COURTEOUS BE ACCOUNTABLE BE RESPECTFUL

****Note: At the least, failure to comply with any of the above expectations will result in the loss of daily participation points.
****3 Strikes Rule: 1st Strike = Call home w/warning; 2nd Strike = Parent Conference; 3rd Strike = Removal from class. *Other disciplinary steps will follow the Arroyo Grande High School Student Policy Manual.

BY SIGNING BELOW I ACKNOWLEDGE AND UNDERSTAND THE ATTACHED SYLLABUS AND WILL ABIDE BY THE GUIDELINES THAT ARE EXPECTED IN THE FLORAL CLASS COURSE SYLLABUS WITH MRS. SPARKS AND THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT

Student Name ____________________________ Parent Name ____________________________

Signature ____________________________ Signature ____________________________

Date ____________________________ Date ____________________________

Phone ____________________________ Phone ____________________________

E-mail ____________________________ E-mail ____________________________
Arroyo Grande High School
Agriculture Department
Course Syllabus
2014-2015

Course Title: Animal Science
Teacher: Mrs. Sparks
Email: csparks@lmusd.org

Course Description:
Animal Science will provide students with the opportunity to explore the many aspects of the livestock industry. During this course, students will study breeds of dairy cattle, beef cattle, equine, sheep, swine, goat, poultry, small animal industry, alternative animal, honey bee industry, and aquaculture industry.

Goals Objectives:
+ Students will be able to identify the different breeds of cattle, beef cattle, equine, sheep, swine, market goats poultry, and be able to list a few characteristics of each one
+ Student will be able to describe types of animal breeding
+ Student will be able to describe and diagram the reproductive tract of various livestock breeds.
+ Students will be able to design proper housing facilities for the various livestock breeds,
+ Students will be able to list the various feeds consumed by livestock
+ Students will be able to list the common treatment and prevention practices for livestock diseases and health Problems.

GRADING POLICY: Grades will be based on completion of all assignments, all projects, all quizzes and unit test and final. Student will be required to keep a current notebook that will contain all information from the Class.

Grading: Test & Quizzes 20%
A= 90%-100%
B= 80%-89 %
C= 70%-79%
D=60%-69%
E = below 60

Projects 20%
Classwork 40%
Final 20%
STUDENT EXPECTATIONS GUIDELINES

* Turn in all assignments on time
* Students are to be in their seat when the tardy bell rings. Failure to do so will result in a tardy.
* All personal grooming items are to remain in the student’s backpack.
* Hats, cell phones, iPods, and other electronic devices are to remain in the student’s backpack. If used during class, cell phones will be taken and sent to the office. No cell phones on desk.
* Food and drinks should be consumed before class begins. Water is permitted.

EXPECTED BEHAVIOR

BE COURTEOUS

BE ACCOUNTABLE

BE RESPECTFUL

***Note: At the least, failure to comply with any of the above expectations will result in the loss of daily participation points.

**Student Policy Manual: 3 Strikes Rule: 1st Strike = Call home w/ warning; 2nd Strike = Parent Conference; 3rd Strike = Removal from class.

BY SIGNING BELOW I ACKNOWLEDGE AND UNDERSTAND, THE ATTACHED SYLLABUS AND WILL ABIDE BY THE GUIDELINES THAT ARE EXPECTED IN THE ANIMAL SCIENCE CLASS WITH MRS SPARKS AND THE ARROYO GRANDE HIGH SCHOOL AGRICULTURE DEPARTMENT.

Student Name: ____________________________ Parent Name: ____________________________
Signature: ____________________________ Signature: ____________________________
Date: ____________________________ Date: ____________________________
E-mail: ____________________________ E-mail: ____________________________
Prerequisite: Successfully completed any Agriculture course or Instructors approval

Grade Level: 12

Brief Course Description
This course counts for graduation requirement and is UC approved “G” requirement.
America’s agriculture industry is the mainstay of the United States economy. Understanding the role of economics and government is critical to the continued success and prosperity of this diverse industry. Students will look at California’s economy, Agriculture’s role, Sacramento and DC, elections, study the constitution, governments, governmental systems, The Farm Bill, California politics and issues, economic systems, law of supply and demand, cost of choices, business organizations, finances and agriculture marketing. All students will be assigned a bi-weekly current event report that they will need to write a short summary of and be ready to discuss that issue with the class. Part of the final will require the student to research a current Agriculture Issue and put together a PowerPoint presentation for the class. After the presentation the student will then lead a class discussion on their topic. In addition, students must attend and report on two local government meetings each semester, create a resume and cover letter and go through a mock job interview process which will be taped and reviewed by the class. Computers will be used extensively for research and presentations. Students will also have the opportunity to be a part of the FFA.

Textbook 1
Title: Economics, Principles in Action
Edition: na
Publication Date: 2005
Publisher: Pearson Prentice Hall
Author: O’Sullivan and Shaffrin
URL Resource: www.phschool.com
Is it the primary text? Yes
Will you read in entirety or near entirety? Near

Textbook 2
Title: US Government, Democracy in Action
Edition: na
Publication Date: 2003
Publisher: Glencoe/McGraw Hill
Author: Remy
URL Resource: www.gov.glencoe.com
Is it the primary text? Yes
Will you read in entirety or near entirety? Near

Supplemental Instructional Materials
Teacher manufactured handouts, maps and numerous Agriculture and Government related web sites.

Key Assignments

Instructional Methods and/or Strategies
Seminar Instruction, Direct Instruction, Project Based Learning activities, Work with a learning coach, Collaborative Learning Structures, Peer Tutoring/Instruction and Computer Assisted Instruction.

Assessment Methods
Bi-Monthly review of work by teacher, Written examinations, Student demonstrations, Student work samples, Student applied concepts project and Portfolios.
ARROYO GRANDE HIGH SCHOOL  
AGRICULTURE DEPARTMENT  
Agriculture Mechanics I - Course Syllabus  

495 Valley Road  
Arroyo Grande, CA 93420  
Phone: (805) 474-3200  

COURSE INFORMATION  
Prerequisites: None  
Grade level: 1st year Ag Mechanics Students  

This Course Fulfills:  
- High School Practical Arts Credit  

COURSE DESCRIPTION  
This course is designed to provide students with entry-level job skills in the agricultural mechanics industry. Some of the potential course topics include:  
- Safety  
- Materials/Tool ID  
- Electrical  
- Plumbing  
- Land Surveying  
- SMAW (Arc Welding)  
- MIG Welding  
- Masonry  
- Gas Welding/Cutting  
- Measurement  
- Drafting/Project Planning  
- Cold Metal  
- Wood Working  
- Small Engines  

These skills provide practical application for theories reinforced in math and science. FFA and Supervised Agriculture Experience Programs (SAEP) participation is required and graded. Additionally, students will have the unique prospect of developing premier leadership, personal growth and career success through the opportunities offered in the National FFA Organization. There are currently over 500,000 students taking advantage of these opportunities around the United States, including over 66,000 of those in the State of California.  

COURSE PERFORMANCE OBJECTIVES  
The Student will:  
- Complete all projects and tasks with 100% effort.  
- Be organized, on task and always engaged in learning.  
- Develop valuable leadership skills that will carry into the student’s adult life.  

COURSE MATERIALS  
Student will provide, on a daily basis:  
- 100 page minimum spiral-bound notebook  
- 1” Binder (or larger)  
- 6 Dividers  
- Necessary writing utensils (blue/black pens, pencils, highlighters, etc.)  
- Long sleeve shirt, shop jacket, or coveralls. (Can be provided if necessary)  
- Close toed shoes.  
- Appropriate payment for required projects that are taken home.  
- ANSI Z87.1+ approved safety glasses (some supplied in shop), $5.00 to purchase individual glasses.
STUDENT EXPECTATIONS & GUIDELINES SPECIFIC TO THE SHOP

- No shorts, skirts, loose fitting clothing, or open toed shoes allowed in the shop, and long hair must be pulled back in a pony tail.
- The students will not be able to participate in any shop activities until they pass the Safety Exams with 100%, and follow all safety procedures at all times.

COURSE GRADING PROCEDURES

60% Coursework (This includes Assigned Projects and Class work)**
- To earn the full 60%: The student must complete each assignment according to oral and written expectations. As this class relies heavily on experiential learning there is not much outside of class homework. Thus, missing class and not rescheduling time to complete coursework can weigh heavily on a students grade.
  - This includes: FFA/SAE
    - To earn the full 10%: The student must participate in at least 3 FFA events throughout the year, have plans for a Supervised Agriculture Experience Project, and adequately maintain an FFA Record Book.

25% Quizzes, Tests and Exams**
- To earn the full 10%: The student needs to be present on all exam dates and pass each exam with 100%.

15% Daily Participation
- To earn the full 30%: The student must attend class regularly, engage 99% of the time in all classroom/shop activities, and complete all timesheets/Recordbook Assignments.

** Students will have 1 calendar week from the last date of an excused absence to turn in any missed work; past this point their work will be subject to late work policy noted below.

** Late work for unexcused/excused absences will only be accepted at specific times during each quarter. Any unexcused/late work is worth 80% of its original total. It is the students’ responsibility to collect any necessary materials regarding late work, excused or unexcused.

GRADING SCALE

A = 100% - 90%  B = 89.9% - 80%  C = 79.9% - 70%  D = 69.9% - 60%  F < 60

Grades are weighted according to the scale outlined under Course Grading Procedures and entered according to the above Grading Scale. Though extra credit is offered periodically through a semester it should be dually noted that it should not be thought of as an ulterior method of intentionally boosting a letter grade higher than its original earnings.

Student
Name: ________________________________
Signature: __________________________
Date: _______________________________
Phone: _____________________________
E-mail: _____________________________

Parent
Name: ________________________________
Signature: __________________________
Date: _______________________________
Phone: _____________________________
E-mail: _____________________________
COURSE INFORMATION

Prerequisites: Agriculture Mechanics I
Grade level: 2nd year Ag Mechanics Students

This Course Fulfills:
- High School Elective Practical Arts Credit

COURSE DESCRIPTION

This course is designed for those sharpening basic skills and providing opportunities for a life/career around the agriculture mechanics industry. A large focus of this course will be based on, but not limited to, those highlighted below. In addition, those students who qualify may design and fabricate projects based off of skill levels.

- Safety
- Materials/Tool ID
- Electrical
- Plumbing
- Land Surveying
- GMAW (Arc Welding)
- MIG Welding
- Masonry
- Gas Welding/Cutting
- Measurement
- Drafting/Project Planning
- Cold Metal
- Wood Working
- Tractor Operations/Small Engines
- Community Service
- Advanced Project Fabrication

These skills provide practical application for theories reinforced in math and science. FFA and Supervised Agriculture Experience Programs (SAEP) participation is required and graded. Types of projects to fulfill this will be discussed throughout the class. Additionally, students will have the unique prospect of developing premier leadership, personal growth and career success through the opportunities offered in the FFA Organization. There are currently over 500,000 students taking advantage of these opportunities around the United States, including over 66,000 of those in the State of California.

COURSE PERFORMANCE OBJECTIVES

The Student will:
- Complete all projects and tasks with 100% effort.
- Prepare documentation of basic records necessary in Agriculture Mechanics.
- Develop valuable leadership skills that will carry into the student’s adult life.

COURSE MATERIALS

Student will provide, on a daily basis:
- Notebook
- Necessary writing utensils (blue/black pens, pencils, highlighters, etc.)
- Lock for shop locker. (Limited space available)
- Long sleeve shirt. Shop jacket or coveralls are strongly recommended.
- Close toed shoes.
- Appropriate payment for projects that are taken home.
- Wear approved safety glasses. ($5.00 to purchase individual glasses - Recommended.)
STUDENT EXPECTATIONS & GUIDELINES

● Turn in all assignments on time.
● Students are to be in the classroom when the tardy bell rings. Failure to do so will result in a tardy.
● All personal grooming items are to remain in student’s backpack.
● Hats, Cell Phones, iPods, and other electronic devices are to remain in the student’s backpack turned off during class time.
● Food and drinks stay outside the door, or in the trash. Water is permitted.
● NO SHORTS, SKIRTS, LOOSE FITTING CLOTHING, OR OPEN TOED SHOES ALLOWED IN THE SHOP, AND LONG HAIR MUST BE PULLED BACK IN A PONY TAIL.
● The students will not be able to participate in any shop activities until they pass the Safety Exams with 100%, and attend all safety meetings for equipment.
● EXPECTED BEHAVIOR

BE COURTEOUS  BE ACCOUNTABLE  BE RESPECTFUL

COURSE GRADING PROCEDURES

20% Coursework (This includes Assigned Projects and Class work)**
   - To earn the full 30%: The student must complete each assignment according to oral and written expectations. This class will rely on out of class work as well as in class work. Thus, misappropriating time for coursework can weigh heavily on a students grade.

10% Quizzes, Tests and Exams**
   - To earn the full 10%: The student needs to be present on all exam dates and pass each exam with 100%.

60% Daily Participation
   - To earn the full 50%: The student must attend class regularly, engage in all classroom/shop activities, and complete all timesheets. Research shows that minimal to no participation affects coursework and exam scores immensely.

10% FFA/SAE
   - To earn the full 10%: The student must participate in at least 3 FFA events throughout the year, have plans for a Supervised Agriculture Experience Project, and adequately maintain an FFA Record Book.

** Students will have 1 calendar week from the last date of an excused absence to turn in any missed work; past this point their work will be subject to late work policy noted below.

** Late work for unexcused/excused absences will only be accepted at specific times during each quarter. Any unexcused/late work is worth 90% of its original total. It is the students’ responsibility to collect any necessary materials regarding late work, excused or unexcused.

GRADING SCALE

A = 100% - 90%  B = 89.9% - 80%  C = 79.9% - 70%  D = 69.9% - 60%  F < 60%

Though extra credit is offered periodically through a semester it should be dually noted that it should not be thought of as an ulterior method of intentionally boosting a letter grade higher than its original earnings.
ARROYO GRANDE HIGH SCHOOL
AGRICULTURE DEPARTMENT
Agriculture Mechanics III/IV - Course Syllabus

495 Valley Road
Arroyo Grande, CA 93420

Agriculture Shop
Phone: (805) 474-3200 ext. 2862

COURSE INFORMATION

Prerequisites: Agriculture Mechanics I&II or Instructor approval
Grade level: 11th and 12th

This Course Fulfills:
- High School Elective Practical Arts
- Credit

COURSE DESCRIPTION

This course is designed for those sharpening basic skills and providing opportunities for a life/career around the agriculture mechanics industry. A large focus of this course is placed on the ability for students to design and fabricate projects based off of Ag Mechanics I/II skills. Some of the potential course topics include:

- Safety
- Materials/Tool ID
- Electrical
- Plumbing
- Land Surveying
- GMAW (Arc Welding)
- MIG Welding
- Masonry
- Gas Welding/Cutting
- Measurement
- Drafting/Project Planning
- Cold Metal
- Wood Working
- Tractor Operations/Small Engines
- Community Service
- Advanced Project Fabrication

These skills provide practical application for theories reinforced in math and science. FFA and Supervised Agriculture Experience Programs (SAEP) participation is required and graded. Types of projects to fulfill this will be discussed throughout the class. Additionally, students will have the unique prospect of developing premier leadership, personal growth and career success through the opportunities offered in the FFA Organization. There are currently over 500,000 students taking advantage of these opportunities around the United States, including over 66,000 of those in the State of California.

COURSE PERFORMANCE OBJECTIVES

The Student will:
- Complete all projects and tasks with 100% effort.
- Prepare documentation of basic records necessary in Agriculture Mechanics.
- Develop valuable leadership skills that will carry into the student’s adult life.

COURSE MATERIALS

Student will provide, on a daily basis:
- Notebook
- Necessary writing utensils (blue/black pens, pencils, highlighters, etc.)
- Lock for shop locker. (Limited space available)
- Long sleeve shirt. Shop jacket or coveralls are strongly recommended.
- Close toed shoes.
- Appropriate payment for projects that are taken home.
- ANSI Z87.1+ approved safety glasses (some supplied in shop), $5.00 to purchase individual glasses.
STUDENT EXPECTATIONS & GUIDELINES

- Turn in all assignments on time.
- Students are to be in the classroom when the tardy bell rings. Failure to do so will result in a tardy.
- All personal grooming items are to remain in student’s backpack.
- Hats, Cell Phones, iPods, and other electronic devices are to remain in the student’s backpack turned off during class time.
- Food and drinks stay outside the door, or in the trash. Water is permitted.
- NO SHORTS, SKIRTS, LOOSE FITTING CLOTHING, OR OPEN TOED SHOES ALLOWED IN THE SHOP, AND LONG HAIR MUST BE PULLED BACK IN A PONY TAIL.
- The students will not be able to participate in any shop activities until they pass the Safety Exams with 100%, and attend all safety meetings for equipment.
- EXPECTED BEHAVIOR

BE COURTEOUS BE ACCOUNTABLE BE RESPECTFUL

COURSE GRADING PROCEDURES

30% Coursework (This includes Assigned Projects and Class work)**
- To earn the full 30%: The student must complete each assignment according to oral and written expectations. This class will rely on out of class work as well as in class work. Thus, misappropriating time for coursework can weigh heavily on a students grade.

10% Quizzes, Tests and Exams**
- To earn the full 10%: The student needs to be present on all exam dates and pass each exam with 100%.

50% Daily Participation
- To earn the full 50%: The student must attend class regularly, engage in all classroom/shop activities, and complete all timesheets. Research shows that minimal to no participation affects coursework and exam scores immensely.

10% FFA/SAE
- To earn the full 10%: The student must participate in at least 3 FFA events throughout the year, have plans for a Supervised Agriculture Experience Project, and adequately maintain an FFA Record Book.

** Students will have 1 calendar week from the last date of an excused absence to turn in any missed work; past this point their work will be subject to late work policy noted below.

** Late work for unexcused/excused absences will only be accepted at specific times during each quarter. Any unexcused/late work is worth 90% of its original total. It is the students’ responsibility to collect any necessary materials regarding late work, excused or unexcused.

GRADING SCALE

A = 100% - 90%    B = 89.9% - 80%    C = 79.9% - 70%    D = 69.9% - 60%    F < 60%

Though extra credit is offered periodically through a semester it should be dually noted that it should not be thought of as an ulterior method of intentionally boosting a letter grade higher than its original earnings.
ASSIGNMENT # 1

*TURNING THIS COMPLETED FORM IN BY 8/25/2013 IS WORTH 10 POINTS OF REGULAR CREDIT*

ASSIGNMENT # 2

SHOWING PROOF OF NECESSARY SHOP MATERIALS BY MONDAY AUGUST 19, 2012 WILL EARN THE STUDENT 10 POINTS OF REGULAR CREDIT.

THE AGRICULTURE EDUCATION 3-RING MODEL
Ag Dept. / Classroom Rules

1. The Agriculture Department will strictly adhere to Arroyo Grande High School's Student Responsibilities - Rules and Attendance policies. They are written and available for review in each student's school planners/handouts.
2. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Students are expected to BE RESPECTFUL and treat their class, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
4. Students are expected to BE RESPONSIBLE and ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom assignments/responsibilities.

Class/Classroom Policy Highlights

a. Talking will not be allowed while the instructor or another member of the class is talking. (BE RESPECTFUL)
b. Cell Phones are only to be used for research NO TEXTING/NO MAKING CALLS IF YOU ARE CAUGHT PHONES WILL BE TURHD INTO THE OFFICE!
c. Each student is responsible for bringing (class materials) a notebook, pen/pencil, paper, and assignments to class each day. (Be prepared - Be responsible)
d. Students are expected to return all materials, tools, and supplies to their proper place before leaving the classroom or lab.
e. Straighten chairs and tables in the classroom and wait quietly for the instructor to dismiss you. You may not leave on your own accord.
f. No one will be allowed to use the restroom during class time without permission from the instructor.
g. Only water is allowed in the classroom.
h. Assignments are expected to be turned in on time. Late assignments are subject to a 25% deduction after 1 day, 50% after 2 days, 75% after 3 days, and 100% deducted after 4 or more school days. Assignments will not be accepted one week after the due day.
i. It is the student's responsibility to communicate with the teacher on what was missed upon returning to class. Any missed quiz, test, and/or assignment must be made up within (3) days after returning to school for full credit. Failure to do so will result in a deducted score (see "h") to a score of 0 (zero).
j. Treat your fellow classmates and learning environment with respect.
k. Inappropriate language, class disruption, and/or inappropriate behavior will not be tolerated.

Behavior Expectations and Consequences

The objective and policy of the Agriculture Department is to create a safe, positive, and productive learning environment for each student and the class. Any behavior and/or action that do not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, Agriculture Department work duty/assignment, parent contact and/or AGHS administration action.

We have discussed the above information (including the back side of this page) in class. Please take the time to discuss the information with your son/daughter. Sign and return this form to the Agriculture Department. If you have any questions, please don't hesitate to contact any of us at 474-3200 ext. 2858.

Date: ___________________________ Student: ___________________________ Parent/Guardian: ___________________________ Period: ___________________________
Course Description:
This course is an introductory course on the principles of basic food science and the fundamentals of basic professional food preparation. With an emphasis on the "field to fork" concept, and by using agriculture as a learning vehicle, students will learn about food in its entirety, from propagation to harvest to preparation. Students will practice introductory food preparation techniques as they apply to fruits, vegetables, dairy, legumes, rice, grains, meats, poultry, sugars, herbs and spices using basic agriculture food commodities. Emphasis is placed on professional terminology, professional behavior, safety and sanitation, palate education, food crop production and origin, timing, organization, and teamwork. This course is a combination of lectures, labs, demonstrations, taste tests, guest speakers, and presentations that will provide the student with knowledge, skill, attitude, and appreciation for agriculture, food and the food industry.

Grading Policy:
The following grading system has been developed in order to be fair and equitable when assigning grades to students and is consistent with the philosophy and policies of the Merced Union High School District.

I. Attendance / Behavior: Attendance and Behavior will account for 10% of the total grade earned during the grading period. 5 points are eligible each day for attendance and behavior. Points are deducted and/or eliminated each day/week due to absence, tardy, disruptive behavior, lack of preparation, etc... These points CANNOT be made up.

II. Grading: Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

<table>
<thead>
<tr>
<th>Ag Food Science</th>
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<tbody>
<tr>
<td>10% FFA Participation</td>
</tr>
<tr>
<td>15% Class Notebook</td>
</tr>
<tr>
<td>25% Tests</td>
</tr>
<tr>
<td>40% Classroom Assignments</td>
</tr>
<tr>
<td>10% Homework</td>
</tr>
<tr>
<td>100% Total</td>
</tr>
</tbody>
</table>

III. Materials Needed
- 2" (two inch wide) 3 Ring Binder (inside pocket sleeve preferable)
- Textbook
- Pen / pencil
- Colored Markers
- Colored Pencils

(*) "FFA Participation" - All of the Arroyo Grande High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum include an "intra-curricular" format engaging classroom, SAE (Supervised Agriculture Experience), and FFA instruction/involvement. 10% of a student's grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. 3 FFA activities each quarter makes up the 10% portion of a student’s grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 3 required) go towards overall class “extra-credit”, so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the "FFA Participation" aspect of our courses/grading contributes towards that goal.
Courses Qualifying for Alternative Credit

All AgriScience classes meet high school life science graduation requirements with Ag Biology and Ag Chemistry meeting UC Lab credits. ROP Ag Economics/Government and Animal Science are both a high school and UC “g” approved courses. Floral Design meets high school graduation requirement for Visual Performing Arts and is also UC approved. This year we applied for Vet Science lab credit and should have confirmation sometime in late January.
Program Completion Standards
Program Completion Standards

Students must now choose a pathway at Arroyo Grande High School. They choose during the end of their freshman year, and then stay in this program through their high school. The Agriculture program offers four pathways, Ag Mechanics, Agriscience, Animal Science, floral/Horticulture. The student will complete at least one SOE each year, except their first year, which meets instructor’s approval. A student must take these courses over a minimum of three years during their enrollment in high school. Guidelines for the supervised occupational experience, ownership and/or work experience will be:

1. Minimum investment or profit of $1000.00.

2. Have 250 hours of self labor from an ownership or non-ownership enterprise and paid or unpaid work experience.

Participation in numerous FFA activities will be encouraged with each student taking part in at least three leadership skill developing activities, a community service project, and two recreational / fun activity functions.

As we develop our pathways this may change and or include a certification.
Description of Facilities and Major Equipment
Facility Description

We are settling into our new facility which includes classrooms, lab areas and a shop. We are in the process of putting together our Horticulture facility and upgrading the school farm.

**Room 851**
Small classroom and Food Science lab used for Ag Biology, Viticulture and Ag Science 1

**Room 852**
Large classroom and computer lab used for Ag Econ/Gov’t

**Room 857**
Department Office and conference room

**Room 858**
Large classroom used for Biology, Chemistry and Food Science.

**Room 859**
Large classroom used for Floral Design, Horticulture, and Animal Science with outside Walk-in Floral cooler

**Room 864&865**
Shop classroom and shop lab with construction area and seatrian storage.

**Compound**
C-Train storage and future greenhouse, shade house, raised planter beds and work area.

**Farm**
Contains a 3/4 acre livestock facility with student and program storage in barns. We have just completed repairs to hog and sheep pens. Unfortunately, our 20 x 20-pole barn to store equipment under was destroyed by last year’s storm and the school insurance would not pay for its replacement.

**Equipment**
Is common to that which you would find in most Agriculture Programs.

The shop is equipped for instruction in a standard core curriculum with specialization in arc and tig welding, plumbing, electrical, masonry, wood, and small engines. We also have Plasma cutting machine and are hoping to add an Iron Worker as we move into our new facility.

Other large items include:
Computer cart with 15 mini computers.
4 lap top computers, old.
4 N-commuting parent computers feeding 24 other stations in Lab.
Small John Deere tractor with front loader, old model.
24 Powder River portable panels.
2 Small livestock scale.
Livestock Trailer, 20 foot Gooseneck.
Three BBQ Pits.
Commercial Fridge and Freezer
Commercial Oven/stove

See inventory for further details.
Five Year Facility and Acquisition Schedule
Arroyo Grande High School Agriculture Department
Five Year Plan

2014-15

- Construct Greenhouse/Shade areas
- Replant vineyard
- Set up floral shop
- Farm improvement continued and complete - Add livestock, cattle-horse pens
- Design outdoor kitchen and park area
- Update Ag Mech equipment
- Complete construction and do a test run with outdoor lab - hydro/aqua
- Set up plant test area, if given ground: citrus & avocado trees, 2 fall and spring
  veggie plots, 2 wild flower plots, 2 10x10 greenhouses - one for flower production and other for greenhouse year round tomatoes, design and plant mini zero-scape area with a native plant ID garden.
- Construct BBQ and park area in quad
- Look into and design and cost of hydroponics/aquaculture labs (aquaponics)
- Construct ampa/outdoor theater/lecture area with flag poles - 3
- Purchase new tractor
- Put in productive vineyard

2015-16

- Update classroom, computers and lab material and equipment needs
- Complete test plot area from above
- Tractor and implements

2016-17

- Replace Excursion
- Finish the unfinished from above
- Permanente greenhouse in place

2017-18

- First harvest?

2019-2020

- Crop/Fruit Science Class in pathways plan
- Agriculture Business and Marketing class
Staff Assignments
AGRICULTURE STAFF ASSIGNMENTS

DeRose:
Credential - Single Subject Agriculture, Agriculture Specialist
Highest Degree - B.S., M.S.
College Major - Agriculture Business
Agriculture Sciences
Title of Classes – Ag Mech 1
   Ag Mech 2
   Ag Mech 3&4
   Ag Business Econ/Gov’t
   Advance Projects

Wadsworth:
Credentials - Single Subject Agriculture, Agriculture Specialist
Highest Degree - B.S., M.S. (In progress)
College Major – Agriculture Business, Ag Science
Title of Classes – Ag Sci 1
   Ag Biology
   Viticulture

Carney:
Credentials - Single Subject Agriculture, Agriculture Specialist
Highest Degree - B.S., M.S.
College Major – Dairy Science
Agricultural Science
Title of Classes – Ag Biology
   Ag Chemistry
   Food Science

Sparks
Credentials - Designated Subjects, Agriculture with
   Specialization in Floral and Horticulture.
Highest Degree - B.S.
College Major – Environmental Horticulture Science
Title of Classes – Floral Design
   Animal Science
   Horticulture
# Arroyo Grande Agriculture Department
## Divisions of Responsibilities 2014-15

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<thead>
<tr>
<th>Fiscal</th>
<th>DeRose</th>
<th>Wadsworth</th>
<th>Sparks</th>
<th>Carney</th>
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### Special Assignments

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### Equipment Areas

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### SOEP'S

<table>
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<tr>
<th>Year</th>
<th>DeRose</th>
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### Specialty Areas

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### Fairs and Shows

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<td>Open/Closing</td>
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<tr>
<td>Creed</td>
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<td>Speaking , ALL</td>
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### FFA Officers

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<thead>
<tr>
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<tbody>
<tr>
<td>President</td>
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<tr>
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<tr>
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<td>Sentinel</td>
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<td>Others</td>
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### FFA Degrees and Awards

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<td>Point Award System</td>
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<td>Food for America</td>
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<td>Harvest Festival</td>
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<td>Fundraisers</td>
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<td>Made for Excellence</td>
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<td>State and Regional Conferences</td>
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X = Advisor in Charge  
A = Assisting
FFA Program of Activities
Arroyo Grande Agriculture Department
Program of Activities
2014/2015
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officers, Advisors, and Administration</td>
<td>1</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>2</td>
</tr>
<tr>
<td>The FFA Emblem</td>
<td>3</td>
</tr>
<tr>
<td>The FFA Creed</td>
<td>4</td>
</tr>
<tr>
<td>Aims and Purposes</td>
<td>5</td>
</tr>
<tr>
<td>Arroyo Grande FFA Chapter Constitution</td>
<td>6</td>
</tr>
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<td>2014-2015 Calendar of Activities</td>
<td>12</td>
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<td>I.  S.O.E.P.</td>
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<td>II. Cooperation</td>
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<td>III. Community Service</td>
<td>19</td>
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<tr>
<td>IV. Leadership</td>
<td>20</td>
</tr>
<tr>
<td>V.  Earnings and Savings</td>
<td>22</td>
</tr>
<tr>
<td>1. 2014-2015 Budget</td>
<td>23</td>
</tr>
<tr>
<td>VI.  Conduct of Meetings</td>
<td>25</td>
</tr>
<tr>
<td>VII. Scholarships</td>
<td>26</td>
</tr>
<tr>
<td>VIII. Agriculture Education Advancement</td>
<td>27</td>
</tr>
<tr>
<td>IX.  Recreation</td>
<td>28</td>
</tr>
<tr>
<td>X.   Public Relations</td>
<td>29</td>
</tr>
<tr>
<td>XI.  State and National Activities</td>
<td>30</td>
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<td>XII. Alumni Relations</td>
<td>31</td>
</tr>
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<td>Honorary Members</td>
<td>32</td>
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<tr>
<td>State and American FFA Degrees</td>
<td>33-34</td>
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</table>
2014-2015 OFFICERS

PRESIDENT
VICE PRESIDENT
SECRETARY
TREASURER
REPORTER
SENTINEL
EXECUTIVE COMMITTEE MEMBER

Jamie Holloway
Cassie Travis
Samantha Osiecki
Hannah Miller
Karley Pimentel
Tyree Cochrane
Carlos Rosas

CHAPTER ADVISORS

Mr. Steve DeRose
Mrs. Connie Sparks

Mrs. Amie Wadsworth
Mrs. Sara Carney

STATE AGRICULTURE EDUCATION STAFF

REGIONAL ADVISORS
STATE FFA ADVISOR
ASSISTANT STATE ADVISORS

Mr. Greg Beard
Mr. Loyd McCabe
Mr. Josiah Mayfield

ADMINISTRATION

SUPERINTENDENT
PRINCIPAL
AREA ADMINISTRATION
VOCATIONAL COORDINATOR

Dr. Hogenboom
Mr. Bowers
Mrs. Lee
TBD
MISSION STATEMENT

The Mission of the Arroyo Grande FFA is to promote involvement in FFA activities and to broaden participation in community service programs through a fun environment; while providing leadership and communication skills enabling members to obtain successful careers and become responsible citizens.

THE FFA EMBLEM

The National FFA emblem, consisting of five symbols, is representative of the history, goals, and future of the organization. As a whole, the emblem covers the broad spectrum of 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. It is also a symbol of unity as corn is grown in every state of the nation.

The rising sun is the symbol of progress and holds a promise that tomorrow will bring a new day glowing with opportunity.

The plow signifies labor—the historic foundation of our country's strength.

The eagle is a reminder of our freedom and ability to explore new horizons in agriculture.

The owl is the symbol of knowledge and wisdom to be successful in the industry of agriculture.

In the center of the emblem are the words “Agriculture Education, and FFA”
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 agriculture pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agriculture life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe that to live and work on a good farm, or to be engaged in other agriculture pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agriculture 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 agriculturist 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 on 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, adopted at the 3rd National Convention of FFA, and revised at the 38th Convention and the 63rd Convention.)
AIMS AND PURPOSES

* To develop competent and assertive agriculture leadership

* To develop an awareness of the global importance of agriculture and its contribution to our society

* To strengthen the confidence of agriculture students in themselves and their work

* To promote the intelligent choice and development of an agriculture career

* To stimulate the development of, and encourage achievement in individual agriculture experience programs

* To encourage the wise management of the economical, environmental, recreational, and human resources of the community

* To develop competencies in communications, human relations, and social abilities

* To develop character, and foster patriotism

* To build cooperative attitudes among agriculture students

* To encourage improvements in scholarship

* To provide organized recreational activities for agriculture students
ARROYO GRANDE FFA CHAPTER CONSTITUTION

ARTICLE I - NAME AND PURPOSE
Section A. The name of this organization shall be the "Arroyo Grande Chapter of FFA." Members are hereinafter referred to as FFA members and the letter "FFA" may be used to designate the chapter, its activities, or members thereof.

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

1. To develop competent, aggressive rural and agriculture leadership

2. To create and nurture a love of country life

3. To strengthen the confidence of students of vocational agriculture occupations

4. To create more interest in the intelligent choice of farming and other agriculture occupations

5. To encourage members in the development of individual farming programs and establishment in agriculture

6. To encourage members to improve their farm home and its surroundings

7. To participate in worthy undertaking for the improvements of agriculture

8. To develop character, train for useful citizenship, and foster patriotism

9. To participate in cooperative effort

10. To encourage and practice thrift

11. To encourage improvement in scholarship

12. To provide and encourage the development of organized recreational activities
ARTICLE II - ORGANIZATION
Section A. The Arroyo Grande Chapter of FFA is a chartered local unit of the California Association of FFA which is chartered by the National FFA Organization.

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

ARTICLE III - MEMBERSHIP
Section A. Membership of this chapter shall be of these three kinds: (1) Active; (2) Alumni; (3) Honorary, as defined be the National FFA Constitution.

Section B. The regular work of this chapter shall be carried out by the active membership.

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

1. Honorary Chapter FFA Degree shall be awarded only to deserving persons and shall be selected by chapter officers and advisors with input by chapter members.

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 75% of meetings and/or activities, and have paid yearly activity fees.

2. Members show interest in and take part in affairs of the chapter by participating in at least two activities.

3. Members must meet school eligibility requirements.

4. Members must conduct themselves in accordance with school rules when representing the FFA Chapter.

Section E. Names of applicants for membership shall be filed with the membership committees.
ARTICLE IV -- EMBLEMS

Section A. The emblem of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be designated by the National FFA Organization.

ARTICLE V -- MEMBERSHIP DEGREES AND PRIVILEGES

Section A. There shall be four grades of active membership in the chapter. These grades are: (1) The Greenhand Degree, (2) The Chapter FFA Degree, (3) The State FFA Degree, (4) The American FFA Degree. All “Greenhands” are entitled to wear the regulations bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin. All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B. Greenhand Degree. Minimum qualifications for election:

1. Be regularly enrolled in a class in vocational education course of an agriculture occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agriculture occupational experiences

2. Learn and explain the FFA Creed, Motto, and Salute

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 applications for the Greenhand Degree for chapter records

Section C. Chapter FFA Degree. Minimum qualifications for election:
1. Qualifications for the Chapter FFA Degree are those set forth in the Constitution of the National FFA Associations

Section D. State FFA Degree. Minimum qualification for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association.

Section E. American FFA Degree. Minimum qualifications for election:

1. Qualification for the American FFA Degree are those set forth in the Constitution of the State Association.

Section F. Special committees shall review the qualification 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, and Sentinel. There may also be an executive committee that will be selected by the advisors. The Local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of the respective officers.

Section B. Officers shall be elected annually by the majority vote of the members in May or June.

Section C. The officers of the chapter, together with the Executive members, shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter.

Section D. Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.

Section E. To run or hold an office one must be in Good Standing. (refer to Article 3, Section D.)

Section F. Chapter officers must hold the Greenhand Degree to qualify for an office.
Section G. Chapter officer candidates and officers must maintain At least a B in your Agriculture class and a 2.5 GPA overall with no more than or a lower grade of one D. Conduct and dress around school and the community is positive.
ARTICLE VII -- MEETINGS
Section A. Regular chapter meetings may be held once a month. The time and place shall be designated by Chapter Executive Committee. Special meetings may be called at any time.

Section B. Standard meeting paraphernalia shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.

Section C. The chapter will aid in transportation to any state winning teams to the National Convention with the proceeds from fundraising events.

Section E. A majority of the active members listed on the secretary’s membership roll shall constitute a quorum, and a quorum must be presented at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

Section F. All officers will be required to wear official FFA uniform.

Section G. All members should be encouraged to wear jackets, except Greenhands, until their purchase arrives.

ARTICLE VIII -- ACTIVITY FEE
Section A. The activity fee in this chapter shall be fixed annually. This may be adjusted annually by majority vote.

Section B. Full local, sectional, state, and national activity fees shall be paid by all active members except Greenhands.

Section C. No member shall be considered as active and in good standing unless he pays full local, sectional, state, and national FFA activity fees. This amount is set in Section A.

ARTICLE IX -- AMENDMENTS
Section A. This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present, providing it is not in conflict with the State Association constitution or that of the National FFA Organization.

Section B. By-laws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present, providing such by-laws do not conflict in anyway with the constitution and by-laws
CALENDAR OF ACTIVITIES

SEPTEMBER

FFA Family Day
2-6PM @ Struthers Park
9/5/14

Sectional FFA Officer Retreat in Arroyo Grande
9/12/14 9:00 am

Welcome back Beach meeting
4:00 Grover Beach on ramp
9/16/14

Harvest Festival
Arroyo Grande Village
9/25/14-9/26/14

Opening and Closing Public Speaking Contest Nacho Night
AG Dep. 6:00PM
9/30/14

OCTOBER

Opening and Closing Ceremonies and
Chapter Degree Ceremony
6:45 AM @ Cal Poly, SLO
10/3/14

AG Venture
Paso Robles 7:30
10/7/14

Chapter Officer Leadership Conference
Hollister High School
10/11-12/14

National Convention
Indiana, Indianapolis
10/21/14-10/25/14
Halloween Meeting  
7:00 PM @ school farm  
10/27/14

NOVEMBER

FFA BIG Contest  
4:30 @ Nipomo High School  
11/18/14

Fall Banquet  
6:30 @ AGHS MPR  
10/19/14

DECEMBER

Drive thru BBQ at AGHS AG Dept.  
12/5/14

JANUARY

SB CATA/State Degree  
Santa Maria, 3:30  
1/25/15

MFE/ALA  
Embassy Suites  
San Luis Obispo  
1/22-23/15

FEBRUARY

SB Section JJ/Creed/PS-  
Nipomo  
4:30  
2/4/15

Elementary day- Intro to Agriculture  
After school 2/17/15

Staff Breakfast  
Before school @ AG dept
2/19/15

Region FFA Officer Screening
SLO
2/21-22/15

MARCH

Sacramento Leadership Experience
3/9-12/15

South Coast Spring Meeting
And Contest Finals-
King City
3/19/15

Chapter meeting
In AG dept @ 6:30
3/24/15

APRIL

State Degree Banquet
Cal Poly, SLO
4/3/15

Leadership events state finals
Fresno 4/17/15

State FFA Leadership Conference
Fresno
4/17-20/15

MAY

State Judging Finals
Cal Poly, SLO
5/1/15

Sectional Officer Elections
Pioneer Valley @ 4:30PM
5/11/15
Santa Barbara Section Project Competition
Arroyo Grande High School
5/5-7/15

Fair Entry Meeting and Officer Elections
6PM - Ag. Department
5/12/15

Chapter Banquet
AGHS MPR
5/19/15

Project Competition Banquet
Lompoc High School
5/25/15
# SUPERVISED AGRICULTURE OCCUPATION EXPERIENCE PROGRAM

**Chairman:** Jamie Holloway  
**Co-Chairman:** Cassie Travis

**DIVISION I**

Objective: Each FFA member will build a Supervised Agriculture Occupation Experience Program that will qualify for additional FFA degrees and carry out that program to completion while working for permanent establishment in agriculture.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
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<tr>
<td>1.) Develop a list of tour of potential agricultural Agriculture industries</td>
<td>July</td>
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<tr>
<td>2.) Establish a date for in the county the tour for all FFA Members</td>
<td></td>
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<tr>
<td>3.) Announce to all VOC-AG classes and parents of each students the details of the tour</td>
<td>September</td>
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<tr>
<td>4.) Write notes of appreciation to the industries visited</td>
<td>November</td>
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<tr>
<td>1.) Give awards in all areas Incentive off FFA programs</td>
<td>May</td>
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</tr>
<tr>
<td>2.) Encourage members to enter project competition contest</td>
<td>May</td>
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<tr>
<td>3.) Encourage participation in Champion Exhibitor Contest</td>
<td>July</td>
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<tr>
<td>4.) Have members aware of non-ownership programs</td>
<td>October/November</td>
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</tr>
<tr>
<td>1.) Provide special awards to top agriculture mechanics projects of first year members</td>
<td>May</td>
<td></td>
</tr>
<tr>
<td>2.) Have all members enter their agricultural mechanics projects at</td>
<td>February</td>
<td></td>
</tr>
</tbody>
</table>
members

Open House
3.) Encourage members to exhibit their projects at County Fair

Provide a source for FFA members to establish or begin a project
1.) Develop a loan program at local banks for FFA members
2.) Bob Gallop Memorial Fund

July
October

COOPERATION

Chairman: Cassie Travis
Co-chairman: Samantha Osiecki
DIVISION II
Objective: Each FFA member will work with others sharing, planning, and carrying out activities of mutual interest within the overall objective of the FFA chapter.

GOAL
Sponsor Cooperative community in finding
Purchasing buyers for the members and/or Sale projects.
Activities.

WAYS AND MEANS
1.) Working with the
Provide agricultural equipment of the high school’s services and/or equipment for members.

COOPERATION
Cooperate with others school organizations.
1.) Work with the Booster club to present a benefit BBQ.
2.) Work with the ASB to conduct campus activities.

COMPLETION DATE
Prior To Fairs
All Year
September
October
COMMUNITY SERVICE

Chairman: Carlos Rosas
Co-chairman: Vincent Rodriguez
Division III
Objective: Each FFA member will take part in activities to improve their homes, schools, and community.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist school in an activity to improve and beautify the school campus.</td>
<td>1.) To maintain any landscaped areas around the Agriculture Department.</td>
<td>All year</td>
</tr>
<tr>
<td>Conduct an activity to help conserve natural resources or improve the environment.</td>
<td>1.) FFA members shall help clean up the community for the fall festival. 2.) Recycle 3.) Conduct an activity so elementary students may come into contact with different animals.</td>
<td>Prior Week to Fall Festival All Year</td>
</tr>
<tr>
<td>B.O.A.C.</td>
<td>1.) Develop a B.O.A.C program that benefits and serves the community.</td>
<td>All Year</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>2.) To have FFA members give back to the community.</td>
<td>December</td>
</tr>
</tbody>
</table>

LEADERSHIP

Chairman: Jamie Holloway
Co-chairman: Tyree Cochrane
Division IV
Objective: Each FFA member will take part in leadership development activities sponsored by the FFA chapter and/or by the State and National FFA Organization.

<table>
<thead>
<tr>
<th>GOAL</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have candidates for FFA offices on all</td>
<td>1.) Develop an awareness of the officers duties. 2.) Encourage members to</td>
<td>Prior to elections All Year</td>
</tr>
</tbody>
</table>
levels
run for offices at chapter, sectional, regional, state, and national levels.
3) Encourage officers to attend Leadership Conferences.

Sponsor an activity to initiate Greenhand Candidates
1) Have Greenhand candidates apply by filling out the official application. November
2) Encourage the Greenhand candidates to participate in all events of initiation at the Greenhand Dinner Meeting.
3) Inform the student body of Greenhand Initiation.

Involve state officers 1) Write letters inviting State Officers to Chapter Functions

GOAL
Increase members' knowledge of judging teams
WAYS AND MEANS 1) Encourage new members to attend activities that involve judging teams and their activities.
COMPLETION DATE ALL YEAR

Sponsor an activity to improve the speaking ability of FFA members
1) Conduct a local public speaking speaking and creed contest. October
2) Encourage local winners of the public speaking and creed contest to participate at the sectional contest
3) Develop teams to participate in the Sectional Opening/Closing, Creed, and Parliamentary Procedure Contests

EARNINGS AND SAVINGS

Chairman: Hannah Miller
Co-chairmen: Carlos Rosas
Division V
Objective: Each FFA will develop a plan for personal earnings, savings, and budgeting, and will participate in the development of the chapter budget, fundraising, and spending plans.
Collect activity fee from 2nd, 3rd, 4th year members

- 1) Have membership fees paid in activities office
- 2) Late fees will be charged accordingly to members

Work closely with public relations committee

- 1) Help make posters, signs, etc. for FFA functions and events

Conduct an activity that will encourage savings and earnings and stimulate investments among the members

- 1) Assist members with the financial aspects of increasing the scope of their projects.
- 2) Provide members with the information on loans and financial aid
- 3) Establish open purchase orders to frequently used business

**GOALS**
See that chapter earnings are wisely spent and/or invested

Earn money to adequately support activities and supplies.

- 1) Horse Judging Team Fund-raiser
- 2) Harvest Festival
- 3) Drive Thru BBQ
- 4) Coffee Sales
- 5) Cookie Dough Sales

Scholarship

- 1) Cecchetti and O'Neil Memorial Scholarship

**WAYS AND MEANS**

- 1) Have all bills paid on time
- 2) Provide treasurer's report at meetings

**COMPLETION DATE**

- Through year
- Each month

- November
- Before each event
- Throughout school year
2014~2015 BUDGET PG. 1 of 2

ESTIMATED EXPENDITURES:

1) Activity Fees 650.00
2) Officer Training 1,000.00
3) Judging Contest Awards 250.00
4) Annual Parent/ Member Banquet 1,500.00
5) Delegates to State Convention 750.00
6) Meeting Refreshments 750.00
7) FFA Supplies 1,000.00
8) Harvest Festival 300.00
9) Banquet Awards 500.00
10) Miscellaneous 1,000.00
11) Field Days & BBQs 4,500.00
12) Reporters Expenses 500.00
13) Placemats 500.00

Total Estimated Expenditures 13,350.00

2014~2015 BUDGET PG. 2 of 2

ESTIMATED RECEIPTS

1) Activity Fees $600.00
2) Banquet $750.00
3) Miscellaneous Donations $1,000.00
4) BBQ $7000.00
5) Placemats $3,000.00
6) Student Fees $750.00
Total Estimated Receipts  $13,350.00

CONDUCT OF MEETINGS

Chairmen: Chapter Officers

DIVISION VI
OBJECTIVE: Each FFA member will take part in planning meetings, making presentations at chapter meetings, and using correct parliamentary procedure at chapter meetings.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold one regular chapter meeting each month or as needed</td>
<td>1) Conduct an executive meeting.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Have well organized and conducted meetings</td>
<td>1) Distribute an agenda at all meetings.</td>
<td>Each Month</td>
</tr>
<tr>
<td></td>
<td>2) Use appropriate official ceremonies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Use proper parliamentary procedure at all times according to “Robert’s Rules of Order”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4) Use all official chapter paraphernalia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) Assist the president in maintaining order at all meetings</td>
<td></td>
</tr>
</tbody>
</table>

SCHOLARSHIP

Chairman: Hannah Miller
Co-chairman: Cassie Travis

DIVISION VII
OBJECTIVE: Each 3 or 4 year Senior FFA member will be recognized for personal academic improvement. The FFA will sponsor and take part in academic improvement activities.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor an activity which will encourage Senior scholarships among the members</td>
<td>1) Give an award to the senior member with the highest grade point average. (Dekalb Award)</td>
<td>May/June</td>
</tr>
<tr>
<td></td>
<td>2) Members must have passing grades (2.0) to be a member in good standing</td>
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<tr>
<td></td>
<td>3) Award the California Banker’s Association Certificate to the outstanding senior</td>
<td></td>
</tr>
</tbody>
</table>
Provide members with information concerning agricultural careers, occupations and educational opportunities

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide members with information concerning school scholarships and financial aid</td>
<td>1) Maintain current files with information concerning school scholarships and financial aid open to members at all times</td>
<td>Throughout school year</td>
</tr>
<tr>
<td>Leadership Training Activity</td>
<td>1) Maintain reservations</td>
<td>May-July</td>
</tr>
<tr>
<td></td>
<td>2) Prepare for transportation of FFA members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Learn leadership skills, plan for an excellent school year, Have Fun!</td>
<td></td>
</tr>
</tbody>
</table>

**AGRICULTURE EDUCATION ADVANCEMENT**

Chairmen: Chapter Officers

**DIVISION III**

OBJECTIVE: Each FFA member will have opportunities to attend agricultural functions designed to expand their knowledge of agricultural awareness.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have educational field trips</td>
<td>1) Contact local colleges to observe school farm</td>
<td>Throughout school year</td>
</tr>
<tr>
<td></td>
<td>2) Plan trips to local farms and ranches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Plan trips to wholesale business</td>
<td></td>
</tr>
<tr>
<td>Tulare Farm Show</td>
<td>1) Provide transportation for FFA students</td>
<td>February</td>
</tr>
<tr>
<td></td>
<td>2) To inform students about current agriculture technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Inform membership of eligibility guidelines.</td>
<td></td>
</tr>
</tbody>
</table>
**RECREATION**

Chairman: Vincent Rodriguez  
Co-chairman: Garrett Hahlbeck

DIVISION VIII  
OBJECTIVE: Each FFA member will take part in chapter sponsored recreational activities which are designed to be of interest to current and prospective members.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
</table>
| Snow trip     | 1) Gather information on price and recreational options  
               | 2) Reserve busing and lodging  
               | 3) Announce at meeting and in bulletin.                                   | February        |
| Recreation    | 1) Involve all members                                                        | After each meeting |
| Sectional     | 1) Contact local chapters                                                     | Appropriate time of school year |
| Sports Activity | 2) Reserve gym and equipment                                                |                  |
|               | 3) Contact references                                                        |                  |
|               | 4) Purchase awards                                                           |                  |

**PUBLIC RELATIONS**

Chairman: Jamie Holloway  
Co-chairman: Karley Pimentel

DIVISION IX  
OBJECTIVE: Each FFA member will participate in activities to acquaint parents, other students, prospective members, school officials, civic leaders, agricultural leaders and the general public with the aims, purposes, and activities of the FFA (and Vocational Education in Agriculture.) Special emphasis will be placed on describing accomplishments, activities or events of the chapter and seeking recognition for the members, advisors, alumni, and the organization itself.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
</table>
| Keep the public informed of the FFA organization and its local activities. | 1) Submit articles to AGHS parent Newsletter  
|       | 2) Distribute chapter Program to the administration.  
|       | 3) Distribute state FFA magazine throughout the community.  
|       | 4) Submit articles to AGHS Parent Newsletter.                                | Year Round      |
| Keep the high school student body informed about the FFA organization. | 1) Report on FFA activities in the daily student bulletin.  
|       | 2) Conduct an FFA orientation program for junior high school including an assembly, slides, and classroom talks. |                  |
## GOALS

<table>
<thead>
<tr>
<th>Goal</th>
<th>Ways and Means</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe National FFA Week</td>
<td>1) Distribute FFA public relations material throughout the community.</td>
<td>February</td>
</tr>
<tr>
<td></td>
<td>2) Fundraising through annual auction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3) Thank local businesses by public recognition and appreciation awards.</td>
<td></td>
</tr>
<tr>
<td>Harvest Festival</td>
<td>1) Contact local businesses for donations.</td>
<td>September</td>
</tr>
<tr>
<td></td>
<td>2) Announce in the school bulletin about National FFA Week.</td>
<td></td>
</tr>
</tbody>
</table>

### STATE AND NATIONAL ACTIVITIES

Chairman: Cassie Travis  
Co-chairman: Tyree Cochrane

DIVISION X  
OBJECTIVE: Each FFA member will participate in activities and programs of the state and national organizations.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Ways and Means</th>
<th>Completion Date</th>
</tr>
</thead>
</table>
| Observe national FFA week by sponsoring one or more appropriate activities. | 1) Place posters and pamphlets proclaiming National FFA week in local business.  
                                           | 2) Announce in the school bulletin about National FFA Week.                   | February        |
|                                           | 1) Announce to students when applications are due.                             | March-September |
|                                           | 1) Develop method of selection                                                 | April           |
|                                           | 2) Provide funding                                                             |                 |
| Send two delegates to State Convention    | 1) Notify students of various competitive areas                                | Date of specific competition |
|                                           | 2) Provide funding                                                             |                 |
|                                           | 3) Hold fund-raising to minimize financial obligations.                       |                 |

Chairman: Paul Mann  
Co-chairmen: Jenna Mann

### ALUMNI RELATIONS
DIVISION XI

OBJECTIVE: Each FFA member will participate in activities for former FFA members which allows Alumni to continue to support the FFA Program.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>WAYS AND MEANS</th>
<th>COMPLETION DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor FFA Alumni at Annual Parent-Member Banquet</td>
<td>1) Invite FFA Alumni as guests 2) Provide special seating and recognition</td>
<td>May</td>
</tr>
<tr>
<td>Sponsor an activity combining Alumni and current members</td>
<td>1) Invite FFA Alumni to evening meetings and participate in meet recreation activities following the meetings 2) Include FFA Alumni in National FFA Week activities 3) Have yearly budget available</td>
<td>Each Month</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1950</td>
<td>J.J. Schnyder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peter Mehlschau</td>
<td></td>
</tr>
<tr>
<td>1951</td>
<td>Clair Hopkins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>J. Ward Loomis</td>
<td></td>
</tr>
<tr>
<td>1952</td>
<td>John Loomis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.E. Skidmore</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frank F. Ormonde</td>
<td></td>
</tr>
<tr>
<td>1953</td>
<td>Paul Wilkinson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marvin Ormonde</td>
<td></td>
</tr>
<tr>
<td>1954</td>
<td>Oscar Ferrari, Sr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F.S. &quot;Jerry&quot; Dana</td>
<td></td>
</tr>
<tr>
<td>1955</td>
<td>Don Christianson</td>
<td></td>
</tr>
<tr>
<td>1956</td>
<td>Elmer Runels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Milton E. Nelson</td>
<td></td>
</tr>
<tr>
<td>1957</td>
<td>Andrew David</td>
<td></td>
</tr>
<tr>
<td></td>
<td>William Vaughn</td>
<td></td>
</tr>
<tr>
<td>1958</td>
<td>Yoneji Matsumoto</td>
<td></td>
</tr>
<tr>
<td></td>
<td>William Maxwell</td>
<td></td>
</tr>
<tr>
<td>1959</td>
<td>Henry Wachtman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Russell Burton</td>
<td></td>
</tr>
<tr>
<td>1960</td>
<td>Cyril A. Phelan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lee J. McNeil</td>
<td></td>
</tr>
<tr>
<td>1961</td>
<td>Dan M. Phelan, Jr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>John S. Pearl</td>
<td></td>
</tr>
<tr>
<td>1962</td>
<td>Earl W. Denton</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arthur Lethfield</td>
<td></td>
</tr>
<tr>
<td>1963</td>
<td>Manuel Silva, Jr.</td>
<td></td>
</tr>
<tr>
<td>1964</td>
<td>George Kitchel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Richard Otsuji</td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td>Rudolf Gularte</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Andrew Mehlschau</td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>George Cecchetti</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Herbert Brownlee</td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td>Wells Smith</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Michael Phelan</td>
<td></td>
</tr>
<tr>
<td>1972</td>
<td>William McSparron</td>
<td></td>
</tr>
<tr>
<td>1976</td>
<td>Doug Hitchen</td>
<td></td>
</tr>
<tr>
<td>1977</td>
<td>Zella Hunt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Johnny Silva</td>
<td></td>
</tr>
<tr>
<td>1978</td>
<td>Tom Michaud</td>
<td></td>
</tr>
<tr>
<td>1979</td>
<td>Jack Ghormley</td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>Jeff Silva</td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>Lucia Mar Transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Katheryn Horner</td>
<td></td>
</tr>
<tr>
<td>1982</td>
<td>Melinda Koopman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diane DeRose</td>
<td></td>
</tr>
<tr>
<td>1983</td>
<td>Tony Azevedo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bene Blanchard</td>
<td></td>
</tr>
<tr>
<td>1984</td>
<td>Wanda Olson</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>Richard Canada</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Al Spierling</td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td>Mr. and Mrs. Pete Winslow</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>The Gallop Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Joann Daves-Siler</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>Carolyn Clark</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. and Mrs. Steve Curry</td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>Lemos Ranch</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>Steve DeRose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rich Champlin</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>Mr. and Mrs. Vaughn</td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>Mike Sears</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>Lucia Mar Unified School District</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mary Collins</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>Williams Bros. #303</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lois Alves</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>Arroyo Grande Rotary Club</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>Ingrid Hilton</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>Scott Wilson</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>Optimist Club</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>Pete Agalos</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Connie Sparks</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>Elsie Cecchetti</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Ric Muscio</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Jim Wray</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Farm Credit</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>Paul Mann</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Becky Judge</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Jim Souza</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Floyd Webber</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Mr. Ryan Finkerton</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>Ken Dewar</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Mark Manskins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mark Moreno</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>Sarah Estrada</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mr. Mark McCoy</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Andrea Lee</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Year</td>
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<tr>
<td>------</td>
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</tr>
<tr>
<td>1951</td>
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<td>Andy Gracia</td>
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<td>1991</td>
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<td>Sam Wampler</td>
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<td>Alison Fagan</td>
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<td></td>
<td>Erica Freire</td>
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2003
Kelly Bratcher
Desiree Harrison
Jenna Mann
Russell Summerfield
Amanda Thompson
Kelsey VanHoy

2004
Robert Melero
Rebecca Osumi
Justine Silva
Amy Soares
Katy Teixeira

2006
Melanee Taylor
Cody Lorance
Samantha Morrow

2007
April Sims
Michelle Nojunas
William Summerfield
Maria Saucedo

2008
Halley Hodges
Corrine Mead
Ali Criazzo

2009
Marissa Mankins
Miranda Mankins
Alex Ramirez
Zack Nichols

2010
Amika Osumi
Josh Musgrave
Drew Summerfield
Justise Osiecki
James Purkey
Ashley Salinas
Josh Moreno
Alli Thompson
Megan Murphy
Amber Hartman

2011
Lacee Hollowy
Calam Pimentel
Cameron Petetit
Rachel Dewar
Anthony Martin
Andrew Tremper
Jack Johnson
James Purkey
Joey Adams
Chris Olsen
Hailey Gardener
Lizzy Murphy

2012
Christa Osumi
Dallys Estrada
Heather Blankenship

2014
Alli Hahlbeck
Roman Mafi
Dylan Azevedo
Taylor Scotto
Krista Becker
TJ Bright
School and/or Department Policies
What We Do

MISSION

To engage, challenge, and inspire students through the power of learning.

What We Believe In

CORE VALUES

- Integrity
- Teamwork
- Excellence and Personal Best
- Innovation
- Resilience

Where We Are Going

VISION

Lucia Mar will become the model school district for 21st Century Learning in the nation.

What skills do our students need to be successful in the 21st Century?

SKILLS

- Communication
- Problem Solving & Critical Thinking
- Teamwork, Collaboration and Cooperation
- Technology
- Self-Direction
- Innovation, Imagination and Creativity
- Global Awareness & Second Language
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABI Grading / Grade Books / Grading Reporting Dates</td>
<td>13</td>
</tr>
<tr>
<td>Absence Procedure for Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Academic Honesty Policy</td>
<td>29</td>
</tr>
<tr>
<td>Accident Reporting - Faculty/Student</td>
<td>7</td>
</tr>
<tr>
<td>Administration / Management Staff</td>
<td>3</td>
</tr>
<tr>
<td>At-Risk Program</td>
<td>30</td>
</tr>
<tr>
<td>Athletic and Activity Eligibility</td>
<td>15</td>
</tr>
<tr>
<td>Attendance Absence Codes</td>
<td>35</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>32</td>
</tr>
<tr>
<td>Behavior Issues</td>
<td>27</td>
</tr>
<tr>
<td>Bell Schedule</td>
<td>45</td>
</tr>
<tr>
<td>Calendar</td>
<td>11</td>
</tr>
<tr>
<td>Child Abuse Reporting</td>
<td>16</td>
</tr>
<tr>
<td>Closing School Procedures</td>
<td>38</td>
</tr>
<tr>
<td>Club and Organization Sponsors</td>
<td>10</td>
</tr>
<tr>
<td>Co-Curricular Policy</td>
<td>31</td>
</tr>
<tr>
<td>Counselors / Counselor Duties</td>
<td>3</td>
</tr>
<tr>
<td>Crisis Response</td>
<td>17</td>
</tr>
<tr>
<td>Daily Bulletin</td>
<td>12</td>
</tr>
<tr>
<td>Department Heads/Procedures and Responsibilities</td>
<td>8</td>
</tr>
<tr>
<td>Disciplinary Rules &amp; Regulations</td>
<td>18</td>
</tr>
<tr>
<td>Dress Code</td>
<td>26</td>
</tr>
<tr>
<td>Emergency Information - Personal Information</td>
<td>48</td>
</tr>
<tr>
<td>Emergencies - Students</td>
<td>8</td>
</tr>
<tr>
<td><strong>EMERGENCY PROCEDURES</strong> (Fire/Earthquake/Lock Down Procedures)</td>
<td>40</td>
</tr>
<tr>
<td>Facility Use for Extra Curricular Activities</td>
<td>12</td>
</tr>
<tr>
<td>Field Trips</td>
<td>42</td>
</tr>
<tr>
<td>Films &amp; Video Use</td>
<td>43</td>
</tr>
<tr>
<td>Fund Raisers</td>
<td>44</td>
</tr>
<tr>
<td>Gang Related Symbols</td>
<td>27</td>
</tr>
<tr>
<td>Hall Passes</td>
<td>37</td>
</tr>
<tr>
<td>Homework</td>
<td>15</td>
</tr>
<tr>
<td>Health Services</td>
<td>17</td>
</tr>
<tr>
<td>Intra- &amp; Inter-District Mail</td>
<td>7</td>
</tr>
<tr>
<td>Inquiry Center</td>
<td>38</td>
</tr>
<tr>
<td>Late Start Mondays</td>
<td>6</td>
</tr>
<tr>
<td>Map</td>
<td>46</td>
</tr>
<tr>
<td>Mechanics of Disciplinary Action</td>
<td>24</td>
</tr>
<tr>
<td>Medical Procedures</td>
<td>41</td>
</tr>
<tr>
<td>Opening Day Procedures</td>
<td>37</td>
</tr>
<tr>
<td>Parent Permission Slips &amp; Hold Harmless Agreements</td>
<td>43</td>
</tr>
<tr>
<td>Parties</td>
<td>12</td>
</tr>
<tr>
<td>Personnel, Certificated</td>
<td>4</td>
</tr>
<tr>
<td>Regulations Covering Student Behavior &amp; Liability</td>
<td>23</td>
</tr>
<tr>
<td>Room Sharing</td>
<td>41</td>
</tr>
<tr>
<td>Schedule Changes - Student</td>
<td>12</td>
</tr>
<tr>
<td>School Keys</td>
<td>6</td>
</tr>
<tr>
<td>Sexual Harassment Policy</td>
<td>19</td>
</tr>
<tr>
<td>Student Lab Policy</td>
<td>14</td>
</tr>
<tr>
<td>Student Study Team</td>
<td>28</td>
</tr>
<tr>
<td>Suspension/Expulsion Flow Chart</td>
<td>25</td>
</tr>
<tr>
<td>Tardy Matrix</td>
<td>36</td>
</tr>
<tr>
<td>Tardy Policy</td>
<td>34</td>
</tr>
<tr>
<td>Teacher Absent Procedures</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Mailboxes</td>
<td>6</td>
</tr>
<tr>
<td>Teacher Team Evacuation Areas</td>
<td>39</td>
</tr>
<tr>
<td>Teacher Supervision At Student Events</td>
<td>7</td>
</tr>
<tr>
<td>Textbook Control</td>
<td>9</td>
</tr>
<tr>
<td>Tobacco Free School Policy</td>
<td>26</td>
</tr>
</tbody>
</table>
Administrators

Note: All discipline and attendance referrals are to be sent to the appropriate administrator.

9th and 11th grade  Christian Holst
10th and 12th grade  Andrea Lee

Counselors

A — Di (+ ELD & AVID 10)  Yusdivia Mosqueda
Do—K (+AVID 12)  Kevin Anderson
L — Q (+AVID 11)  Jim Dickens
R – Z (+AVID 9)  Robyn Ramsay

Other Staff

Dwight MacDonald ............................ Athletic Director
Tom Goossen ............................... Alternative Coordinator
Joseph LoCoco .............................. AVID Coordinator
Shannon Hurtado / Joe Hurtado .............. Student Activities Directors

Departmental Assignments

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<th>Conan Bowers</th>
<th>Mike Mostajo</th>
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<td>■ Science Dept.</td>
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<td>■ Social Studies</td>
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<tr>
<td>Counselors</td>
<td>■ Staff Development / PD</td>
</tr>
<tr>
<td>Custodians</td>
<td>■ Supervision &amp; Duties</td>
</tr>
<tr>
<td>Field Trips</td>
<td>■ V &amp; PA</td>
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<td>■ WASC/CCR</td>
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<td>Parent Groups (ELD, Title 1, Band Boosters, Athletic Boosters)</td>
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<td></td>
<td>■ Alternative Education</td>
</tr>
<tr>
<td></td>
<td>■ AP Program (L. Wade)</td>
</tr>
<tr>
<td></td>
<td>■ Back to School Nights (3)</td>
</tr>
<tr>
<td></td>
<td>■ Curriculum</td>
</tr>
<tr>
<td></td>
<td>■ Facilities</td>
</tr>
<tr>
<td></td>
<td>■ Instructional Materials</td>
</tr>
<tr>
<td></td>
<td>■ Library</td>
</tr>
<tr>
<td></td>
<td>■ Master Schedule</td>
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<tr>
<td></td>
<td>■ Math Dept</td>
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<td></td>
<td>■ Naviance</td>
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<td></td>
<td>■ PE Dept.</td>
</tr>
<tr>
<td></td>
<td>■ Records Office</td>
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<td></td>
<td>■ Room Assignments</td>
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<tr>
<td></td>
<td>■ Science</td>
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<td></td>
<td>■ Student Teacher Placement &amp; Liaison</td>
</tr>
<tr>
<td></td>
<td>■ UC/CSU Submissions &amp; Course Updates</td>
</tr>
<tr>
<td></td>
<td>■ Textbook Purchasing, Distribution &amp; Control</td>
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<th>Andrea Lee</th>
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<tr>
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<td>Attendance Office</td>
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<tr>
<td>Cuesta College Liaison</td>
<td>8th Grade Orientation</td>
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<tr>
<td>ELAC/DELAC Parent Group</td>
<td>Agriculture Dept.</td>
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<tr>
<td>Emergency Response / Safety</td>
<td>Detention</td>
</tr>
<tr>
<td>English Dept.</td>
<td>EdLit Liaison</td>
</tr>
<tr>
<td>Health Dept.</td>
<td>Foreign Language Dept.</td>
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</tr>
<tr>
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<td>Health Services</td>
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<tr>
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<td>PBL Trainer</td>
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<td></td>
<td>Security</td>
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<tr>
<td></td>
<td>Special Ed. Dept.</td>
</tr>
<tr>
<td></td>
<td>Supervision &amp; Duties</td>
</tr>
<tr>
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<td>Library</td>
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<td>Parking</td>
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<td>PIBA</td>
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<td>Saturday School</td>
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<td>SBAC</td>
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<td>Special Ed</td>
</tr>
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<td></td>
<td>Technology (Schoolwide)</td>
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<td></td>
<td>Textbook Control</td>
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All administrators: 21st Century Skills, Attend/Support ILT, Common Core Standards, Increase Classroom Presence, Increase 900 Wing Supervision, Increase Feedback walk through form, Pathways
PERSONNEL, CERTIFICATED

Responsibilities and Duties

It shall be the responsibility of all certificated personnel to conform and abide by the regulations of the Board of Education and the contractual agreement between the Lucia Mar Unified School District and the Lucia Mar Unified Teachers Association.

1. Standard Work Day
   a. As indicated in the contractual agreement, the standard work day for classroom teachers and resource teachers shall be seven (7) hours, thirty (30) minutes, inclusive of a 30-minute duty-free lunch period: 7:40 am – 3:10 pm. Teachers should have rooms open for students 10 minutes prior to each school day. Teachers with 1st or 6th period prep need to turn in their location to Rocio Palacios and be available on campus.
   b. Other certificated personnel whose primary responsibility is not classroom teaching or resource teaching may be required to work a standard work day for eight (8) hours. These hours are inclusive of a 30-minute duty-free lunch period.
   c. It will be necessary for teachers to perform additional duties, without compensation, as a part of their regular assignment. These duties will include, but are not limited to, commitments such as preparation for lessons, staff meetings, parent and student conferences, bus and yard duty supervision, open house, back-to-school and other duties which will not be on a regular basis but will be requested of the teacher on a limited basis.

2. General Professional Responsibilities
   a. Teachers should maintain a continuous search for new knowledge and techniques which will improve their ability to communicate and work with children.
   b. Teachers are required to be in their classrooms performing other duties which pertain to their teaching assignment prior to the beginning of their instructional day and after the close of the instructional day.
   c. Special attention to professional dress is an important aspect of a teacher's responsibility to the students.

Performance Appraisal

The performance appraisal report shall be based on the employee's annual goals, informal and formal observations and professional activities in which the teacher relates to the school and the community. The performance appraisal process between the principal and the teacher is designed to identify, reinforce and improve skills, educational attitudes and abilities which should result in improved educational opportunities for students. The performance appraisal report provides for the retention of skilled employees and the orderly dismissal of those who do not meet a satisfactory standard of performance.

The evaluation instrument reflects the California Standards for the teaching profession.

Performance Appraisal Procedure

Permanent and probationary teachers shall develop annual goals (E.P&R.'s) in cooperation with the principal and submit them to the principal for his review by October 15. The teacher's annual goals shall be consistent with department and school district goals and objectives. An agreement with the principal regarding the teacher's annual goals is necessary at this point in order to ensure a cooperative effort to improve standards of instruction.

The principal shall be responsible to:
1. Supply to the teacher the district performance appraisal policy / regulations and determine that the policy / regulations have been read and understood by the teacher.

2. Ensure that teachers are aware of their responsibility for self-improvement and of the programs which are available to them.

Permanent teachers shall receive a written formal Performance Appraisal within sixty (60) days from the end of each school year unless waived by mutual agreement by the teacher and the principal. Waiving of the annual Performance Appraisal report shall indicate the teacher has performed in a satisfactory manner according to the performance standards determined by the principal. Performance Appraisals shall not be waived for two (2) consecutive years.

The principal or administrator in charge may delegate to a department head or other administrative staff member the actual observation and evaluation, but he retains the authority and responsibility for recommending or not recommending continued employment for the employee.

Absence Procedure For Teachers

1. **ALL EMPLOYEES MUST REGISTER WITH SUBFINDER.** Using a touch-tone phone, call Subfinder at 1-877-400-0366.

2. SubFinder will identify itself and ask you to enter your PIN (Personal Identification Number) followed by the # key. Enter your assigned PIN using the touch pad on your telephone.

3. Once you have entered your PIN and pressed the # key, SubFinder will acknowledge that this is the first time you have called and ask you to say your name. Please say your first and last name clearly, as you want it to be heard by other people using the system. When you are done speaking, press the # key. After pressing the # key, SubFinder will play your recorded name back to you for verification. If it is correct, press SubFinder will play your name back to you for verification. If it is correct, press 1. If you want to re-record your name, press 2 and repeat this step again.

4. Once you have recorded your name and accepted it, SubFinder will play the Main Menu. Please choose option 4 – To Review Personal Information. If any of the information is incorrect, contact your SubFinder Operator, Lisa Harrison at ext. 1199.

5. **TO REQUEST A SUBSTITUTE ACCESS SUBFINDER BY:**
   - Go to www.lmusd.org
   - Go to Departments
   - Click on Human Resources
   - Go to Substitutes – Click on appropriate tab
   - Enter your login information and follow prompts

OR access SubFinder by calling: 1.877.400.0366

Substitute request must be in prior to 7 a.m. To request a substitute after that time, call Linda Stewart at 474-3000 ext. 1192.

2. If you have a jury summons with telephone standby, you should call 474-3000, ext. 1199 the night before and leave a message that you are on standby for the next day. The substitute coordinator will try to have a substitute on standby. Please be sure to call one way or the other to advise if a substitute will be needed. **PLEASE, do not call at the last minute, it is almost impossible to find anyone that late.**

3. If you know ahead of time that you will be out, please log on to the SubFinder and submit your request. A substitute may be requested no more than 30 days in advance.
For Your Substitute:

1. Be sure you have seating charts and class procedure plans on file with Rocio Palacios.
2. Have the lesson plans available.
3. Because of the restrictions on substitutes, it will be helpful if you can give an estimate of the length of your absence. This will make it possible to more adequately assign substitutes for your classes.

Late Start Mondays

Scheduled faculty meetings/staff developments will be held on Late Start Mondays at 7:45 a.m. sharp. Faculty meetings are mandatory. Therefore, avoid scheduling other activities or appointments on these days. Every Monday of the school year is a Late State Monday. *(DATES ARE SUBJECT TO CHANGE. NOTIFICATION WILL BE SENT VIA STUDENT BULLETIN AND EMAIL)*

Final’s Week:

December 17 – 19
June 9 – 11

CAHSEE
March 17 – 18

School Keys

All teachers are furnished with a set of keys according to their assignment. These keys are NOT to be duplicated. STUDENTS are not to have the use of school keys. Please see that school keys are not left in a place where an unauthorized person can take them; the keys are your sole responsibility. If keys are lost or misplaced, the teacher should immediately notify an administrator and Teresa Long in the attendance office. Teresa will give you a LOST KEY Form to fill out. Lost keys can become a problem for all of us and certainly create a security risk. Loss of keys, in some instances, requires the changing of locks on several doors at great expense to the district or teacher.

Teachers’ Mailboxes

Individual mailboxes are provided in the administration building or the 900-wing faculty room for all staff members (location per each staff member’s choice).

MAIL BOXES MUST BE CLEARED BEFORE SCHOOL EVERYDAY AND CHECKED AFTER SCHOOL EVERYDAY.
Inter- And Intra-District Mail

Any staff member wishing to send mail free to the Lucia Mar District Office, San Luis Obispo County Schools Office, to other schools within our District, or other schools within other districts in our county, may do so by bringing the mail to the reception office. Mail being sent to a school outside of our district, but within our county must be "handed" to Judy Tellez personally. Mail to our school board members may also be sent this way, thus saving the cost of postage.

Teacher Supervision At Student Events

- Faculty members of Arroyo Grande High School will be called upon periodically to assist as chaperons for dances, buses, athletic events, and other student activities. An assignment schedule will be developed as soon as the school calendar of student activities and events is determined. Every faculty member should sign up to assist at least one function during the year (coaches excluded). Teachers who do not sign up for duties will be assigned a duty.

- It is the obligation and responsibility of every faculty member to share in carrying out these tasks; every consideration will be given to teachers already serving as advisors or sponsors of student clubs or organizations.

- If, for any reason, you are unable to fulfill the assigned obligation, arrange for a substitute and notify the person in charge as soon as possible. (Conan Bowers is responsible for extra-curricular supervision.)

- Contact the person in charge of Student Activities for further information and assignments.

Teachers are expected to accompany and assist in the supervision of students during assemblies. If assigned to the assembly, please sit in the stands, among the students, to provide supervision support. The same rule applies if you choose to take your class to an optional assembly.

Accident Reporting

Faculty - Staff members who are involved in an accident or injury on the job are protected under Workers' Compensation Law.

1. If a staff member is injured while on duty, he/she must obtain an Employee Accident Report from Rocio Palacios immediately. The staff member must complete said report and submit to Rocio for administrative signature and filing with the Personnel Office. Should medical attention be needed, the appropriate forms and procedure may be obtained from the Personnel Office. Any injury must be reported within 24 hours of the accident.

Students

1. If a student is injured on campus, the supervising or observing teacher must fill out an accident report form, which is available in the office from Rocio Palacios. To ensure accuracy, the form must be completed on the day of the accident and returned to Rocio for administrative signature.

2. The district (except for football) provides school-time student insurance for those without medical insurance.
Student Emergency Illness Or Accident

1. Do not send an obviously ill, fainting, or injured student to the restroom or office alone or to the nurse's office. Send a reliable student to the office to seek assistance, or use the nearest telephone to call the nurse's office.

2. Every student must have an Emergency Care Card on file in the office giving details on how the student should be cared for in the event of illness or injury along with parent permission to administer emergency care.

DEPARTMENT HEAD ORGANIZATION AND RESPONSIBILITIES

<table>
<thead>
<tr>
<th>DEPARTMENTS</th>
<th>DEPARTMENT CHAIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Steve DeRose</td>
</tr>
<tr>
<td>Alternative/Opportunity</td>
<td>Tom Goossen</td>
</tr>
<tr>
<td>A.V.I.D.</td>
<td>Joseph LoCoco</td>
</tr>
<tr>
<td>Business Education</td>
<td>Jeff Byars</td>
</tr>
<tr>
<td>English</td>
<td>Laura Wade</td>
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<tr>
<td>ELD</td>
<td>Roque Ballesteros</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Suzanne Lord</td>
</tr>
<tr>
<td>Health/Driver Education</td>
<td>Scott Shepard</td>
</tr>
<tr>
<td>Family &amp; Consumer Science</td>
<td>Marshawn Porter</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>Jason Stewart</td>
</tr>
<tr>
<td>Math</td>
<td>Kathy Goss</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Nate Erickson</td>
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<tr>
<td>Reading</td>
<td>Jane Adrian</td>
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<tr>
<td>Science</td>
<td>TBA</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Mike McAustin</td>
</tr>
<tr>
<td>Special Education</td>
<td>Sara Osborne</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Jenna Draine</td>
</tr>
</tbody>
</table>

Department Head Duties:

I. Curricular
   a. Develop and coordinate department philosophy, goals, and course of study.
   b. Keep course of study up-to-date with yearly revisions.
   c. Provide for in-service training and professional development.
   d. Help to establish and maintain a good departmental curriculum library.
   e. Support the initiatives of the school administration.
   f. Provide release days (for Professional Development) for staff by covering classes.
   g. Develop and coordinate Common Formative Assessment for each course.
   h. Help with transfer to CCSS

II. Clerical
   a. Maintain records of texts and teaching materials.
   b. Formation and review of budget with administration.
   c. Process purchase orders.
   d. Organize and keep inventory up-to-date.
   e. Prepare department bulletins and minutes.
   f. Circulate mail.
   g. Schedule field trips and transportation.
   h. Suggest library materials.
   i. Coordinate use of A.V. materials and equipment.
III. Supervisory and Advisory
   a. Foster good working relations within the department.
   b. Organize and conduct department meetings.
   c. Serve as consultant for department members and substitutes.
   d. Assist in determining extra-curricular assignments.
   e. Submit recommendations for formation of master program.
   f. Report department progress to administration.
   g. Represent school administration to department.
   h. Represent department at all school meetings.
   i. Assist in personnel selection.
   j. Assist in solving instructional problems.
   k. Coordinate department/community public relations.
   l. Evaluate total program.

Selection Procedure

Prior to the end of each school year, teachers will communicate their interest in the department chair position. An interview will be conducted and a selection made by the principal.

Tenure of Office

The tenure of office for department heads will be year by year.

TEXTBOOK CONTROL – LIBRARY/BOOK ROOM

Textbooks will be checked out the first two weeks of school. Every teacher has been sent an email attachment with a scheduled time to check out books. If you need a time, or your time does not work, please contact Brenda Hoover. Semester classes will return their books during the last week of the semester, with the exception of Algebra A and Algebra C.
<table>
<thead>
<tr>
<th>Club Name</th>
<th>Code</th>
<th>Day</th>
<th>Leader</th>
<th>Sponsorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Smart</td>
<td>930</td>
<td>Every other Wed.</td>
<td>S.Scott</td>
<td>Public service club that creates art for auction or donation</td>
</tr>
<tr>
<td>Baking Club</td>
<td>954</td>
<td>Monday</td>
<td>S.Osborne</td>
<td>Share and explore baked goods and investigate careers in culinary arts field</td>
</tr>
<tr>
<td>Be the Change Club</td>
<td>TBD</td>
<td>Thursday</td>
<td>K. Anderson</td>
<td>Students will learn to identify bullies, promote anti-bullying, and to step up to help those in need</td>
</tr>
<tr>
<td>Blue Zoo Club</td>
<td>205</td>
<td>When needed</td>
<td>S. Hurtado</td>
<td>Spreads knowledge and develop school pride and spirit</td>
</tr>
<tr>
<td>Cultural Club</td>
<td>938</td>
<td>Alt. Wed.</td>
<td>R.Ballesteros</td>
<td>Seeks to share the customs/traditions of students of other cultures</td>
</tr>
<tr>
<td>Eagle Robotics</td>
<td>808</td>
<td>Monday</td>
<td>K.Goss</td>
<td>Team of students that design and build a robot for competition</td>
</tr>
<tr>
<td>Environmental Club</td>
<td>705</td>
<td>Tuesday</td>
<td>TBA</td>
<td>Environmentally concerned students that help the community</td>
</tr>
<tr>
<td>Friday Night Live (FNL)</td>
<td>209</td>
<td>Thursday</td>
<td>J.LoCoco</td>
<td>Club aimed at developing drug/alcohol free activities</td>
</tr>
<tr>
<td>Fellowship of Christian Athletes</td>
<td>Forum</td>
<td>Tuesday</td>
<td>S.Osborne</td>
<td>Gather student athletes to encourage one another to live out faith</td>
</tr>
<tr>
<td>Film Appreciation Club</td>
<td>306</td>
<td>Wednesday</td>
<td>J. Gregory</td>
<td>Movie aficionados meet and discuss various aspects of cinematography</td>
</tr>
<tr>
<td>FFA</td>
<td>803A</td>
<td>Friday</td>
<td>S.Carney</td>
<td>Active with agriculture and community while learning leadership skills</td>
</tr>
<tr>
<td>Gay Straight Alliance</td>
<td>507</td>
<td>Wednesday</td>
<td>C.Gill</td>
<td>Supports and advocates gay/lesbian/gender identity rights</td>
</tr>
<tr>
<td>Helping Hands Club</td>
<td>ISC Lab</td>
<td>Wednesday</td>
<td>T.Long</td>
<td>Supports AG students in need and helps raise awareness regarding local issues</td>
</tr>
<tr>
<td>Interact Club</td>
<td>Forum</td>
<td>Monday</td>
<td>K.Ackermann</td>
<td>Works with Rotary International and provides service opportunities</td>
</tr>
<tr>
<td>Key Club</td>
<td>Forum</td>
<td>Wednesday</td>
<td>M.Lahr</td>
<td>Club that works with the Kiwanis and provide community service opportunities</td>
</tr>
<tr>
<td>Le Club de Français</td>
<td>941</td>
<td>Weekly/TBD</td>
<td>S. Lord</td>
<td>Students gather to speak French, better understand French culture, and prepare for the AP French exam</td>
</tr>
<tr>
<td>Link Crew</td>
<td>205</td>
<td>When needed</td>
<td>S.Hurtado</td>
<td>Provides mentorship to new students and staff w/ recognition opportunities</td>
</tr>
<tr>
<td>Math Lunch-lab</td>
<td>907</td>
<td>Thurs/lunch</td>
<td>S.Vonderheide</td>
<td>A lunch lab to help needy kids with math</td>
</tr>
<tr>
<td>Mock Trial</td>
<td>305</td>
<td>Tues/Thurs</td>
<td>TBA</td>
<td>Team that prepares for a Mock Trial competition held in February</td>
</tr>
<tr>
<td>National Beta Club</td>
<td>208</td>
<td>Weekly/TBD</td>
<td>S. Pierce</td>
<td>Members introduce values of honesty, service, morality, ethical conduct and leadership in elementary age students</td>
</tr>
<tr>
<td>National Honor Society</td>
<td>305</td>
<td>Tuesday</td>
<td>A. Derbridge</td>
<td>Discuss college applications, SAT&amp;ACT prep, community service, and campus tours</td>
</tr>
<tr>
<td>PreMed/PreHealth Assoc.</td>
<td>707</td>
<td>TBD</td>
<td>TBA</td>
<td>Educates students on opportunities in the medical and health fields</td>
</tr>
<tr>
<td>Project Teen Health</td>
<td>CHC</td>
<td>TBD</td>
<td>J. Jensen</td>
<td>Works towards developing a healthier campus/community by promoting opportunities for health awareness</td>
</tr>
<tr>
<td>Quidditch Club</td>
<td>305</td>
<td>Monday</td>
<td>A.Derbridge</td>
<td>Group that applies ideas from Harry Potter series to real life world</td>
</tr>
<tr>
<td>Speech and Debate</td>
<td>Forum</td>
<td>Mon/Wed</td>
<td>J. Vidal</td>
<td>A competitive forensics team that develops speaking/argumentative skills</td>
</tr>
<tr>
<td>Skills USA</td>
<td>704</td>
<td>Wednesday</td>
<td>R.Fiser</td>
<td>Encourages student growth through participation in leadership and skills activities to enhance student learning</td>
</tr>
<tr>
<td>Thespian Troupe 648</td>
<td>604</td>
<td>Monday</td>
<td>S.Blauvelt</td>
<td>AGHS Theatre which puts on school productions</td>
</tr>
<tr>
<td>Trading Card Club</td>
<td>208</td>
<td>Wednesday</td>
<td>S.Pierce</td>
<td>Students with an interest in a variety of card games, Yu-Gi-Oh!</td>
</tr>
<tr>
<td>Tri M</td>
<td>160</td>
<td>TBA</td>
<td>B.Benson</td>
<td>Students with music and leadership skills who have an interest in community service</td>
</tr>
<tr>
<td>iDeo Game Club</td>
<td>704</td>
<td>Thurs/Fri</td>
<td>R.Fiser</td>
<td>Club where gamers can play video games and compete in tournaments</td>
</tr>
<tr>
<td>Voces</td>
<td>206</td>
<td>Tuesday</td>
<td>Y.Mosqueda</td>
<td>To educate students about Mexican and Mexican-American culture</td>
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<tr>
<td>AUGUST</td>
<td>FEBRUARY</td>
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<td>18</td>
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<tr>
<td>Fall Sports Parent/Coach Meeting, 7 pm - 9 pm MPR</td>
<td>Late Start Monday</td>
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<td>19</td>
<td>2 - 6</td>
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<tr>
<td>Link Crew Freshmen Orientation, 9am - 1pm</td>
<td>Winter Sports Week</td>
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<td>3 - 4</td>
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<tr>
<td>School Begins</td>
<td>CAHSEE Make-ups</td>
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<td>25</td>
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<tr>
<td>Late Start Monday</td>
<td>Winter Spirit Assembly</td>
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<td>28 - 29</td>
<td>7</td>
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<tr>
<td>School Pictures</td>
<td>ACT</td>
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<td>SEPTEMBER</td>
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<tr>
<td>Holiday (Labor Day)</td>
<td>Winter Formal</td>
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<td>9</td>
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<tr>
<td>Back to School Night 4:30 - 7:00 pm</td>
<td>Late Start Monday</td>
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<td>5</td>
<td>10</td>
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<tr>
<td>Varsity Football vs. Independence HS (Home)</td>
<td>Senior Meetings</td>
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<td>5</td>
<td>13</td>
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<tr>
<td>After game dance</td>
<td>Lincoln's Day -- No School</td>
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<td>8</td>
<td>16</td>
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<tr>
<td>Late Start Monday</td>
<td>Presidents' Day -- No School</td>
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<td>8 - 12</td>
<td>16</td>
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<tr>
<td>Kindness Week</td>
<td>Spring Sports Parent Meeting, 7pm MPR</td>
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<td>23</td>
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<tr>
<td>Senior Class Pic (Stadium)</td>
<td>Late Start Monday</td>
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<td>2</td>
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<tr>
<td>Class Officer Elections</td>
<td>Teacher Work Day - No Students</td>
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<tr>
<td>12</td>
<td>6</td>
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<tr>
<td>Varsity Football at St. Joseph's HS (away)</td>
<td>Late Start Monday</td>
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<td>13</td>
<td>9</td>
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<tr>
<td>ACT</td>
<td>8th Grade Orientation Night</td>
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<td>15</td>
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<tr>
<td>Late Start Monday</td>
<td>SAT</td>
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<tr>
<td>Chalk Talk</td>
<td>Late Start Monday</td>
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<tr>
<td>19</td>
<td>16</td>
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<tr>
<td>Varsity Football vs. Pioneer Valley HS (Home)</td>
<td>Late Start Monday</td>
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<td>22</td>
<td>17 - 18</td>
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<tr>
<td>Late Start Monday</td>
<td>CAHSEE - 10th Grade - Minimum Day</td>
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<tr>
<td>26</td>
<td>19 - 21</td>
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<tr>
<td>Homecoming Voting</td>
<td>Play - Title TBA</td>
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<td>26</td>
<td>20</td>
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<tr>
<td>Varsity Football vs. Liberty HS (Home)</td>
<td>Renaissance Assembly</td>
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<tr>
<td>29</td>
<td>23</td>
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<td>Late Start Monday</td>
<td>Late Start Monday</td>
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<td>29 - Oct, 3</td>
<td>27</td>
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<tr>
<td>Homecoming Week</td>
<td>3rd Quarter Ends</td>
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<tr>
<td>OCTOBER</td>
<td>27</td>
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<tr>
<td>3</td>
<td>Late Start Monday</td>
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<tr>
<td>Homecoming Assembly</td>
<td>Play - Title TBA</td>
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<td>3</td>
<td>17</td>
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<tr>
<td>Varsity Football vs. Nipomo HS (Homecoming game)</td>
<td>1st Quarter Ends</td>
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<td>4</td>
<td>17</td>
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<tr>
<td>Homecoming Adventure</td>
<td>Club Feire</td>
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<tr>
<td>Late Start Monday</td>
<td>PSAT</td>
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<td>7 - 8</td>
<td>20</td>
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<tr>
<td>CAHSEE Make-ups</td>
<td>Late Start Monday</td>
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<tr>
<td>9 - 10</td>
<td>24</td>
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<tr>
<td>Picture Retakes</td>
<td>Varsity Football vs. Righetti HS (Home)</td>
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<td>11</td>
<td>24</td>
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<tr>
<td>SAT</td>
<td>After game dance</td>
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<td>13</td>
<td>24 - 25</td>
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<tr>
<td>Late Start Monday</td>
<td>Play - Title TBA</td>
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<td>16 - 18</td>
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<tr>
<td>Play - Title TBA</td>
<td>ACT</td>
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<tr>
<td>1st Quarter Ends</td>
<td>Late Start Monday</td>
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<td>After game dance</td>
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<td>Play - Title TBA</td>
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<td>Academic Letter Social</td>
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<td>Varsity Football at San Luis Obispo HS (Away)</td>
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<td>18 - 22</td>
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<td>Staff Development - No Students</td>
<td>Powder Puff</td>
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<td>Veterans Day Observation</td>
<td>Boat Regatta</td>
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<td>Late Start Monday</td>
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<td>Late Start Monday</td>
<td>Health Screening, 6 p.m. - Gym</td>
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<td>Thanksgiving Break</td>
<td>School Play - Title TBA</td>
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<td>DECEMBER</td>
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<td>SAT</td>
<td>Spring Choral / Band Concert, 7:30 Clark Center</td>
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<td>Late Start Monday</td>
<td>Senior Send-off End of the Year Assembly</td>
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<td>Play - Title TBA</td>
<td>Grad Night - Magic Mountain</td>
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<tr>
<td>Finals - Minimum Days</td>
<td>Senior Athlete Awards Night, 5pm - 8pm - MPR</td>
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<td>Play - Title TBA</td>
<td>Finals - Minimum Days</td>
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<td>22 - Jan, 19</td>
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<td>Winter Rescues</td>
<td>Senior Picnic</td>
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<td>JANUARY</td>
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<tr>
<td>12</td>
<td>Graduation, Hitchen Stadium, 5pm</td>
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<tr>
<td>Second Semester Begins / Late Start Monday</td>
<td>12</td>
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<tr>
<td>13</td>
<td>Last Day of School - Minimum Day</td>
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<td>Martin Luther King Day Observation</td>
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<td>ACT</td>
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<td>Late Start Monday</td>
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GUIDELINES FOR FACILITY USE FOR EXTRACURRICULAR ACTIVITIES AND SCHOOL ACTIVITY CALENDAR

Arroyo Grande High School keeps current a calendar of all scheduled events as well as times and places. Rocio Palacios maintains the calendar of the high school office where it can be referred to easily. Sponsors for the various activities and clubs are urged to select their activity dates as soon as possible for the year.

• **ACTIVITY / CALENDAR REQUEST FORMS** are available from Judy Tellez at the reception desk. Fill out in detail and return the form to Judy to have approved and then she will place it on the calendar. Please, do not write on the calendar.

• **APPLICATION FOR USE OF SCHOOL BUILDINGS AND FACILITIES** may be obtained from Judy Tellez at the reception desk in the main office. Such use is governed by the rules and regulations stated on the cover sheet of the application. The signature of the applicant indicates acceptance of such rules and regulations. These include insurance coverage by facility users and any fees as indicated by the Lucia Mar Unified School District. In-house activities are afforded the first priority on the use of school buildings and facilities. All requests must be substantiated by the written application and all approved activities will be placed on the school calendar. The use of our facilities is greater every year so early requests are strongly recommended. Conan Bowers will oversee all calendar requests and keep the custodians aware of usage.

• **CLASSROOM USE** - If you will be using a classroom outside of the school day, please note that custodians must be notified. Please fill out a facility use form.

DAILY BULLETIN

A daily bulletin of all calendar events and other pertinent information will be sent via email and video. This bulletin shall be presented to the students (either read or viewed) each morning during FIRST period along with the daily patriotic observance.

All daily bulletin items must be submitted to Judy Tellez in the reception office by 11:30 a.m. for the following day. Bulletin items are to be cleared by an administrator. Unless approved by an administrator, no bulletin item will run more than two times.

PARTIES

No school parties shall take place during class time. Any activity held primarily for social purposes, whether or not it includes food, beverage, or entertainment, shall be defined as a school party. The principal may authorize exceptions to this policy. School parties may take place during break, lunch time, or after school provided a certificated sponsor is in attendance. The classroom shall be left clean and in an orderly arrangement after the party with all party items removed before the first, third, or fifth period classes arrive.

STUDENT SCHEDULE CHANGES

• Schedule changes will be considered for the following reasons:
  1. Adjustment of class size
  2. Correcting errors in actual programming, i.e., not meeting prerequisites, enrolling in the same class twice, etc.
  3. Medical need.
  4. Administrative request.

• Students must see the Guidance Team assigned to them for program changes. (see page 4)
**GRADING**

Grades are given using the following system:

- A  Excellent
- B  Above Average
- C  Average
- D  Below Average
- F  Failure
- NC No Credit
- CR Credit
- NM No Grade/Community Service Needed Only

Report cards are issued based on the school calendar. All report cards are sent to parents via U.S. mail.

**ABI GRADING/GRADE BOOKS**

ALL teachers are to maintain their grade book on the ABI grading program. The grade book is the official record of student performance. Printed ABI data with students’ names should be kept secure and no student should be allowed access to it.

The grade book must be maintained in such fashion that any administrator or counselor may use it to explain a grade to a parent in the absence of the teacher (i.e. during the summer.) A legend must be provided (i.e., a brief explanation of the computational procedure for figuring the final grade.

**GRADE REPORTING DATES**

GRADES will be due by **2:00 p.m.** on the following days:

<table>
<thead>
<tr>
<th>GRADING PERIOD</th>
<th>QUARTER ENDS</th>
<th>GRADING OPENS</th>
<th>GRADING CLOSES</th>
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<tbody>
<tr>
<td>Progress</td>
<td>Sept. 12, 2014</td>
<td>Sept. 9, 2014</td>
<td>Sept. 16, 2014</td>
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<tr>
<td>Third Quarter</td>
<td>March 27, 2014</td>
<td>March 23, 2014</td>
<td>March 30, 2014</td>
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<tr>
<td>Second Semester</td>
<td>June 12, 2015</td>
<td>June 8, 2015</td>
<td>June 15, 2015</td>
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</table>

--- Grades must be turned in on the date due ---

**REPEATED COURSE POLICY**

If a student repeats a semester course, the original grade/credits and the repeated course grade/credits will both appear on the transcript. No courses are deleted from a transcript.
CREDIT / NO CREDIT

Students taking a school service class or after school athletic courses may do so on a Credit/No Credit bases. Since many colleges do not accept a "Cr" in college-preparatory classes, students should carefully select these "Cr" classes.

COLLEGE COURSE POLICY

- A 3-unit semester college course is equivalent to ten (10) high school credits.
- No grades/credits from high school courses will be deleted if the student completes a college course in a related academic area.

INDEPENDENT STUDY/INTERNET COURSES

Any courses taken outside the district’s realm must be from an accredited institution and have the principal’s approval prior to taking the course.

STUDY LAB POLICY

ASSIGNING STUDENT’S TO AN AFTER SCHOOL LAB

A. POLICY DESCRIPTION

Students may be assigned by their classroom teacher to attend a lab in order to:
- Retake a missed or failed assessment
- Redo work which was not completed and/or turned in
- Make up work which did not meet teacher’s standards

B. RATIONALE

The purpose of this policy is to help students to be successful before they fall so far behind that they fail the class. In utilizing this approach, students who successfully catch up in class will no longer have to attend Lab.

C. TRANSPORTATION

Students who ride the bus will need to make other arrangements to get home.

D. NOTIFICATION

Teachers who are assigning students to lab should first call parents and give them 24 hour notification. The student’s administrator should also be notified of the arrangements made for each student, if the teacher feels it is necessary.

E. SPECIAL CIRCUMSTANCES

There may be special situations where students are involved in co-curricular activities where different arrangements are made to help students catch up outside of the regular lab hours. If considering placing a student involved in co-curricular activity in lab, a mutual decision should be made involving the co-curricular advisor and the student’s administrator with the classroom teacher.

F. NON-ATTENDANCE

Teachers should send students to lab with a note which should be signed, dated, and returned to the classroom teacher. Students who fail to attend lab after being assigned will be subject to progressive discipline measures up to and including suspension as determined by administration.
ATHLETIC & ACTIVITY ELIGIBILITY

Scholastic Requirements

1. California Interscholastic Federation regulations require that a student must be successfully progressing toward graduation requirements and be maintaining the grade point average as set forth by the local school board in order to be eligible to participate in interscholastic athletics and activities.

2. Requirements for Arroyo Grande High School students shall be:
   a. Students must maintain a "C" (2.00) grade point average (GPA) for the previous quarter in order to compete in any competitive activity.
   b. Students must earn 20 credits at semester or pass 4 classes at the quarter.
   c. Eligibility shall be determined by the grades received at the end of each grading period (quarterly). Students who do not have a "C" average or 20 credits will be ineligible for the following grading period (quarter). Students will continue on the ineligibility list quarter by quarter until a "C" average is obtained.

3. This eligibility requirement is not limited to interscholastic competition but rather applies to all student activities in which competition with other schools exists.
   a. A student has every right to check with the teacher to see if the report card is correct, but they cannot make up credits and become eligible. If a student wishes to make up the credit, that is between the student and the teacher...but it will not make the student eligible.

HOMEWORK

1. Most classes should require homework. Homework requirements are defined in the adopted courses of study.

2. When homework is assigned, a few minutes at the end of the period should be devoted to beginning the assignment so students who have difficulty understanding the assignment can be identified and helped.

3. Some classes require more consistent homework than others, but "busy work" is to be avoided.

4. District policy requires a minimum of 6 hours of homework per week in all classes combined. The total homework required should include all special or long-range projects such as book reports, collections and skill practice. Long-range projects should have a built-in monitoring system. (Students should be required to periodically report how the project is progressing.)

5. In assigning homework, teachers should take into account the homework required in other classes.

6. All written work, including homework, should be evaluated, recorded, and returned to students; however, some work may be assigned for practice without having to be graded.

7. Bus transportation should be a consideration in requesting students to remain after school to make up work (parents must be given 24 hours notice of this event).
Staff Responsibilities

At the point a teacher, administrator, other certificated employee, instructional aide or the Pupil Personnel Staff Specialist suspects physical or sexual abuse of a student, the employee is to report the suspicion in the following manner:

1. Make an oral report to law enforcement or child protective services and the school principal immediately or as soon as practically possible. The agencies to contact are determined by the geographic area of the student's legal residence or the school if the alleged abuse occurred at school.

2. Complete a written report within 36 hours of the point at which abuse of a student is suspected by completing and submitting the “Suspected Child Abuse Report” form adopted by the Department of Justice.

The copies of the report form are to be distributed as follows:

**White**
Law enforcement agency that received the oral report or that has jurisdiction in the geographic areas of the child if the oral report was received by Child Protective Services.

<table>
<thead>
<tr>
<th>Arroyo Grande Police Department</th>
<th>Grover Beach Police Department</th>
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<tbody>
<tr>
<td>200 N. Halcyon Road</td>
<td>711 Rockaway Street</td>
</tr>
<tr>
<td>Arroyo Grande, CA 93420</td>
<td>Grover Beach, CA 93433</td>
</tr>
<tr>
<td>(805) 473-5100</td>
<td>(805) 473-4511</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Pismo Beach Police Department</th>
<th>San Luis Obispo County Sheriff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 N. Bello Street</td>
<td>P.O. Box 32</td>
</tr>
<tr>
<td>Pismo Beach, CA 93449</td>
<td>San Luis Obispo, CA</td>
</tr>
<tr>
<td>(805) 773-2208</td>
<td>(805) 781-4550</td>
</tr>
</tbody>
</table>

**Blue**
Child Protective Services
P.O. Box 8119
San Luis Obispo, CA 93406
(805) 781-1700

**Green**
San Luis County District Attorney
County Government Center, Room 450
San Luis Obispo, CA 93408
(805) 781-5800

**Yellow**
Personal copy for the reporting party
AGHS/LUCIA MAR GUIDELINES FOR CRISIS RESPONSE

1. School personnel becomes aware of student in crisis.

2. Administrator and Guidance Counselor is notified (from alpha list) and receives child**.

3. Administrator and/or Guidance Counselor notifies parent.

4. Administrator and/or Guidance Counselor contacts School Psychologist, Kendall Anderchek, ext. 2288.

5. Student assessed by School Psychologist and Guidance Counselor.

6. Parents called to pick up child.

7. Parents informed of procedure to access County Mental Health Services (Telephone number 781-4700).

8. Attendance Office, Health Services, and teachers notified as needed.

9. Guidance Counselor and Administrator designates re-entry procedure for student.

10. Health Services notified by Guidance Counselor of re-entry.

**At this step, identified Guidance Counselor and Administrator becomes responsible for continuing the following processes.

HEALTH SERVICES

The Health Services department consists of nursing services, and at-risk counseling with student support counselors. It is located next to the main office.

Counselors, teachers or parents can refer students for counseling. *Referrals should be made through the Guidance Counselor in most cases.
DISCIPLINARY RULES & REGULATIONS
FOR ARROYO GRANDE HIGH SCHOOL

II. DISCIPLINE

Good discipline in school is extremely important to the school program. Without good discipline, the school cannot discharge its primary responsibility in the development of citizenship. Without good discipline, students cannot realize their greatest opportunities for growth. In maintaining discipline, teachers must be able to proceed with the assurance that support will be forthcoming from the Principal, the Superintendent, and the School Board. Student discipline in the Lucia Mar Unified School District will be administered in accordance with the following principles:

1. Good discipline is usually positive rather than negative in nature. It consists of keeping students interested and busy doing something constructive rather than punishing them for doing things that are anti-social.
2. Good discipline is always fair, dignified, and in good temper.
3. Conferences with the teachers, the principals and the parents are encouraged to bring about acceptable classroom behavior.

Discipline/Punishment

Responsibilities of Parents

1. Send the student to school in a proper state of health and cleanliness.
2. Encourage the proper attitudes toward learning and respect for school authority in the student.
3. Cooperate with school personnel in efforts to improve the student's attitudes and behavior.
4. Assume full responsibility for willful misbehavior or damage to school property by the student.

Responsibilities of the Student

1. Comply with the rules of the school.
2. Pursue the prescribed course of study.
3. Respect and respond to the authority of the teacher and other school personnel.
4. Arrive at school on time.
5. Be alert and responsive to directions.
6. Be courteous to fellow students and faculty members.
7. Respect the rights and property of others.

Responsibilities of the Teacher

1. Explicitly teach expected behaviors for the classroom. Explain district and school policies.
2. When discipline is necessary, be calm and respectful. As often as possible discipline should occur privately (Example: At the teacher's desk when all other students are at work).
3. All minor disruptions are corrected by the teacher. For documentation purposes, teacher should email administrator so that documentation may occur in Aeries.
4. For excess misbehavior, teachers will make contact at home to explain misbehavior, solution, and consequence should behavior not meet standards.
5. After exhaustive efforts, parent contact and AERIS documentation for minor infractions, administrator is contacted for further progressive discipline.

II. SEXUAL HARASSMENT POLICY (Education Code Section 48900.2)

The LMUSD Board of Education, in June of 1993, adopted the following policy regarding the matter of student sexual harassment:
Sexual Harassment, Student

The Lucia Mar Unified School District is committed to providing an educational environment that is free of harassment. In keeping with this commitment, the district maintains a strict policy prohibiting sexual harassment. This policy prohibits harassment in any form, including verbal, physical, and visual harassment. Sexual harassment of or by any student of the district will not be tolerated and may result in disciplinary action against the offender. Anyone who complains about sexual harassment will not be retaliated against for making such a complaint. This means that no adverse decisions will be made as a result of someone making a complaint about sexual harassment. Complaints will be handled as quickly, confidentially, and fairly as possible.

A. Definition of Sexual Harassment

1. Sexual harassment in schools is any unwelcome conduct or communication of a sexual nature which as the purpose or effect of adversely interfering with student performance or creating an intimidating, hostile, or offensive learning environment.

2. Specifically, sexual harassment of a student by either another student or a district employee is defined as a pattern of degrading or offensive sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidation and frank threats or sexual demands. Sexual harassment may include, but is not limited to the following:

   a. Vulgar remarks
   b. Offensive sexual comments regarding a student’s appearance
   c. Physical conduct: touching, impeding or blocking movements
   d. Sexual propositions or advances
   e. Physical assault.

B. Current Law

1. Sexual harassment of a student by a person, whether an employee, supervisor, manager, non-employee, or student is unlawful.

2. The law requires immediate investigation by the school district as soon as a student gives notice in any form, that sexual harassment is occurring in the schools or during school-related activity.

3. Sexual harassment regulated by this policy pertains to behavior of a sexual nature if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.
C. District Responsibility and Procedure Regarding Complaints

Any student who believes he or she has been harassed by an employee of the district or another student should promptly report the facts of the incident and the name of the individual involved to his/her site principal or designee, or to a member of the investigative team charged with investigating complaints of sexual harassment. Site principals or designees are required to immediately report in writing any incidents of sexual harassment to the investigative team.

D. District Sexual Harassment Investigative Team

This district investigative team will be composed of three persons, with at least one representative from the male gender and one representative from the female gender. The Assistant Superintendent, Personnel, will chair the investigative team. Other members of the team will be district and school administrators who would normally have a “right to know” about harassment claims and are considered confidential employees. The membership of the investigative team will be shared with all employees and students annually at the beginning of each school year and posted at each school site. If the superintendent determines that there is a stated conflict of interest with a member of the team, as reported by either the complainant or accused, then she will appoint a replacement.

E. Investigative Procedure

4. All parties, including complainants, witnesses, parents, and guardians will be promptly and fully informed of their rights pursuant to this policy, including the fact that complainants and witnesses will not be retaliated against due to their participation in the filing of a complaint. The accused will also be fully notified of such rights pursuant to this policy, at the earliest appropriate time.

5. All investigations of complaints will be handled promptly in a conscientious and sensitive matter, and in as confidential a manner as possible.

6. Appropriate action will be taken to resolve the problems giving rise to the complaint and eliminate the harassment.

7. Complainants and witnesses will be protected from harassment and from retaliation.

F. Notification of All Parents and Students

8. All parents and students in grades 4 to 12, inclusive, will be notified, in writing, regarding the adoption of this policy. The policy will also be included in the annual notification to parents. (EC48980)

9. This policy will be displayed in a permanent location in the main administrative building and will include the names of the members of the District Sexual Harassment Investigative Team.

10. This policy and the names of the members of the District Sexual Harassment Investigative Team will be provided as part of any orientation program for new students in grades 4 to 12, inclusive, at the beginning of a new grading period.

11. This policy will appear in all school handbooks containing rules and standards of conduct. This policy does not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive (EC 48900.2). Parents and students who have any questions concerning this policy are encouraged to contact the superintendent. Legal Reference: Education Code Section §212.5, §212.6, §48900.2, §48980, Title IX
G. Procedure for Sexual Harassment Complaints (Section 5461.1)

Sexual harassment is a matter requiring prompt attention by administrators since the failure to act may cause further personal damages to the alleged victim. Further, the issues involved are typically very personal and sensitive; and many victims will not risk the delays, publicity, and complications attendant to regular grievance procedures. Since the Lucia Mar Unified School District recognizes the delicate nature of such situations, each step in the complaint procedure will be conducted with discretion in order to maintain a high degree of confidentiality. The procedure is designated to result in prompt action and to ensure fairness and equity to the student alleging the sexual harassment, the person accused of the sexual harassment, and witnesses.

1. Any student who believes he/she is being sexually harassed should notify his/her site principal or designee and/or any member of the district investigative team. Site principals or designees are required to immediately report complaints of sexual harassment to the chairman (Assistant Superintendent of Personnel or any member of the investigative team whenever a complaint of harassment occurs.

2. Investigation of Student Allegations
   a. Any complaint involving allegation of sexual harassment of a student by another student(s) will be investigated by the principal or designees. The purpose of the investigation is to resolve the problem between the students.
   b. When sexual harassment is determined to have occurred, the problem may be resolved by suspension or a recommendation for expulsion of the student perpetrating the harassment. Suspension and/or expulsion proceedings shall be conducted pursuant to all the due process time-lines and procedures set forth in Education Code Section 48900 et seq. And Board of Education Policy 5140.

I. Procedure for Investigation

1. This district will process complaints involving sexual harassment of a student by another student utilizing the following procedures.
   a. The principal or designee will conduct the investigation. The investigation will include gathering information from witnesses to the incident, if any, and from victims, if any, of similar conduct. The purpose is to determine whether resolution of the problem is possible at the site.
   b. Under some circumstances a complainant’s identity may remain confidential. However, if the complainant’s identity is to be revealed, the complainant will be advised, in advance, of the date and time that the accused will be informed of the complainant’s allegation.
   c. The principal or designee will obtain all possible information from the student named by the complainant, will explain his/her rights pursuant to this policy and will inform the student that any retaliation against the complainant and witnesses is strictly prohibited, regardless of the accuracy of the complaint.
   d. The principal or designee will make a written determination regarding whether or not sexual harassment did or did not occur. This determination will be communicated to the investigative team, the complainant, the parents or guardians, the alleged harasser, and as appropriate, all others directly concerned. The team may assist with the investigation if requested by the principal.
2. This district process complaints involving sexual harassment of students by a district employee utilizing the following procedures:

a. The district sexual harassment investigative team will gather information from witnesses to the incident, if any, and from victims, if any, of similar conduct. The purpose is to determine whether informal resolution of the problem is possible.

b. A complainant’s identity may remain confidential. However, if the complainant’s identity is to be revealed, the complainant will be advised, in advance, of the date and time that the accused will be informed of the complainant’s allegation.

c. The team will obtain all possible information from the individual named by the complainant, will explain his/her rights pursuant to this policy, and will inform the accused that any retaliation against the complainant and witnesses is strictly prohibited, regardless of the accuracy of the complaint.

d. The team will make a written determination regarding whether sexual harassment did or did not occur. This determination will be communicated to the complainant and the parents or guardian, the alleged harasser and, as appropriate to all other directly concerned.

3. In the event that the complaint is resolved with no further action needed, the written report of the investigation, signed and dated by the person accused of harassing, will be filed in a closed confidential file maintained at the school site or at the Personnel Office. The signature of the accused on the report is merely an indication of receipt of the report of a written complaint. The purpose of this report is to document resolution of the complaint at the informal level.

a. If sexual harassment did occur, this determination will be communicated to the complainant, the alleged harasser, and, as appropriate, all others directly concerned. If, after the investigation, the principal or designee or the investigative team determines that the sexual harassment did not occur, the permanent file of the accused will be expunged of all relevant documents. However, if the principal or designee or the investigative team makes a finding that the sexual harassment did in fact occur, the alleged harasser will have the opportunity to respond to this written determination prior to placement in his/her permanent file. Reports of all complaints and findings will be maintained in a confidential file.

b. If the alleged harasser is determined to have engaged in sexual harassment, appropriate disciplinary action as recommended by the superintendent or his designee will be made known to the complainant and parents or guardians or employee when final. Appropriate action may include remedies for the complainant’s loss, if any. (Regulation adopted: 7/06/93)
III. REGULATIONS COVERING STUDENT BEHAVIOR AND LIABILITY
SUSPENSION OR EXPULSION
§48900 GROUNDS FOR SUSPENSION OR EXPULSION

pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in
which the pupil is enrolled determines that the pupil has:

(a1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(a2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession
of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee,
which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2
(commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053)
of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or
otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a
controlled substance, alcoholic beverage, or intoxicant.
(e) Commited or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stolen or attempted to steal school property or private property.
(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes,
cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not
prohibit use or possession by a pupil of his or her own prescription products.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section
11014.5 of the Health and Safety Code.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school
officials, or other school personnel in the performance of their duties.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm.
(n) Committed or attempted to commit a sexual assault or committed a sexual battery.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in
subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school
activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or
principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this
section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(t) Aided or abetted the infliction or attempted infliction of physical injury to another person.
(u) As used in this section, "school property," includes, but is not limited to, electronic files and data bases.
(v) A superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not
limited to, counseling and management program for a pupil subject to discipline under this section.

Education Code 48900.2
Sexual harassment as defined in Education Code 212.5.

Education Code 48900.3
Caused, threatened to cause, or participated in an act of "hate
violence" as defined in Education Code 33032.5(e).

Education Code 48900.4
Intentionally engaged in sufficiently severe or pervasive harassment, threats, or intimidation directed against school district
personnel or a pupil or group of pupils.

Education Code 48900.7
Terroristic threats against school officials or school property, or both.
IV. MECHANICS OF DISCIPLINARY ACTION

A. By faculty and Administrator

1. Teacher should make multiple attempts to change behavior of student before sending student to their administrator.
2. Teacher contacts parents to advise why student was sent out of class.
3. Teachers sending a student to an administrator with a discipline referral (via phone call or email) are to contact the parent on the day of the referral.
4. Parents must be contacted when a suspension from school is necessary.
5. Parents may appeal a decision and action of an Administrator to the Principal.

V. MEMBERSHIP, POWERS AND DUTIES OF ADMINISTRATIVE COMMITTEE

The Administrative Committee shall be made up of the following school personnel:
- Principal
- All site administrators
**LUCIA MAR UNIFIED SCHOOL DISTRICT**

**Offenses Referred to the Discipline Council**
- Student has first-time drug and alcohol offense including:
  - possession of less than an ounce of marijuana
  - under the influence of drugs or alcohol
- Student has not committed a violent or weapons offense
- Student has no significant behavior history

**Discipline Council**
- Discipline Council creates Behavior Contract
- Administration monitors the Behavior Contract

**Stipulated Agreement**
- Governing Board approves agreement
- Student remains out of school until Board approval of agreement
- Student receives home instruction

**Governing Board renders a decision**

**Offenses Resulting in a Stipulated Agreement**
- Student has a knife w/less than 1/8 inch blade or other dangerous object
- Student has no significant behavior history
- Site administrator feels student is safe to return to campus
- Student is incarcerated or otherwise not easily available for a hearing

**Suspension Expulsion Flowchart**

**Offenses Referred to the Administrative Hearing Panel**
- Student has multiple offenses listed in Ed Code 48900
- Student has a more significant behavior history
- Student has previous behavior contract
- Student has committed one or more of the following:
  - Causing serious physical injury
  - Possession of any knife or other dangerous object
  - Possession of drugs except for first offense possession of no more than one ounce of marijuana
  - Robbery or extortion
  - Assault or battery upon a school employee

**Administrative Hearing Panel**
- Panel hears the case and renders a decision
- Panel decision goes to Governing Board for approval
- Student receives home instruction/ is out of school until Board renders a decision

**Governing Board renders decision**
- Parents have an opportunity to address the Board

**Offenses Referred Directly to the Governing Board**
- All Mandatory Expulsion Offenses per Education Code 48915 (a) (b)
- Possessing, furnishing, or selling a firearm
- Brandishing a knife at another person
- Sale of drugs
- Sexual assault or battery
- Possession of an explosive

**Student receives home instruction/ is out of school until Board renders a decision**

**Governing Board hears the case and renders a decision**

*The decision of the Governing Board can be appealed to the San Luis County Office of Education.*
TOBACCO FREE SCHOOLS

Lucia Mar Unified School District has adopted Board Policy 5443, 4802 prohibiting all use of tobacco products at all times in all district facilities, on all district property, and in all district vehicles. The policy applies to students, district employees, visitors, spectators at school events, and all other persons authorized to be on district property. All individuals on district premises shall adhere to the policy.

Your cooperation with this policy whenever you are on a school campus will be much appreciated. If you currently use tobacco products and are interested in quitting, the school nurse has tobacco cessation and referral information. You may contact her at ext. 2193 for further information.

STUDENTS

Dress and Grooming

The Board of Education believes that every student has the right to attend a safe and orderly school, free from unwholesome influences. The student dress code guidelines will encourage students to dress appropriately for participation in the educational process.

All students shall dress and groom for school with attention to neatness, cleanliness, decency, safety, and personal and public health. The Board considers student dress to be inappropriate when:

1. It disrupts or could disrupt the educational process.
2. It denotes affiliation with a group or gang that advocates disruptive behavior or illegal activities such as sale and use of drugs.
3. It creates a safety hazard for said student or other students at school.

Teachers & staff members are to refer to dress code violations to a site administrator for corrective action. When a site administrator determines that a student's attire is in violation of the dress code, the student shall be required to prepare himself/herself properly before being permitted to reenter the classroom. (Calif. C.C.R. Title 5, Section 302)

Specific Dress Requirements

1. Shoes must be worn at all times.
2. Clothing must be clean.
3. Clothing may not display profane or obscene language or pictures showing crude or vulgar gestures.
4. Clothing may not express racial, ethnic or sexist slurs.
5. Clothing may not advertise or encourage drugs.
6. Shirts and blouses must cover the torso adequately.
7. Tube tops are prohibited.
8. Underclothing must be covered at all times.
9. Clothing and other apparel shall be safe for the activity; i.e., attention to sandals, dangling earrings, long sleeves, long hair, which could create hazards.
10. Any apparel which by virtue of its color, arrangement, trademark or any other attribute is known to be gang related, is prohibited.
11. All students shall dress and groom for school with attention to, and emphasis on, neatness, cleanliness, safety, and personal and public health. Such things are bare
feet, bare chests, half shirts, tube tops, halter tops, sheer blouses, tank tops with armpits enlarged so that sides of the body are exposed, etc., are not acceptable for classroom wear.

12. Shorts are permitted to be worn during school; however, shorts must be in good condition, not torn, tattered, or slit. Shorts must be long enough so that when a student's arms are full extended to their sides, the bottom of the shorts will be within +/- one inch of the end of his/her finger tips.

13. The maximum pants waist size is to be no more than 2 inches larger than the student's regular waist size.

Each principal is authorized to establish additional school rules to address specific dress problems at the individual school. The rules will be consistent with the total policy and are to be approved by the Superintendent.

Other Gang Related Symbols

The Board of Education in maintaining safe schools prohibits the presence of any symbols of gang membership. The Board prohibits the presence of any apparel, jewelry, accessory, notebook or manner of grooming, which by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang. Also prohibited is any gesture that symbolizes gang membership.

Students violating the above will be referred to the principal or designee. The parent will be contacted. Students may be sent home to change clothing if acceptable modifications cannot be made. The student may be subject to other disciplinary measures pursuant to Education Code and district policy.

All secondary school staff members shall receive training in gang symbols and gang recognition and shall enforce the policy.

Gang graffiti is to be dealt with quickly after notification to local law enforcement agency. Schools shall establish and maintain good communication with law enforcement agencies regarding gang members and gang activities.

Principals are authorized to establish additional school rules regarding gang related symbols as necessary, as long as the rules are consistent with this policy and are approved by the Superintendent.

Behavior Issues

As soon as a student begins to become a class problem or in any way is not meeting the obligations and responsibilities of a student, contact the parents/guardian and alert them to the impending problem. In most instances, parent/guardian support will help modify the student's behavior before it becomes a problem. (Be sure to keep a record of these contacts in your grade book.)

Students sent from the classroom for disciplinary purposes by the teacher MUST be sent to the administrator's office. A written referral should accompany the student; if this is not practical, the student must have a hall pass and the teacher has the responsibility for conveying the referral to the administrator at the end of that period. Students are to be sent to the administrator's office only during the period in which the problem exists.
STUDENT STUDY TEAM-- SST/SST Review Panel

Dates: Currently scheduled every Wednesday at 2:15 and 3:00 p.m. Please contact the counseling office for scheduling SST's.

Where: Currently held in the main office conference room.

Who attends:

- The student and their parents
- The student’s teachers and counselor
- The school nurse
- The school’s psychologist
- A special education representative

Why held: A SST can be initiated by any party, i.e., a parent, teacher, counselor, administrator, to discuss student academic or behavioral problems.

Student Review Panel: The counselor, school nurse, and school psychologist comprise a panel to recommend an SST.

Who is the responsible party:

The student’s counselor is responsible for bringing the parties and information together at the appropriate day/time. He/she will bring:

- Copies of the student’s grades, test results, and attendance
- Teacher information
- Teacher evaluations
- The student’s cum file

A letter is sent to the parents for notification, and an evaluation sheet is sent to each teacher for their evaluation.

After the SST, the school psychologist, the nurse, and the counselor are responsible for completing paperwork. Completed SST’s are put in the student’s cum file and immediate feedback is given to parents in the form of an SST log that includes an action plan of intervention. Middle school SST’s are to be forwarded to the appropriate counselor for filing in the student’s cum.
ACADEMIC HONESTY

Our school has adopted the following policy, as recommended by the state, in dealing with those students who are involved in cheating on tests or class assignments (cheating includes plagiarism from electronic sources). So that all are informed, the following procedures will be followed:

First Offense
1. Teacher will notify parents.
2. Student earns a "0" on the assignment or assessment.
3. Referral to student's counselor for documentation and counseling.

Second Offense
1. Teacher will notify parents.
2. Student earns a "0" on the assignment or assessment.
3. Referral to an Administrator for suspension (1-3 days) with parent conference to follow suspension.
4. Semester grade will be lowered by one letter grade.

Third Offense
1. Teacher will notify parents.
2. Referred for suspension. (3 – 5 days)
3. Removal from activities for remainder of the semester.
4. Not eligible for scholarship/grant.
5. Student receives an "F" in classes they were caught cheating in.

PLEASE REVIEW CAREFULLY WITH YOUR CLASS AND POST
AT-RISK PROGRAMS

I On Campus At-Risk Programs

A. Opportunity Program (9th grade)

This program is comprised of students who are recommended by their middle school counselor as needing extra academic support. One class period is offered to opportunity students. The student/teacher ratio is small allowing students to establish close rapport with one teacher.

B. Alternative Program (10th grade)

All core classes, such as English, math, science, health, and world history are part of the alternative program. A Learn to Learn class is available to help develop better study skills. Students may be enrolled in from one to five classes in the program. Teachers specially-trained to help at-risk students establish a close relationship with each student and provide them with the opportunity to succeed in a small classroom environment. Extra credits are earned by consistent attendance and attaining excellent grades.

11th and 12th graders may also be enrolled in the Junior/Senior support class.

II Off Campus** Alternative Education Programs

Lopez Continuation High School
Lopez Independent Study at Lopez (including TAPP and HOPE parenting programs)
AGHS Home Study

** NOTE: Continuous regular attendance at school or an alternative education program is a prerequisite for admission to these programs. If a student is having a problem at school, he/she must contact the counselor and attempt to resolve the problem before applying.

III Other Special Off Campus Programs

A. Home & Hospital: For students with long term medical problems. Patients contact Counselor who consults with school nurse (Jackie Jenson x2193). Counselor completes appropriate paper work and assists district teacher with getting class assignments from regular teachers. For special questions call Sara Araya x1090.

B. Teen Academic Parenting Program (TAPP) and HOPE: For pregnant and parenting students (Moms and Dads)

Contact person: Jackie Jenson, ext. 2193

This is a series of support services for students. These students may stay in classes at AGHS or transfer to Lopez Continuation High School (16+ yrs.) To use the Nursery, students are required to participate in all activities. Students requesting Independent Study must be reviewed and approved.
CO-CURRICULAR POLICY
Academic Eligibility for Co-curricular Performance Activities

Policy Description

Students with a GPA below 2.0 or have poor attendance will not be allowed to enroll in specific performance oriented classes. Students whose GPA falls below 2.0 during the semester will be placed on probationary status. If they fail to bring their GPA up or correct their attendance pattern by the end of the semester, they will then be moved to another class. Students on probationary status may be removed from performances until their grades improve but they will still be responsible for classroom activities.

Rationale

We expect all of our students to meet our standards for success. Maintaining passing grades and good attendance are indicators of those standards. Students participating on teams and in performances usually are required to commit extra time and energy to this activity. In most cases, this actually enhances grade performance in students' academic subjects, but in the few cases where this does not occur, students will focus on their most important job, which is academic success.

Process

Teachers involved in special performance classes will screen the class lists at the beginning of each semester to check for compliance. The teacher will also be responsible for tracking student progress at quarter and notifying students who are on probationary status.

Appeals

There may be special circumstances where this policy may not be applied. All appeals must be made directly to the principal who will make the final decision.

Definition Of Performance Activity

Any school related activity which requires students to present information or perform to an audience or judging panel is deemed a performance. Specific classes and/or clubs which this policy relates to include but is not limited to the following:

- Agriculture/FFA
- ASB
- Automotive & Industrial Technology (Performance Teams only)
- Band
- Dance Company
- Drama
- Choir
- Colorguard
- Forensics
- Instrumental Music
- Link Crew
- Mock Trial
- Robotics
- Vocal Music
ATTENDANCE POLICY

A satisfactory explanation from the parent or guardian is required for the absence of a student for all or any part of the school day. The explanation may be given in person, by telephone, or in writing. Further, every student must attend school punctually. Recurring tardiness is unacceptable and subject to disciplinary action.

Excused Absences

Although the state no longer recognizes illness/medical and bereavement, the school will continue to “excuse” these absences. School activity absences, in-house suspension, off campus suspension, and required court appearances will also be “excused” by the school. Administrators may also grant a student a school excused absence for personal necessity reasons depending upon specific circumstances.

Work missed during any excused absence may be made up. Allow at least the same number of days for make-up as the number of days absent.

Students who are absent due to travel or personal necessity will be coded with a “7”. These students should be encouraged to complete an Independent Study contract prior to their absence.

Unexcused Absences

According to Education Code Section 48260, a pupil who is absent from school without a valid excuse for three days in one school year or is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the district’s attendance supervisor.

Students reported truant three or more times per school year are “habitual” truants. Habitual truants will be referred to the Student Attendance Review Board or District Discipline Council and are subject to the suspension or delay of their driving privilege per section 13202.7 (s) of the California Vehicle Code.

Teachers may use the Absence Referral Form (or email the administrator) when a student accumulates more than two unexcused absences in a semester. When a teacher becomes aware that a student is absent from class without an excuse, the teacher must notify the parent and indicate to him/her that his/her child’s grade may be lowered if the unexcused absences continue. The date of this parent contact must be indicated on the Referral Form (or email). If the third unexcused absence occurs and the parent has been notified in writing, the teacher may lower the student’s grade by one full letter grade. No more than three unexcused absences may be indicated on one form and all forms must be completed prior to two weeks of the final grading period. The student’s administrator must sign the Absence Referral Form before it is mailed home.

Arroyo Grande High School
Absence Referral Form

Student

Teacher

Teacher’s Voice Mail Number: 474-3200 Ext#

Date:

(Period) (Subject)

Original Parents Canary: Teacher Pupil: Cum

Revised 7/27/04

Parents: On you were contacted regarding your student’s unexcused absences. According to our records, your student now has more than two unexcused absences. In accordance with our attendance policy, excessive unexcused absences may affect your student’s grade in class. The teacher indicates that your student’s grade WILL NOT be lowered by one full letter grade for more than two unexcused absences.

Dates of unexcused absences:

Administrator: Phone: 474-3200 Ext #

Attendance office #: (A-L) 474-3243 (M-Z) 474-3244

32
Attendance Referral Appeals

Any student who has unexcused absences causing reduction in his/her grade to “F” and no credits is entitled to an immediate appeal for administrative consideration. This appeal will be based on the student’s improvement in attendance. If approved, the teacher will administer a comprehensive Pass/Fail exam. A passing grade will result in 5.0 credits with a grade of “CR” (credit) in the course. A failing grade on the exam will result in an “F” with no credits.

Unexcused Absence Appeals

Students who are aware that they are going to be absent for longer than a week from school may contract for Independent Study. Students must obtain an Independent Study contract from the Records office and then work with their teachers to collect their assignments. Independent Study contracts may be agreed upon for up to three weeks. The school will receive ADA when the student successfully completes the work agreed to in the Independent Study contract.

Independent Study Contracts
- Students can go on a contract once per school year
- The school can receive ADA for a vacation and other normally unexcused absences
- Student must be absent from school between 5 -15 school days
- Student must have a positive attendance
- Students cannot have more than two D's or F's and must have a 2.0 gpa
- Students and their parent must sign a contract with the Attendance office and arrange for all assignments with their teachers prior to their departure
- Students must return all completed work to Attendance office who will copy it and give it to the teacher for verification.
- Students on contract are coded a 2 in the attendance screen
- Students who have completed a contract are coded a 3 in the attendance screen

Independent Study Option

Students who have knowledge of future absences (up to 3 weeks) are encouraged to both check with teachers for key assignments and to enroll in the new independent home study option. Independent home study will provide a packet of assignments for students to complete; subsequently, the school will receive ADA. Regular classroom teachers will evaluate the work completed. The Records Office will handle all independent study applications.

Chronic Absenteeism

Students who are absent for any reason more than ten days in any year may be required to present medical verification for each subsequent absence.

Extracurricular Activity Absences

Activity chaperones must submit student lists to the Attendance Office before the activity. All students will be coded “8” for school activity.

Attendance Procedure And Control

Parents of students and various agencies call in throughout the day checking and clearing student absences. This information is put into the computer as soon as it arrives in the office.

Student attendance must be entered into the computer system each period. Failure to comply (except when teacher is absent) may/will be dealt with by the principal and/or district office.

The Attendance clerks will report all students who have verified cuts to an administrator for disciplinary action.
TARDY POLICY

Late Bus – Recorded as a (B)
Indicates a school bus or SCAT bus has arrived late. This is excused by the school.

Excused Tardy – Recorded as a (L)
Indicates student came late to school with a note from parent indicating a tardy for medical reasons, student will be sent to class and the Attendance Office will code. Students are allowed 2 per semester

Unexcused Tardy – recorded as a (T)
Indicates student came late to school without a note or without a valid reason for being late, student will be sent to class, PLEASE MARK THIS STUDENT TARDY. If the student is more than 30 minutes late, they are to be listed as absent.

Pass between classes – recorded as a (H)
Indicates student is late to class, has been kept by another teacher, administrator, etc. If you want/need this student coded with an "H" please call or e-mail the Attendance Office.

Students who arrive late to school need to go to Attendance Office for a pass to be admitted to class. Students with excessive tardies will be referred to their administrators.

Students who arrive late between classes without a pass:
• if it is under 10 minutes – mark tardy
• if it is over 10 minutes – send student with “Hall Pass” to their Administrator.

REMINDER – TEACHERS WILL NOT ACCEPT NOTES FROM PARENTS. Should a student show up with a parent note, please send student to the attendance office.

If students arrive to class late and have a hall pass, they should be admitted. Teachers will use the tardy column on the attendance record.

The Attendance office will change the “absence” to an “excused” when a note or call from a parent has been received.

Attendance clerks will accept legitimate tardy notes from parents (2 per semester). If tardiness/absences become excessive the Attendance Office will refer student to Administration. A tardy becomes an absence 30 minutes after the class is scheduled to start.

Teachers will make reasonable allowances for handicapped and disabled students in the enforcement of this tardy policy.
2014 - 2015
Arroyo Grande High School
Attendance Office Absence Codes

CODE:
1  In-house Suspension (On Campus)
2  Independent Study Contract – Unfinished/Student still absent
3  Independent Study Contract – Finished/Homework completed
4  Bereavement/Religious Holiday
5  Administrative Excused (with Administrator, Counselor, or Healthy Start)
6  Suspension (off campus)
7  Personal – Not excused by district/hoverver, excused by parent
8  School Activity
9  Home Instruction / Home Hospital

CODE:
A  Absence, unexcused (not cleared / not verified)
B  Late Bus (school bus / SCAT bus)
C  Independent Study Contract (not completed)
I  Illness / Doctor (all medical)
D  Doctor note provided (for students with a medical note)
H  Hall Pass (Excused tardy)
J  Judicial / Court
N  Parent notified of absence (not cleared)
V  Verified Cut
X  Pending Suspension/Expulsion
Y  Saturday School Make-up (for a full day of uncleared / unexcused)

TARDY
CODE:
H  Tardy, Excused Pass
   (A student is kept after class by another teacher, administrator, etc. Please notify attendance office)
L  Late Arrival/Excused (2 per semester)
T  Tardy, Unexcused (Arrives at school without a note or already has 2 excused tardies)
<table>
<thead>
<tr>
<th>Action Taken</th>
<th>1stGrade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
</table>
| Teacher sends administrative letter Parent receives letter Parent makes Parent contact
| Activity Ban |
| Saturday school |
| After school dismissal |
| 7th period |

**Suspension of Driving Privileges**
- Teacher sends administrative letter Parent receives letter Parent makes Parent contact
- Activity Ban
- Saturday school
- After school dismissal
- 11th period

**Rejection of Work Permit**
- Teacher sends administrative letter Parent receives letter Parent makes Parent contact
- Activity Ban
- Saturday school
- After school dismissal
- 10th period

**Consequences for Driving Under the Influence**
- Teacher sends administrative letter Parent receives letter Parent makes Parent contact
- Activity Ban
- Saturday school
- After school dismissal
- 9th period

**Consequences for Being Early**
- Teacher sends administrative letter Parent receives letter Parent makes Parent contact
- Activity Ban
- Saturday school
- After school dismissal
- 8th period

**Consequences for Being Late**
- Teacher sends administrative letter Parent receives letter Parent makes Parent contact
- Activity Ban
- Saturday school
- After school dismissal
- 7th period

**Consequences for Being Tardy**
- Teacher sends administrative letter Parent receives letter Parent makes Parent contact
- Activity Ban
- Saturday school
- After school dismissal
- 6th period

**Consequences for Not Attending School**
- Teacher sends administrative letter Parent receives letter Parent makes Parent contact
- Activity Ban
- Saturday school
- After school dismissal
- 5th period

**Consequences for Exceeding the Number of Absences**
- Teacher sends administrative letter Parent receives letter Parent makes Parent contact
- Activity Ban
- Saturday school
- After school dismissal
- 4th period

**Consequences for Not Meeting Grade Requirements**
- Teacher sends administrative letter Parent receives letter Parent makes Parent contact
- Activity Ban
- Saturday school
- After school dismissal
- 3rd period
HALL PASSES

WHEN TO BE USED:

Hall passes must be used whenever a student is out of class for any reason. The paper passes must have the date and time indicated on the pass.

Exceptions: (1) Students whose names appeared on an office bulletin to be excused at a stated time.

(2) Office student aides. They will have the school issued lanyard hall pass.

CAUTIONS ON ISSUANCE:

1. When it is necessary for a student to go to the restroom during class time, the teacher shall issue a hall pass.

2. Do not release students from your class on their statement that another teacher wants them. If another teacher requests a student, a "hall pass" should have been given in advance of the class time.

3. Hall passes are to be returned by the student to the teacher who initially issued the pass. Please make this clear to the student; they become rapidly aware when a teacher's accounting procedures are porous and will take advantage of the situation.

4. Please keep hall passes under your close supervision; know the location of your hall passes at all times.

5. Strict adherence to the above procedures will ensure good campus control.

OPENING DAY PROCEDURES

1. Students will report directly to the MPR to pick up PERMANENT Locator Cards.

2. Unregistered students will not be registered the first day of school. Students who are not registered must make an appointment to see a counselor. They may go directly to the counseling office for an appointment.

3. Teachers are not to admit any student in their class without a PERMANENT Locator Card.

4. If there is an error in scheduling, please have the student see their counselor during the affected period or ask the student to make an appointment during break or after school.

5. On the second day of classes, any student who comes to your class for the first time and does not have a PERMANENT Locator Card shall not be admitted until he has obtained the PERMANENT Locator Card.

6. Require PERMANENT Locator Cards or Schedule Changes from all students who enroll late.
CLOSING SCHOOL PROCEDURES

Regularly scheduled class work and procedures should be continued through the last day of school. Students who are not held accountable for work through the close of school become everyone's problem. Please make sure all students remain in class.

INQUIRY CENTER

HOURS: 7:30 a.m. to 4:00 p.m.

ADMITTANCE: Students who wish to be admitted to the Inquiry Center during class time must present a pass from a member of the faculty. Please do not send more than 5 students at a time.

Classes that are signed to use the Inquiry Center must accompany their class or they will be sent back.

FINES: Daily fines of 10¢ per book per day are assessed for all overdue Inquiry Center books for every day that school is in session. Payment must be made for all lost or damaged books.

CIRCULATION: Books or other materials checked out for overnight are due before the first class of the following day.

BOOKS: Two-week loan period

MAGAZINES: All Inquiry Center magazines are delivered to the Inquiry Center upon arrival at the school.

FACULTY: Faculty members may borrow professional and general materials for an undesignated period of time. Materials must be returned to the Inquiry Center at the request of the technician.
Teacher Team Evacuation Areas

Administrator/Counselor
Emergency Response Areas of Responsibility
(Students remain in classrooms)

Please keep Radio traffic to a minimum.
Respond to Bowers/Mostajo/Officer Dollman in a timely manner.

Conan Bowers/
Bill Flester Roam
Andrea Lee Covered Math Hall: 902 - 914, 916 - 920
Jim Dickens 928 - 931, 937 - 944 & 953 - 963
Yusdivia Mosqueda 200 wing & 300 wing
Kevin Anderson 400 wing 500 wing
Mike Mostajo 600 wing & 700 wing
TBA 800 wing, Tech Plaza, & Library
Robyn Ramsay AG Area, School Farm
Nate Erickson PE Area & A5-A8
Dwight MacDonald Quad, 100 wing
Phil Dollman/AGPD Will be in communication with AGPD and AGFD.
Rocio Palacios Email all staff directions
Fire Procedures

1. If you see signs of fire or smoke, pull the fire alarm and call the office. Some rooms will go off automatically.
2. When you hear the fire alarm, first check email for instructions.
3. Direct students to evacuate the room to your assigned area.
4. Teacher is the last person to leave the room with the class list.
5. Take attendance once you are in a clear and safe area.
6. Await further instruction from the Counselor/Administrator assigned to your area.

Earthquake Procedures

1. Instruct students to get under their desks and tell them to hold on to the furniture.
2. Keep students away from windows.
3. Do not leave cover until shaking has stopped.
4. Direct students to evacuate the room to your assigned area.
5. Teacher is the last person to leave the room with the class list.
6. Take attendance once you are in a safe and clear area.
7. Await further instruction from the Counselor/Administrator assigned to your area.

Lock Down

1. Siren will sound.
2. Check the hall for students. Take any stray student into your room and lock the door.
3. Cover your windows if possible.
4. Direct students away from the windows.
5. Await further instructions through email or an all-call.
6. Minimize cell phone usage by students.
7. Counselor/Administrator assigned to your classroom will clear the situation by opening your door.
8. **DO NOT OPEN DOOR FOR ANY REASON.**
9. There is not an all clear bell for a lock down.
10. When in doubt of any emergency bell, check your email for clarification from the office.

Evacuation Procedures
(Diablo Failure, Gas Leak or Flood)

Await instruction from Counselor/administrator assigned to your classroom.
MEDICAL PROCEDURES ON CAMPUS

DO NOT SEND STUDENTS TO THE OFFICE FOR MEDICATION

1. The office DOES NOT dispense aspirin or Tylenol. Students must take all medications (prescription and over-the-counter) to the Nurse's Office before school with a note from parent/doctor, to be dispensed as needed.

2. Students who are too ill to remain in class should be sent to the nearest nurse's office, if necessary, accompanied by another student.

3. The office staff will judge the seriousness of the situation and act accordingly (call parent, end home, send back to class.)

4. Teachers should keep a store of Band-Aids for less serious problems. The office will supply these upon your request.

5. Do not send students to the office for medical reasons without a pass. If they are faint or appear seriously ill, notify an administrator.

6. Emergency situations will be handled by an administrator. Please contact them immediately.

ROOM SHARING

1. Teachers sharing rooms should set aside a few minutes to discuss individual preferences and necessities.

2. Before leaving the room for the next teacher to step in, each instructor should make sure the desk and lectern are cleared off, student desks are clean and arranged neatly, equipment is back in its place, and a reasonable portion of the blackboard is erased. (Blackboard work that needs to be saved usually should be written on the boards at the side of the room rather than the main blackboard at the side of the room rather than the main blackboard at the front.)

3. The second teacher should be provided with at least one desk drawer, one file drawer, and a shelf in the cabinets. Both teachers will need to cooperate in working out these arrangements.

4. Both teachers may wish to have their own supplies. If they agree to use materials in common, however, they should decide who is responsible for ordering replacement supplies.

5. Teachers sharing rooms should discuss such matters as decorating the rooms, locking up the rooms during specific periods, and allowing use of the rooms by others in special circumstances.

6. Teachers sharing rooms should agree who will be responsible for ordering cleaning and repairs for the rooms when they are needed.
FIELD TRIPS

The principal must authorize field trips of educational nature. Transportation will be provided by district vehicles, district buses or approved commercial buses. Unless other arrangements are made, teachers must fund field trips through fundraising or departmental budgets.

In giving consideration to the wide variety of cultural backgrounds and needs of children from school to school, decisions on the number of field trips and limitations on distance are the responsibility of the principal.

Due to the intense testing requirement during March, April, May, and June field trips should be avoided during these months. Special requests may be submitted for consideration (i.e., outside agency dates, college opportunities and other dates beyond our control).

Steps in providing a field trip are:

1. The teacher should submit a typed request to the principal on the appropriate District Form available from Rocio Palacios or on the AGHS website.
   a. The teacher should indicate whether they are fundraising or using department monies to pay for the trip.

2. The principal will use his discretion in approving requests, giving consideration to educational value, time spent and appropriate fund-raising activities.

3. A parent consent form must be filled out and signed. The Academic Progress Report, on said form, must be signed by each student's teacher and must also be signed by his or her administrator. (This is to verify that the student is not on an activity ban.)

4. Overnight trips must be approved by the Board of Education. Requests must be submitted to the district office one month prior to the scheduled Board Meeting (Board Meetings are scheduled every 1st and 3rd Tuesday of every month). Please allow sufficient time for processing. Requests not submitted on time may not get approved.

5. After approval of a field trip, a transportation request and substitute request (if applicable) must be submitted. Forms are available from Rocio Palacios.

6. Students who miss classes due to field trips must complete a grade check form, have a 2.0 GPA, and must be passing all classes he/she will miss.

7. Appropriate lists of students must be given to the Attendance Office before the trip and an updated list immediately after the trip, if necessary.

8. After the conclusion of the field trip, the teacher should provide appropriate follow-up discussion and activities as deemed necessary. A thank you note (letter to those providing the field trip) is highly recommended.

9. Any trip that requires out of state transportation must receive Board approval before plane tickets are purchased and room reservations are made.
PARENT PERMISSION SLIPS AND HOLD-HARMLESS AGREEMENTS

If a district car or bus is providing transportation for field trips, etc., a Parent’s Consent slip is necessary.

Student car or student drivers may be used only as a last resort with Principal’s and District insurance carrier’s o.k. If student drivers are used, it is the teacher’s responsibility to know that the car being used is insured and to report this information to the Principal at the time that approval is requested.

Parent Permission forms and Hold-Harmless Agreements are available from Rocio Palacios.

USE OF FILMS AND VIDEO TAPES

(Board Policy 6512.1)
(Policy adopted July 15, 1986)

Teachers may use any films and videotapes/DVDs from the District or county instructional Materials Centers (IMC) which are appropriate for their instructional programs. Late fees for county videos will be charged directly to the departments.

Teachers may use off-the-air videotapes recorded by the District or county IMC staffs, which are appropriate for their instructional programs within the limits of copyright guidelines.

Teachers may use rented films and videotapes obtained from catalogs and sources where the rental fee specifically covers use in the classroom.

Rated films and video tapes:
1. Elementary and Intermediate Levels (Grades K-8) may only use “G” rated materials
2. High School Level (Grades 9-12) may use “G” and, with parent permission, “PG” and “PG-13” rated materials. “R” rated movies are not allowed.

Edited versions of rated films or videotapes shall be individually previewed and judged on a case-by-case basis. If in doubt, ask the principal. Films that do not relate to the curriculum should not be shown.

Parent Permission Procedures:
In cases where policy requires parent permission, these steps shall be taken:

1. Consent form sent home to parent, containing:
   a. Title of film, video tape, DVD.
   b. MPAA rating
   c. Statement of correlation to instructional program
   d. Summary of content, including notation of potentially objectionable material.

2. Signed parent consent form returned prior to viewing of film or video tape
3. Equivalent alternative assignment/activity provided for the students without signed consent forms.
Procedures for Use of Edited Versions of Rated Films, Video Tapes or DVDs
A teacher wishing to use an edited version of a film, video tape or DVD whose original rating would not permit its use, must submit it to a review committee. The review committee will be comprised of the following:

1. Assistant Superintendent
2. Principal
3. Department Chairperson appointed by Principal
4. Two teachers appointed by the Principal including the one who is proposing to use the material.

The following criteria will be used by the review committee
1. Is it pertinent to material that is being taught in the class?
2. Does it have redeeming value?
3. Has the editing adequately removed those factors listed as the reasons for the original rating?

The review committee shall grant or deny the teacher’s request.

FUND RAISERS

All club advisors and teachers must get permission from the Shannon Hurtado, Room 205, before starting any fundraisers. Coaches must get Athletic Director approval. Advisors must be present when the fundraiser takes place.
# Bell Schedule

## Daily

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:50 – 8:50</td>
</tr>
<tr>
<td>2</td>
<td>8:58 – 9:55</td>
</tr>
<tr>
<td>Break</td>
<td>9:55 – 10:05</td>
</tr>
<tr>
<td>3</td>
<td>10:13 – 11:10</td>
</tr>
<tr>
<td>4</td>
<td>11:18 – 12:15</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:15 – 12:45</td>
</tr>
<tr>
<td>5</td>
<td>12:53 – 1:50</td>
</tr>
<tr>
<td>6</td>
<td>1:58 – 2:55</td>
</tr>
</tbody>
</table>

## Late Start Mondays

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>9:30 – 10:15</td>
</tr>
<tr>
<td>2</td>
<td>10:23 – 11:05</td>
</tr>
<tr>
<td>3</td>
<td>11:13 – 11:55</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:55 – 12:25</td>
</tr>
<tr>
<td>4</td>
<td>12:33 – 1:15</td>
</tr>
<tr>
<td>5</td>
<td>1:23 – 2:05</td>
</tr>
<tr>
<td>6</td>
<td>2:13 – 2:55</td>
</tr>
<tr>
<td>7</td>
<td>3:03 – 3:45 (limited)</td>
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</tbody>
</table>

## Assembly Day

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:50 – 8:42</td>
</tr>
<tr>
<td>2</td>
<td>8:50 – 9:39</td>
</tr>
<tr>
<td>Assembly</td>
<td>9:47 – 10:27</td>
</tr>
<tr>
<td>Break</td>
<td>10:27 – 10:37</td>
</tr>
<tr>
<td>3</td>
<td>10:45 – 11:34</td>
</tr>
<tr>
<td>4</td>
<td>11:42 – 12:31</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:31 – 1:01</td>
</tr>
<tr>
<td>5</td>
<td>1:09 – 1:58</td>
</tr>
<tr>
<td>6</td>
<td>2:06 – 2:55</td>
</tr>
<tr>
<td>7</td>
<td>3:03 – 3:53 (limited)</td>
</tr>
</tbody>
</table>
EMERGENCY INFORMATION SHEET

PERSONAL INFORMATION

NAME ___________________________ BIRTHDATE ___________________________

ADDRESS ___________________________

CITY/ZIP ___________________________ HOME PHONE ___________________________

EMAIL ADDRESS ___________________________ CELL PHONE ___________________________

FAMILY INFORMATION

<table>
<thead>
<tr>
<th>NAME</th>
<th>RELATION</th>
<th>DOB</th>
<th>WORK/SCHOOL ADDRESS</th>
<th>PHONE</th>
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EMERGENCY CONTACTS

LOCAL CONTACT ___________________________ RELATIONSHIP ___________________________

ADDRESS ___________________________

PHONE ___________________________

OTHER LOCAL CONTACT ___________________________ RELATIONSHIP ___________________________

ADDRESS ___________________________

PHONE ___________________________

OUT OF AREA CONTACT ___________________________ RELATIONSHIP ___________________________

ADDRESS ___________________________

PHONE ___________________________

MEDICAL INFORMATION

PRIMARY PHYSICIAN ___________________________ PHONE ___________________________

ADDRESS ___________________________

OTHER CARE ___________________________ PHONE ___________________________

PHONE ___________________________

MEDICAL INSURANCE CO. ___________________________

GROUP # ___________________________ SUBSCRIBER # ___________________________

OTHER MEDICAL INSURANCE ___________________________

GROUP # ___________________________ SUBSCRIBER # ___________________________

MEDICATIONS ___________________________

VEHICLE INFORMATION

MAKE ___________________________ MODEL ___________________________ YEAR ___________________________

LICENSE # ___________________________

THIS INFORMATION IS TO BE KEPT ON FILE BY THE SITE SECRETARY
ARROYO GRANDE HIGH SCHOOL / LUCIA MAR UNIFIED SCHOOL DISTRICT
FIELD TRIP PARTICIPATION / AUTHORIZATION

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade</th>
<th>Description of Activity</th>
<th>Advisor</th>
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</table>

Date of Activity |
Departure Time |
Return Time |
Destination

Transportation by: □ District Vehicle
□ Private Vehicle/Charter
□ Walking
□ Adult Carrier(s)*
Name(s)

*If necessary, attach a list of carriers to form.

PARENT CONSENT

Has my permission to participate in the above field trip sponsored by the Lucia Mar Unified School District, including side trips connected therewith. It is my understanding that this field trip is made pursuant to the provisions of Education Code Sections 35350 and 35330 and that such sections provide that all persons making the field trip shall be deemed to have waived all claims against the Lucia Mar Unified School District, the San Luis Obispo County Superintendent of Schools, or the State of California for injury, illness or death occurring during or by reason of the field trip. It is my further understanding that pupils will be under school supervision during this trip and transportation is being furnished by or as authorized by the Lucia Mar Unified School District.

Only the assigned supervisors are hereby authorized in case of emergency to obtain any and all necessary medical assistance or treatment for the above stated person using the Emergency Care Card Information, and to authorize the giving of such assistance or treatment in the place of the Undersigned.

I hereby understand that all participants are to abide by and accept all rules and requirements governing conduct during the field trip/excursion. Students on approved trips are under the jurisdiction of the Governing Board and subject to school rules and regulations.

I further understand and agree that my child will be transported to and from the above indicated activity.

Parent Signature ___________________________ Date ____________
Address ___________________________________
City Zip Code ____________________________
Home Phone / Emergency Phone ____________

Medical needs/special conditions

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject:</th>
<th>Grade</th>
<th>Attendance S or U</th>
<th>Citizenship S or U</th>
<th>Teacher</th>
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*Ability Standards: Students may be released from class and/or school for the activity if:
1. Grade average is at least 2.00
2. Passing grade is earned in each class from which student is to be released, and
3. Not more than one teacher indicates unsatisfactory attendance and/or citizenship.
To attend the 2015 Santa Barbara County Fair and represent AGHS FFA with a livestock project the minimum requirements are:

1. Students must maintain a minimum of a 2.0 GPA with no grade lower than a "C" in any of their agriculture classes. Students must meet all other school eligibility requirements.

2. Students are required to attend 4-6 group species meetings. Each advisor with set the dates for their species. Please check the FFA Livestock Portion of the AGHS FFA Website for dates and important livestock information.

3. Student Must Attend 75% of the Chapter Meetings including the Chapter Banquet on November 17th, 2014

4. Students will be required to participate in a minimum of 3 FFA Activities consisting of:

   A.1 Leadership Activity/or committee work

   B.1 Fundraising Event per Semester
     - Drive Through BBQ- December
     - Cash Calendars- Jan/February
     - Drive Through BBQ- May

   C.1 Public Speaking Event
     - Opening and Closing
     - Project Competition
     - Classroom Presentation
     - Speaking Contests
       - Creed (9th Grade Only)
       - Job Interview
       - Prepared Public Speaking
       - Impromptu Speaking Contest
       - Extemporaneous Speaking Contest
       - Parli- Pro Contest
Fair Contract

RESPONSIBILITIES OF THE STUDENT:

1. Get animal ready to be transported to the fair. Student should have animal ready to go at pick-up point one-half hour (30 minutes) before pick-up.
2. If parent is transporting the animal, it should be at the fairgrounds and in its pen the same time as other animals.
3. Students must be at the fair when animal arrives to set up pen and supplies.
4. Students are responsible for the feeding, cleaning and watering according to the instructor's schedule for their animal. Designated students must attend barn duties or fines will result.
5. No camping is allowed on fairgrounds unless under the supervision of an adult 21 years or older. This person or parent needs to talk to advisor prior to the fair. Any complaint regarding disruptive behavior, etc., reported by fair authorities or police, will constitute immediate removal of student and animal from fair.
6. Students must have a clean uniform for appropriate days at the fair.
7. Students must make arrangement for transportation to and from the fair on a daily basis.
8. If staying in a motel, all damages, charges and complaints will be referred to your parents.
9. In order to receive your checks for your animal, you must:
   a. Have all FFA bills and fines paid.
   b. Have thank-you to buyer and project summary written.
   c. Have FFA Record Book completed and handed in.
   d. Record Book transferred to computerize system.
   e. All fair equipment is cleaned and stored at the school farm.
10. You must have and transport to fair all necessary supplies, feed, and equipment.
11. Students should have their animal and themselves ready one-hour prior to show and auction time.
12. All students will attend and work on their animals on their scheduled fitting dates. Missing fitting dates could result in having to work at night under no instruction from advisor.
13. All animals should be fitted before fair.
14. Student must meet school eligibility.
15. All members are expected to work together as a team and keep the instructor informed.
16. All members must work a three hour shift during the Saturday Auction.

FINES CAN BE GIVEN FOR THE FOLLOWING REASONS:
1. Late for feeding.
2. Late or missing barn duty.
3. Late or missing meetings, show, or auction.
4. Inappropriate behavior of any kind that is against fair, school, or FFA rules.
5. Disrespect to other chapters, advisors, barn chairpersons, parents, etc.

REASONS FOR EXPULSION FROM FAIR:
1. Student having more than two infractions as listed above under fines.
2. Use of alcohol, drugs, or any other narcotics.
3. Any action, which is considered unsuitable, will result in disciplinary action determined by the instructors and school administration.

RESPONSIBILITIES OF AG INSTRUCTOR ARE TO:
1. Assist in getting animals to Santa Barbara County Fair.
2. Supervise projects and activities in livestock areas of the fairgrounds during scheduled events.
3. Assist students with any livestock-related problems during this period.
4. Provide bidding for livestock animals for students who have buyer cards completed.
5. Assist barn chairman of each species in setting up work schedules, checking up on duties, and recording fines.
6. Pick up checks of animals auctioned and distribute to those students at the appropriate time.
7. Take appropriate disciplinary action on any FFA or fair rule infractions.
Fair Contract

RESPONSIBILITIES OF THE PARENT (S):

1. Students and parents are subject to fair and police rules. For any disciplinary problems made by students on fairgrounds or camping areas that are serious, it will be necessary to have student and animal removed from the fair.

2. Students camping at the fair grounds must be under the supervision of an adult 21 years of age or older. If the instructors or school district receive any complaints from fair authorities or police concerning this matter, student will be removed from the fair.

3. For students staying in motels -- all complaints and/or damages will be handled by the parents. If reported to the fair, school, or instructor, motel personnel will be referred to the parent.

4. The parents will be notified upon notice of disciplinary action and are responsible for the removal of student and animal from fairgrounds.

5. All students should have official fair (show) uniform. Show uniform includes: FFA jacket, white blouse or shirt, white pants, FFA tie for boys, and a FFA scarf for girls. (Students can borrow jackets).

6. Make sure student is on time for scheduled meetings and activities.

7. Make sure student has secured transportation.

SIGNED:

DATE ____________________________

PARENT ____________________________

STUDENT ____________________________

INSTRUCTOR ____________________________

TYPE OF ANIMAL ____________________________

HOW WILL YOU BE PURCHASING YOUR ANIMAL? Self or School

WHERE WILL YOU BE KEEPING YOUR ANIMAL? Home or School Farm

If you what to be considered for a loan, only first year students, attach a short paragraph requesting such and explain why you want do raise this animal. (Loans will cover the purchase, insurance and fair fees)

PHONE NUMBERS:

PARENT

HOME ____________________________

CELL ____________________________

STUDENT

HOME ____________________________

CELL ____________________________
Arroyo Grande FFA Project Loan Agreement

I, ____________________________ will borrow $ ______________ from the Arroyo Grande FFA Fair Loan Fund. This will cover the purchase and insurance of my market ___________. Upon completion of my project, no later than September 1st of this year, I will pay back the principle plus an additional interest charge of ___________. This will make my total payment due for the loan: $ ______________.

Student Signature ____________________________ Date ____________________________

Parent/Guardian Signature ____________________________ Date ____________________________

Advisor Signature ____________________________ Date ____________________________

Please also attach a note telling us why you want to do this project?
Contract for Student Agriculture Project at Arroyo Grande High School Farm

This contract is made and entered into this __________ day of __________ 20____ by and between the Lucia Mar Unified School District, here after called the “District”, and ______________________, here after called the “Student”.

(Name)

Recitals/Requirements/Pre-Requisites

1. The student is presently enrolled in an agriculture class conducted by the district agriculture department. The student desires to use district property and facilities at the school farm for the purpose of conducting a Supervised Agricultural Experience, SAE, agriculture project in connection with his/her agriculture class.

2. The district has available, at the school farm, pens, buildings, land and utilities necessary for conducting agriculture projects as a part of the district’s regular agriculture program. To assist the student using district property and facilities at the school farm for his/her agriculture project in accordance with the terms and conditions set forth in this contract.

Agreements

1. The term of this contract is from ______________, 20____, to ______________, 20____.

2. The district will furnish to the student, for the purpose of conducting an agriculture project the following: (Ex: Facility, pen, basic equipment, land etc.)
   a. 

3. The student will conduct to completion of the following agriculture project:
   a. 

4. The student agrees to conduct himself/herself and work at all times in harmony with other participants working on projects at the school farm. The student agrees to abide by all school rules, regulations and the recommendations of District Staff.

The school farm rules and regulations that the student must comply with include, but are not limited to, the following:

A. The student shall keep the facilities and area that he/she is using clean, and store feed and tack in designated areas. The student shall provide necessary equipment, feed, fertilizer and other pertinent materials to their project as necessary, when not provided by the farm. Equipment used by student will be maintained and any losses or damages reported to the project supervisor. Materials used without permission or equipment broken through misuse will be replaced at the students expense.

B. The student shall keep all gates locked when not in use, and pay the necessary costs of lock and key replacement should the student lose or damage them.

C. The student shall deposit all animal waste in the area designated.

D. Students will walk into the livestock facility and park in the designated areas only.

E. No other animals, (dogs, cats, potbelly pigs, snakes, horses, etc) will be brought to the farm without (prior) staff approval.

F. Students will use appropriate language and behavior.

G. Livestock will be cared for before and after school only at times designated by specie advisor. No one is to be at the farm during school hours without permission. The farm is not a hang out area or park; once you've cared for your project you are to exit the facility. If waiting for a ride, do so in the park area.

H. The student agrees to personally see to all labor necessary to carry out the project, including making small repairs to
equipment where necessary. Should the student find it necessary to have other persons assisting him/her, such other persons must be approved by the project supervisor. The student shall pay for any outside help and payment for such help shall not become the obligation of the district.

I. The student agrees to keep and maintain complete, adequate, and proper records of all production activities and financial transactions as required by his/her project supervisor or the accounting office of the district agriculture department.

J. The student agrees to conform his/her project to the general plan of operation of the school farm and to conduct his/her project in a good manner. Should the student mismanage or neglect his project, the district may take necessary remedial measures at the expense of the student, for which the student agrees to reimburse the district on demand.

K. The student shall not abandon his/her project at any time during the term of this contract. If the student does abandon his/her project, the district shall have the right, after having given the student three day's notice, to take possession of any animal or crop which is the subject of the project, and (1) perform the students duties under this contract in such things as caring for any animals, or growing, harvesting, or marketing any crops contemplated by the contract; (2) Charge the proceeds of the project with all reasonable costs of maintenance and husbandry; (3) pay any outstanding bills that have been incurred by the student in connection with the project; and (4) pay the student remainder of the proceeds received from the project, the student shall reimburse the district for any excess costs.

L. The student agrees that his/her project may be used by the district as part if its instructional program; provided, however, that such
use shall not in any way interfere with the student's completion of the project.

M. In addition to conduction his/her own project in accordance with the terms of this contract, the student agrees, as further consideration for the use of the property and facilities of the school farm, to give four hours of his/her time per month for general cleanup at the school farm and pay a $30.00 use fee for sheep, goats and for swine.

N. The student agrees to forever indemnify and hold harmless the district and its employees from all claims, demands, obligation, liabilities, cause or causes of action which may be made or asserted against the district or its employee by reason of the condition, use or misuse of the school farm by student, parent, agents, servants, employees and invitees.

O. This contract may be amended at any time with the mutual consent of all parties.

_________________________________________  ______________________________________
“Parent”                                      “Student”

_________________________________________  ______________________________________
Parent - Print                                Student - Print

_________________________________________  ______________________________________
Parent - Phone (best to contact you)          Student - Phone (cell)

_________________________________________  ______________________________________
“District”                                   “District Print”
SAE and Fair Project Report

At the completion of your project you are required to write a one page summary of your experience. Included in this report, but not limited to, should be a detailed description of your project, what you’ve learned, and a conclusion. In addition to your paper, include 2-4 pictures of you working with your project and give a brief explanation of what is occurring in each photo.

This report should be typed and photos can be in color or black and white. A hardcopy and/or an electronic copy of this summary will be turned in at the discretion of your species advisor.
Date: 10-16-2013

To: Select seniors

From: Mr. DeRose and Agriculture Staff

Re: State FFA Degree Application

The state degree recognizes those students who have been actively involved with FFA while in high school, especially those that have had multiple supervised projects. In fact, the state department of Agriculture Education feels so strongly about this degree that it tracks those students who meet the criteria and then checks to see if they've applied for the degree. Over the years we've had many students follow through and receive this recognition. Those who have not, which is only a very few, just became too lazy and didn't complete their project record book.

As you know, from the beginning of the year we have been telling those senior that we believe qualified for the degree, that in order for them to show at the Santa Barbara County Fair as an Arroyo Grande FFA student they would need to complete the application. It has been suggested, and class time allotted to you, many times that your record books should be completed prior to winter break. (Only a couple of you have completed this as of today.) Then staff would review them and we could complete the application when returning to school in January. If you are behind, then you have some work to do.

This is nothing new to any of you. If you choose to still show at the fair you will need to do so as an independent. If this is your choice, I strongly suggest you contact the fair immediately as they do have certain requirements you must follow.

Don't let laziness keep you from receiving something you've earned and from doing something you enjoy.

____________________________________  ____________________________________
Student                                         Parent/Guardian
Tractor Operations Permission Slip

Dear Parent,

Your son/daughter, ____________________________, has been selected as one of the few to go through qualification to operate our school farm tractor. With your approval, they will be instructed on tractor safety, maintenance and operation by one of our teachers. The instruction covers proper safety, procedures in and around the tractor and implements, basic maintenance procedures and driving. As our teaching philosophy centers on hands-on learning, we want to offer your child the opportunity to learn, first-hand, the proper operation procedures with our tractor and implements.

However, in order for us to offer this opportunity, they need to fulfill a few requirements. Before operating the tractor or any other implements, the student that operates the tractor must have, on file, a signed 100% correct safety test and permission slip.

Do we have your permission to proceed with the instruction?

If you have any questions, please don’t hesitate to call us.

Thank you,

Mr. Steve DeRose

Ms. Amie Mertz
Proficiency Standards for Program Completers
Program
Outcomes/Proficiencies

At the completion of the Agriculture program, students will be evaluated by the following criteria and must achieve an 80% or above competency to be a program completer. This for is used at our exit interview prior to graduation.

- Know the top agricultural exports and imports
- Know the top agricultural commodities in the United States and California
- List environmental challenges for production agriculture
- Understand the terms: ecology, environmental conservation, preservation and exploitation
- Explain the flow of an agriculture product from produce to consumer
- List three ways that technology has benefited agriculture
- Explain the function of production, processing, servicing, and marketing firms
- Develop a budget for a project
- Fill out an Ownership Business Agreement
- Properly make an entry for two enterprises and carry totals forward to the next month
- Prepare financial statement and net income summary
- Be able to depreciate capital items using the straight line method
- Describing three benefits of computers in today's agriculture
- Identify three major components of the computer
  i.e input, output, and processor
- Describe three computer applications in agriculture
- Explain direct and cooperative marketing
- Identify ways to finance a project
- Apply the steps of problem solving (ID the problem, propose solutions, gather info, test solution, and evaluate)
- Demonstrate the use of five parliamentary procedure motions
- Demonstrate the ability to cooperate and collaborate on a committee
- Make an oral presentation
- Develop an agriculture related SPE Plan
- Demonstrate responsibility, commitment, and time management skills by conducting and maintaining SPE
- List the general agriculture career areas
- Identify six potential agriculture of Ag. Related careers in California
Analyze the skills, abilities, and education required to gain entry into their agricultural occupation of choices
Keep an updated resume
Properly handle an interview
Locate, read, and understand the want ads and posted job announcements
Calculate area and volume when given dimensions
Identify common tools used in Agriculture and around the household
Discuss current issues and early uses if animals – food, shelter, clothing, work, and by products
Be able to discuss issues of animal welfare
Label the parts and functions of the digestive tract
Label the parts and functions of the reproductive tract
Compare and contrast external anatomical parts of three different species
Identify 5 basics vertebrate body systems and give examples of major structures found in each (skeletal, muscular, digestive, circulatory, reproductive, and respiratory.)
Describe the difference between genotype and phenotype
Describe the difference between dominant and recessive
Describe the process of fertilization
Describe mitosis vs. process of meiosis
Identify common feed ingredients
Explain the uses of different feeds for a particular species
Define: Roughages and concentrates and give examples
Match the feed type to the digestive system designed to best digest them
Know 6 classes of nutrients and their functions
Recognize a sick animal
Give animal medications
Identify general symptoms of illness
List five factors to health problems
Compare soil texture with regard to water retention, fertility and workability
Differentiate between the 3 major soil types, sand silt and clay
Explain 4 major soil components
List six basic growth requirements
Know the 4 basic plant parts roots, leaves, stems and flowers and their functions
Have the basic understanding of photosynthesis and its importance of life
Understand plant respiration
Calculate the content of N-P-K in a fertilizer container
Understand general chemical safety
Describe common methods of fertilizer application
List the 3 primary nutrients and their effect on plant growth
Describe irrigation methods
Understand life cycle of insects/pests
Understand the life cycle of weeds-annual, biennial, perennial
List three major types of plant pest
Understand how population growth effects land use and resource management
Identify the major uses of water
Explain the differences between renewable and non-renewable natural resources
Know causes and controls of soil erosion
Teacher Data Sheet and Credentials for each Teacher
STATE OF CALIFORNIA
COMMISSION ON TEACHER CREDENTIALING

By virtue of the authority vested in the Commission on Teacher Credentialing by the sovereign State of California and in recognition of full preparation for service in California public schools

Sara E. Bandy

is hereby awarded a

Specialist Instruction Credential

together with all the rights, privileges, and honors appertaining thereto on this thirtyeth day of June, in the year two thousand three

Margaret Fortune
Chair, Commission on Teacher Credentialing

Dr. Sam W. Swendson
Executive Director, Commission on Teacher Credentialing
Professional Clear Specialist Instruction Credential
Authorized Field: Agriculture

R3A1 This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

Valid: June 30, 2003 to July 1, 2008

R22 The term of this credential is limited to the term established by the holder's first professional clear credential. During this renewal period, the holder must complete only one set of professional growth and service requirements as specified in "The California Professional Growth Manual" to renew any or all of the professional clear credentials that he or she holds.

R15P The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.
State of California
Commission on Teacher Credentialing
issues this document to

SARA ELIZABETH BANDY

CERTIFICATE OF CLEARANCE

Issued pursuant to Education Code Section 44320(d) and Title 5 Regulations Section 80028, this certificate verifies that the holder meets the personal identification and health qualifications necessary to obtain a California teaching credential. This document is provided to candidates entering student teaching or other supervised field work, or for individuals who wish to establish their personal identification health qualifications prior to applying for a teaching or service credential in California. It does not authorize unsupervised public school service, nor does it require renewal or county registration.

Valid: May 02, 2002

The $27.50 fee paid for this Certificate of Clearance will be credited toward the cost of a future credential, certificate, or permit issued by the Commission when the holder returns this original Certificate of Clearance document with the application for that credential, certificate, or permit.

COUNTY COPY

[Signatures]
California Polytechnic State University
San Luis Obispo
University Center for Teacher Education

Ms. Sara Bandy

This is to certify

meets the California Commission on Teacher Credentialing
credentialing requirements for teacher certification

Level I Technology Certification

Date
March 18, 2005

CTAP Certified/Level II Trainer

Cal Poly Credential Analyst
California Polytechnic State University
San Luis Obispo
University Center for Teacher Education

This is to certify

Ms. Sara Bandy

meets the California Commission on Teacher Credentialing requirements for teacher certification

Level II Technology Certification

March 18, 2003

CTAP Certified Level III - Trainer
Cal Poly Credential Analyst
CERTIFICATE OF ACHIEVEMENT

The California Certified Florist (CCF) Program Certifies that

Connie Sparks, CCF

Successfully Completed
The California Certified Florist Exam

held at Gallup & Stribling Orchids, Carpinteria, CA

October 12, 2013

Kay Wolff AIFD, CCF, CFD, Committee Chair
February 8, 2012

Connie Marie Sparks
2083 Curtis Place
Arroyo Grande, CA 91320

Social Security Number: XXX-XX-5377

CREDENTIAL RECOMMENDATION

This is to verify that CONNIE MARIE SPARKS has completed all requirements necessary for the following credential recommendation:

CLEAR (under AB 1104)
DESIGNATED SUBJECTS CREDENTIAL CAREER TECHNICAL EDUCATION:
Subject Area(s): Agriculture and Natural Resources with English Learner Authorization

This credential will be issued effective: January 27, 2012
Expiration Date: February 1, 2017

Any questions, please contact Teacher Support Services at (805) 437-1320

Authorized Signature: Kathy [Signature]
Academic Advisor
VCOE Designated Subjects LEA

"Commitment to Quality Education for All"
Industry Sectors

This chart is intended to be a guide. Some of the subjects, such as “drafting,” can be applied to more than one Industry Sector. Commission-approved program sponsors are encouraged to examine the work experience of the individual applying for a credential and determine which Industry Sector best applies. Assignments should be considered in the same way. The most important consideration is the background and the expertise of the individual.

<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>Specific Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources</td>
<td>- Agriculture business management and marketing</td>
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<td></td>
<td>- Agriculture mechanics</td>
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<td>- Animal care</td>
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<td>- Animal control</td>
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<td>- Animal production</td>
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<td>- Crop production</td>
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<td>- Floriculture and floristry</td>
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<td>- Forestry, natural resources and rural recreation</td>
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<td>- Landscaping</td>
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<td>- Ornamental nursery operation</td>
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<tr>
<td>Arts, Media, and Entertainment</td>
<td>- Commercial art</td>
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<td>- Commercial photography</td>
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<td></td>
<td>- Journalism occupations</td>
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<td>- Multimedia production</td>
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<td>- Performing arts occupations</td>
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<td>- Stage technology</td>
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<td></td>
<td>- Theatrical occupations</td>
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<td>Building Trades and Construction</td>
<td>- Boat building</td>
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<tr>
<td></td>
<td>- Carpentry</td>
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<td></td>
<td>- Concrete placing and finishing</td>
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<td></td>
<td>- Construction equipment operation</td>
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<td>- Construction inspection</td>
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<td></td>
<td>- Drafting occupations</td>
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<td>- Drywall installation</td>
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<td>- Electrician</td>
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<td>- Fire sprinkler installation</td>
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<td>- Foundry work</td>
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<td>- Furniture making, finishing and refinishing</td>
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<td>- General contracting</td>
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<td>- Glazing</td>
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<td>- Hazardous materials occupations</td>
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<td></td>
<td>- Heating, air conditioning, and ventilation installation and service</td>
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<td></td>
<td>- Lathing</td>
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<td>- Masonry</td>
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<td>- Millwork and cabinet making</td>
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<td>- Painting-construction</td>
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<td>- Pipefitting and steam fitting</td>
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<td></td>
<td>- Plastering</td>
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<td></td>
<td>- Plumbing</td>
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<tr>
<td></td>
<td>- Refrigeration installation and maintenance</td>
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</table>
By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools

AMIE MERTZ

is hereby awarded a

Preliminary Single Subject Teaching Credential: New Credential Type

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 06/22/2011 to 07/01/2016

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools

AMIE MERTZ

is hereby awarded a

Clear Single Subject Teaching Credential: Re-issuance

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 05/20/2013 to 06/01/2018

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
Roster of Agriculture Advisory Committee
ARROYO GRANDE HIGH SCHOOL
AGRICULTURE EDUCATION
ADVISORY COMMITTEE 2014

1. Paul and Jenna Mann
2. Craig Smithback
3. Steve and Linda Curry
4. John McGee
5. Rich Silacci
6. Mark Mankins
7. Tom Becker
8. Lino Bozzano
9. Larry Shucklin
10. Dan Sutton
Advisory Committee Minutes
ARROYO GRANDE HIGH SCHOOL
AGRICULTURE EDUCATION
ADVISORY COMMITTEE MEETING 12/12/2013

Agenda

1. Welcome and Introductions
2. Purpose of committee and of tonight’s meeting
3. Quick tour – What you see now and what’s in the works
4. Dinner
5. Program Overview
   a. Curriculum - History and how we got here. (Classes heavy w/production, state standards classes to count, school districts offer what is required, measurable or funded. CTE and career pathways/ pros and cons – classes back to more production)
      - pathway flow chart and new classes of vit and vegi’s production and enology and food science (handouts of sketches)
   b. FFA – always strong, somethings have changed – Jud’g teams to leadership public speaking and projects – type of student- #’s and activities
   c. Budget – District, rop’s, = 1/3 and Ag Incentive grant other 2/3’s. (history of AGI and its present status and the governor. School districts - Required measured or funded) Some of are classes are tested, others not, state reform right now coming up with a new formula – adaption of core –Why Ag Incentive Grant so important to us – 4 million, 83 etc governor’s view
   d. AGI review checklist
6. Other?
Arroyo Grande High School Agriculture Advisory Committee

December 12, 2013

MINUTES

The meeting was called the order by Chairman Steve DeRose at 6:35 PM in the agriculture building. Staff members in attendance were Amy Mertz, Connie Sparks, and Steve DeRose. Advisory members in attendance were Paul and Jenna Mann Craig, Rich Silacci, Tom Becker, Larry Shockley, and Linda Curry. Introductions were made and the minutes of the last meeting were reviewed. A quick explanation of the committee’s responsibilities and purpose were highlighted by DeRose and then a quick tour of the facilities was taken. As the tour was in process staff highlighted what was being taught in each of the classrooms as well as some of the major projects. In addition staff highlighted what was yet to come in regards to the facility completion and improvements.

Dinner was then served.

The meeting then proceeded over dessert, with a program overview. Current curriculums as well as new proposed courses were discussed. The new pathways requirement by the district was a lengthy conversation. Both pros and cons of the CTE pathway program were identified and hopefully it will enhance the agriculture instruction and allow them to get back to more of the fun lessons and production aspect of the industry. Handouts and sketches were also reviewed.

An FFA update was given. The program has seen a huge increase in interest this year with many students taking part in various FFA and leadership activities. Because of the fairs restriction in the pig numbers, the program was face to eliminate 15 students from taking part in raising an animal for the fair this year. A few of them moved over to raise a Lamb and goats but still it was unfortunate that these individuals don’t get the opportunity. Hopefully it will be just for this one year.

Budget - The complete program budget was reviewed. Special note was regarding the governor’s position of the ag incentive grant for next year.

Lastly, the ag incentive grant review checklist was distributed and gone through item by item. At the completion of the review it was approved by the committee and signed by the chairman.

Meeting was adjourned at 8:15 PM.
Arroyo Grande High School Agriculture Advisory Committee

July, 2014

MINUTES

This meeting was broken up into small group discussions and review that took place with members during the fair and the week following the fair. Those that participated were Smithback, Becker, Shucklin, Mankins, Mann, Bozzano, Curry and Ag staff. Below are the highlights.

1. Fair project participation. Total numbers are up and a review of budgets and break even prices were discussed. Numbers being kept at school farm are at an all-time high and we are looking at making improvement as well as expanding the farm area.

2. Next year’s enrollment looks to be up. The number of students now taking multiple classes is increasing each year. With more of our classes now counting for other graduation and college credits students are choosing to spend more time with us.

Pathway selection by students as part of a new graduation requirement was reviewed. They are in the areas of General Ag Sciences, Animal Science, Plant Science and Ag Mechanics.

New Ag Department pamphlet was handed out.

3. Facility update and next year’s projects were shared

4. New addition didn’t work out. Only 80%. Admin will hopefully work with us and push for it next year.

5. 2014-15 Ag Incentive is officially in play and budget was reviewed.

6. Next formal meeting will be in December or January 2015

Respectfully submitted,

Steve DeRose
Department Chair
Current Year Budget
## 2014-2015 Agriculture Budget

### AGHS

<table>
<thead>
<tr>
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<th>GENERAL</th>
<th>AgSHOP</th>
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<tr>
<td>5000</td>
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*Sub Total 2000
*Total 5000

### District

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*Total 7500

### Perkins

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Total 3000

### Incentive

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Total 23784

*These amounts are startup and then varies as year progresses and we work with district to get match for AIG.
## Arroyo Grande High School
### 2014-15 Agriculture Incentive Grant Budget

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<th>Code</th>
<th>Description</th>
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<td>Student Leadership Packets</td>
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<td>Technology Supplies</td>
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<td>Science Lab Materials</td>
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<td>Livestock, Plant &amp; Floral Supplies</td>
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<td>Ag Mechanic Supplies and Hand Equip.</td>
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<td>On-Line curriculum support subscriptions</td>
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<td>Miscellaneous Office and Student Materials</td>
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<td>5200</td>
<td>Leadership Conferences &amp; Workshops</td>
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<tr>
<td>5600</td>
<td>Rentals, repairs and farm improvements</td>
<td>5500</td>
</tr>
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<td>5921</td>
<td>Communications</td>
<td>600</td>
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<td></td>
<td><strong>TOTAL 5000</strong></td>
<td><strong>11100</strong></td>
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<td></td>
<td><strong>TOTAL GRANT</strong></td>
<td><strong>23784</strong></td>
</tr>
</tbody>
</table>
Signed Articulation Agreement and/or Evidence of Articulation
Articulation Agreements

Last spring and just this fall we met with representatives from Allan Hancock Junior College. We are presently in the process of developing a new course in viticulture and vegetable production. Dr. Koch has offered his assistants and we look forward to making this class one in which students would be able to move into their program with credits. Also, AHC are in the process of putting together an animal science pathway. Once they do so we are hoping that are animal science and fit science classes would be able to line up with theirs.
From: "Mark Anglin" <anglinm@yosemite.cc.ca.us>
To: "Jim Souza" <JSouza@lmusd.org>
Date: 2/15/2006 1:33:45 PM
Subject: RE: ROP Course Outlines

Jim:

I have forwarded the course outlines to the appropriate Ag Staff. I will try to get back to you within the week to set a date that we can meet.

The MJC Agriculture staff and I look forward to working with you and your Agriculture Instructors on this articulation process.

Thanks!

Mark A

---Original Message---
From: Jim Souza [mailto:JSouza@lmusd.org]
Sent: Wednesday, February 15, 2006 10:00 AM
To: Mark Anglin
Subject: ROP Course Outlines

Hello Mark,

It was a pleasure meeting you at the Tech Prep conference. I have attached the course descriptions for all Agriculture courses offered in the Santa Lucia ROP. Please look them over and let me know which courses could articulate with Modesto JC and we can proceed with getting our faculty members together.

I believe sometime in the spring would work best.

Thank you,

Jim Souza
Santa Lucia ROP
805-474-3000 X1140

CC: "Bill Hobby" <hobbyb@yosemite.cc.ca.us>, "Dale Pollard" <pollardd@yosemite.cc.ca.us>, "David Baggett" <baggettd@yosemite.cc.ca.us>, "Donald Borges" <borgesd@yosemite.cc.ca.us>, "Elizabeth A. Orozco-Wittke"<orozcowittkee@yosemite.cc.ca.us>, "Gail Brumley"<brumleyg@yosemite.cc.ca.us>, "Gloria Wilson" <wilsong@yosemite.cc.ca.us>, "John Mendes" <mendesj@yosemite.cc.ca.us>, "John Nicewonger" <nicewongerj@yosemite.cc.ca.us>, "Julie Haynes" <haynesj@mjc.edu>, "Mark A. Anglin" <anglinm@yosemite.cc.ca.us>, "Marlies Boyd" <boydm@yosemite.cc.ca.us>, "Mike Morales" <moralesmi@yosemite.cc.ca.us>, "Rhonda Wolf" <wolfr@yosemite.cc.ca.us>, "Richard Nimphius" <nimphiusr@yosemite.cc.ca.us>, "Steve Amador" <amadors@yosemite.cc.ca.us>, "Todd Conrado" <conradot@yosemite.cc.ca.us>
Graduate Follow Up System and Results
Arroyo Grande Ag Program Graduate Follow Up Survey

1. Please provide the following information:
   Name
   Company
   Address
   Address 2
   City/Town
   State/Province
   ZIP/Postal Code
   Country
   Email Address
   Phone Number

2. Please select the answers that best fit what you are doing at this time and what year you graduated from AGHS.
   - Attending a Community/Junior College - Full-Time
   - Attending a Community/Junior College - Part-Time
   - Attending a 4 year College/University - Full-Time
   - Attending a 4 year College/University - Part-Time
   - Attending a Trade/Technical School - Full-Time
   - Attending a Trade/Technical School - Part-Time
   - Working - Full-time
   - Working - Part-Time
   - Military - Active Duty
   - Military - Planning to Enlist
   - Military - Not Currently Serving
   Other (please specify)

3. What is your current major or course of study? What college or trade school are you attending?

4. In what type of business are you employed AND what is your job title or description?
5. Which statement best applies to your present occupation?
- I am using most of the skills I learned in the Agriculture program at AGHS.
- I am using some of the skills I learned in the Agriculture program at AGHS.
- I am using none of the skills I learned in the Agriculture program at AGHS.

6. How would you rate the training you received in the AGHS Agriculture Program?
- Excellent
- Good
- Fair
- Poor

7. How do you rate the career guidance and counseling you received in the AGHS Agriculture Program?
- Excellent
- Good
- Fair
- Poor

8. Please check the areas you feel are valuable components of FFA:
- Officer and Committee Chairpersons experience
- Judging Contests and Career Development Events
- Advanced degrees (State and American) and Proficiency Awards
- Participation in chapter activities and working with others
- Raising livestock, shows, fairs, etc.
- Other (please specify)

9. What were the most valuable aspects of the Supervised Agriculture Experience projects?
- Learning new skills related to future agriculture employment
- Development of responsibility
- Learning record keeping skills
- Other (please specify)
Graduate Follow-up Report
Filing Year=2014

# CA0007  Arroyo Grande
Arroyo Grande HS
495 Valley Rd.
Arroyo Grande, CA 93420

Printed: 11/13/2014 8:47:08 AM

<table>
<thead>
<tr>
<th>Total Seniors (Year=2013)</th>
<th>75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Seniors having completed 3 or more years of Ag Instruction</td>
<td>22</td>
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**Program Completer Status**

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
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<tr>
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<td>10</td>
</tr>
<tr>
<td>Two Year College Non-Ag Major</td>
<td>3</td>
</tr>
<tr>
<td>Four Year College Ag Major</td>
<td>5</td>
</tr>
<tr>
<td>Employed - Parttime Ag Job</td>
<td>2</td>
</tr>
<tr>
<td>Employed - Fulltime Ag Job</td>
<td>1</td>
</tr>
<tr>
<td>Military</td>
<td>1</td>
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Site developed and maintained by the California FFA Association.
### Graduate Follow-up

# CA0007  Arroyo Grande
Arroyo Grande HS
495 Valley Rd.
Arroyo Grande, CA 93420

Graduates for Spring: 2014

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Graduate Status</th>
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<tr>
<td>Bace</td>
<td>Callie</td>
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<td>Becker</td>
<td>Krista</td>
<td>Two Year College-Ag Major</td>
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<tr>
<td>Bright</td>
<td>Todd</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Champagne</td>
<td>Ashley</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Hardy</td>
<td>Jordan</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Mankins</td>
<td>Brandon</td>
<td>Employed - Parttime-Ag Job</td>
</tr>
<tr>
<td>Ross</td>
<td>Lillian</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Ruffoni</td>
<td>Tristin</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Sandhu</td>
<td>Michael</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Scotto</td>
<td>Taylor</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Smith</td>
<td>Roger</td>
<td>Employed - Parttime-Ag Job</td>
</tr>
<tr>
<td>Tonascia</td>
<td>Toby</td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>Lieberman</td>
<td>Evan</td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>McCoy</td>
<td>Marissa</td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>Nightingale</td>
<td>Aaron</td>
<td>Employed - Fulltime-Ag Job</td>
</tr>
<tr>
<td>Ormande</td>
<td>Paul</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Ponce</td>
<td>Audrey</td>
<td>Four Year College-Ag Major</td>
</tr>
<tr>
<td>Robasciotti</td>
<td>Gillian</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Mankins</td>
<td>Monica</td>
<td>Four Year College-Ag Major</td>
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<tr>
<td>Martindelcampo</td>
<td>Alycia</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>OSullivan</td>
<td>Erik</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Taylor</td>
<td>Sean</td>
<td>Military-</td>
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Printed: 11/13/2014 8:45:46 AM
Count: 22

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## Gender

<table>
<thead>
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<td>35</td>
<td>Ag Mech.</td>
<td>26</td>
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<td>35</td>
<td>Agriscience</td>
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<td>144</td>
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<td>35</td>
<td>An. Science</td>
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<td>35</td>
<td>O.H.</td>
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<td>2</td>
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<tr>
<td>35</td>
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<td>19</td>
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## Hispanic

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<td>19</td>
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<th>Asian</th>
<th>Native Hawaiian/Pacific Island</th>
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## Grade Level

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<td>358</td>
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## Freshman Persistence:
**Cohort Year: 2011-2012**

<table>
<thead>
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<th>Years in Ag Completed</th>
<th>Count</th>
<th>Percent</th>
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[https://calaged.csuchico.edu/R2/Scripts/Roster/R2StudentReport.asp](https://calaged.csuchico.edu/R2/Scripts/Roster/R2StudentReport.asp)
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<tbody>
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<td>1</td>
<td>18</td>
<td>41%</td>
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<tr>
<td>2</td>
<td>8</td>
<td>18%</td>
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<tr>
<td>3</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>36%</td>
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</table>

Freshman Cohort Students: 44
Average Years Completed: 2.4

*Prior to 2010 Hispanic is listed as a race.

Printed: 11/13/2014 8:47:29 AM

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List of Active Placement Sites
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<tr>
<td>Customer Service</td>
<td>AG Bakery</td>
</tr>
<tr>
<td>Retail Sales Person</td>
<td>IZOD</td>
</tr>
<tr>
<td>Retail Sales Person</td>
<td>Lemos</td>
</tr>
<tr>
<td>Customer Service Clerk</td>
<td>Starbucks/Chilis</td>
</tr>
<tr>
<td>Food Service/Clothing Busing</td>
<td>Albertsons</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Fat Cats/Carters</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Old Juans</td>
</tr>
<tr>
<td>Busing</td>
<td>Mission Pizza,</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Tomaskos Salt Water Taffy</td>
</tr>
<tr>
<td>Housekeeper</td>
<td>Kon Tiki Inn</td>
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<tr>
<td>Farming</td>
<td>Talley Farms</td>
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<tr>
<td>Bundle Firewood</td>
<td>Ace Firewood</td>
</tr>
<tr>
<td>Retail Sales Person Busing</td>
<td>Vans</td>
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<tr>
<td>Construction</td>
<td>QuarterDeck</td>
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<tr>
<td>Construction</td>
<td>Spyglass Inn/Alphys Broiler</td>
</tr>
<tr>
<td>Construction</td>
<td>Animal Kingdom Pet Shop</td>
</tr>
<tr>
<td>Construction</td>
<td>California Fresh Market</td>
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<tr>
<td>Construction</td>
<td>Three Sixteen Construction</td>
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<tr>
<td>Construction</td>
<td>Mike Construction</td>
</tr>
<tr>
<td>Riding Instructor</td>
<td>Marcy Farms</td>
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<tr>
<td>Ranching</td>
<td>Wood Splitting/Ranch Work</td>
</tr>
<tr>
<td>Construction</td>
<td>Atisian Builders Construction</td>
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<tr>
<td>Restaurant</td>
<td>The Girls</td>
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<tr>
<td>Ranching</td>
<td>Family Ranch</td>
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<tr>
<td>Customer Service</td>
<td>KMART</td>
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<td>Customer Service</td>
<td>The Esquire News</td>
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<tr>
<td>Babysit/Insurance Baby Sitting</td>
<td>Family/State Farm</td>
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<tr>
<td>Food Service</td>
<td>Family</td>
</tr>
<tr>
<td>Babysit</td>
<td>Franciscos Country Kitchen</td>
</tr>
<tr>
<td>Babysit/Food Stand</td>
<td>Family/State Fair</td>
</tr>
<tr>
<td>Night Houseman</td>
<td>Apple Farm SLO</td>
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<tr>
<td>Vet. Tech/Customer Service</td>
<td>Doc Burnsteins and Primary Care Animal Hospital</td>
</tr>
<tr>
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<td>SLO Animal Hospital</td>
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<tr>
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<td>Ormonde Trucking</td>
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<td>Retail Sales Person</td>
<td>Aeropostle</td>
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<td>Wildlife</td>
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<tr>
<td>Food Service</td>
<td>Burger King</td>
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<td>Customer Service</td>
<td>Rotta Ranch/Regal Movie Theater</td>
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<td>Customer Service</td>
<td>Okui's Berry Stand/YMCA</td>
</tr>
<tr>
<td>Sales Clerk /Restaurant</td>
<td>Tally Vineyards/Dolphin Bay</td>
</tr>
<tr>
<td>Retail Sales Person</td>
<td>OshKosh Bgosh</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Pacific Dunes Ranch</td>
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<tr>
<td>Customer Service</td>
<td>Nike/Greg Nester Construction</td>
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<td>Construction</td>
<td>Ormonde Excavating Water well Supply</td>
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<tr>
<td>Type Of Work</td>
<td>Name of Work Place</td>
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<td>--------------------------------------------------------</td>
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<tr>
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<td>Tutor</td>
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<td>Customer Service</td>
<td>Movie Theater</td>
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<td>Horse Tour Guide</td>
<td>Pacific Dunes Ranch</td>
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<tr>
<td>Vet. Tech /Farming</td>
<td>Primary Care Animal Hospital/Mr. Wiemers Swine Farm</td>
</tr>
<tr>
<td>Auto</td>
<td>Beach Front Auto</td>
</tr>
<tr>
<td>Retail/Farming</td>
<td>Avila Valley Barn</td>
</tr>
<tr>
<td>Retail Sales Person</td>
<td>Aeropostle</td>
</tr>
<tr>
<td>Dance Instructor</td>
<td>Claddagh Dance Co</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Kon Tiki Inn</td>
</tr>
<tr>
<td>Landscaping</td>
<td>H. Rubio Gardening Service</td>
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<tr>
<td>Construction</td>
<td>Pat Pheland</td>
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<td>Food Service</td>
<td>Subway</td>
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<td>Animal Helper</td>
<td>Creekside Pet Boarding</td>
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<td>Tommy Hilfiger</td>
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<td>Clerk</td>
<td>Albertsons</td>
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<tr>
<td>Customer Service</td>
<td>Avila Valley Barn</td>
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<td>Nurshery</td>
<td>Talley Farms</td>
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<tr>
<td>Ranching</td>
<td>Huasna Land and Cattle</td>
</tr>
<tr>
<td>Food Service</td>
<td>Burrito Loco</td>
</tr>
<tr>
<td>Hostest</td>
<td>Shell beach Brew House</td>
</tr>
</tbody>
</table>
Recruitment Activities and Materials
**MOTTO**
"Learning to Do, Doing to Learn, Earning to Live, Living to Serve."

---

### AgriScience Four Year Plan

**Meets Graduation and College Entrance**

<table>
<thead>
<tr>
<th></th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Math</td>
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<td>Elective</td>
<td>O.H.</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>1g Ag Mechanics</td>
<td>Elective</td>
<td>College Prep.</td>
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<tr>
<td>1g Mechanics</td>
<td>Foreign</td>
<td>Foreign</td>
<td>Lang.</td>
<td>Ag Chemistry</td>
</tr>
<tr>
<td>P.E.</td>
<td>P.E.</td>
<td>1g Bio or Animal Sci or Vet Sci or 1g Chemistry</td>
<td>Elective</td>
<td>Ag Mechanics</td>
</tr>
</tbody>
</table>

*State & UC colleges, fill in two years of electives with Foreign Language and another college prep course in your Junior or Senior year. All Ag classes can be used as elective credits for CSU entrance requirements.

Ag Biology, Vet Science and Ag Chemistry are U.C. approved lab science class. Animal Science and Agribusiness Economics & Gov’t are UC approved elective "C" credits. ROP Floral Design is UC approved for Visual and Performing Arts and meets needed graduation requirement.
Agriculture & Natural Resources Career Pathways

A career pathway is a coherent sequence of rigorous academic and technical course that allows students to apply for academics and develop technical skills in a curricular area. Career pathways prepare students for successful competition of state academic and technical standards and more advanced postsecondary coursework related to the career are in which they are interested. Here at Arroyo Grande High School we offer pathways in Agriscience, Animal/Vet Science, Floral/Horticulture and Agriculture Mechanics. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the various pathways. The pathway emphasizes real-world occupational relevant experiences of significant scope and depth. Integral components of classroom and laboratory instruction, supervised agriculture experience projects, and leadership and interpersonal skills development prepare students for continued training advanced educational opportunities, or entry to a work place.

*State & UC colleges, fill in two years of electives with Foreign Language and another college prep course in your Junior or Senior year. All Ag classes can be used as elective credits for CSU entrance requirements. Ag Biology, Ag Chemistry and Vet Science are U.C. approved lab science classes, Agri-Science 1, Animal Science and Agribusiness Economics & Gov't are UC approved elective "G" credits. Floral Design is UC approved for Visual and Performing Arts and the graduation requirement here at AG.
Courses Offered By Agriculture

Department 2013 and 2014

12th Graders - Agriculture Economics and Government **
                Ag Chemistry*
                Veterinarian Science*
                Animal Science**
                Floral Design* (VPA Credits)
                Agriculture Leadership
                Agriculture Mechanics
                Ornamental Horticulture and Landscaping

11th Graders - Floral Design* (VPA Credits)
                Agriculture Biology*
                Ag Chemistry*
                Veterinarian Science*
                Animal Science**
                Agriculture Leadership
                Agriculture Mechanics
                Ornamental Horticulture and Landscaping

10th Graders - Agriculture Biology*
                Ag Chemistry* (college prep)
                Veterinarian Science* (college prep)
                Animal Science**
                Agriculture Leadership
                Agriculture Mechanics

9th Graders -  AgriScience 1
                Agriculture Biology* (college prep)
                Agriculture Mechanics

* Meets UC and CSU Requirements          ** UC and CSU Elective Credits

We have submitted Vet Science for UC lab science approval. It should pass. Call me if you have any questions.

Thanks, Steve
Staff in Service Record
## ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

**Criteria 2e**  
**Year**  2014-15  
**School**  Arroyo Grande High School

*Must meet at least 12 areas*

<table>
<thead>
<tr>
<th>LEADERSHIP ACTIVITY</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended State Leadership Conference</td>
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<td>X</td>
</tr>
<tr>
<td>Attended Regional Meeting</td>
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<td>X</td>
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<tr>
<td>Attended Regional Leadership Conference</td>
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<td>X</td>
</tr>
<tr>
<td>Attended Greenhand Conference</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Attended Made for Excellence Conference</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Attended Advanced Leadership Academy</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Attended Sacramento Experience</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Participated in Opening-Closing Contest - Sectional</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Participated in Best Informed Contest - Sectional</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Participated in Parliamentary Pro Contests - Sectional</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Participated in Prepared Public Speaking - Sectional</td>
<td></td>
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</tr>
<tr>
<td>Participated in Extemporaneous Speaking - Sectional</td>
<td></td>
<td>X</td>
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<tr>
<td>Participated in Creed Recitation - Sectional</td>
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</tr>
<tr>
<td>Participated in Job Interview Contest - Sectional</td>
<td></td>
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<tr>
<td>Participated in Agricultural COOP Quiz Contest - Sectional</td>
<td></td>
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<tr>
<td>Submitted State FFA Degree Application</td>
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<td>X</td>
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<tr>
<td>Submitted American FFA Degree Application</td>
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<td>X</td>
</tr>
<tr>
<td>Submitted Proficiency Application - Sectional or Regional</td>
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<td>X</td>
</tr>
<tr>
<td>Submitted Chapter Award Application - Sectional or Regional</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Participated in Project Competition - Sectional</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Participated in any FFA Judging Activity (other than above)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Participated in any other FFA Sectional Activity</td>
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<td>X</td>
</tr>
<tr>
<td>Participated in Local Leadership Activities (3 maximum - list below)</td>
<td></td>
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</tr>
<tr>
<td>Hosted Ag Day for K-3rd Grades</td>
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<td>X</td>
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<tr>
<td>Service Club Presentations</td>
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<td>X</td>
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<tr>
<td>Harvest Days Ag history and Information Booths</td>
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<td>X</td>
</tr>
<tr>
<td><strong>TOTAL AREAS MET</strong></td>
<td></td>
<td>22</td>
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</tbody>
</table>
INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

**CRITERIA 4.B**  
School Year 2014-15  
School Arroyo Grande High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DeRose</th>
<th>Carney</th>
<th>Sparks</th>
<th>Wadsworth</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Region Meeting</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Region In-service Day</td>
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<td>Spring Region Meeting</td>
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<td>X</td>
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<tr>
<td>Section In-service*</td>
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<tr>
<td>Section In-service*</td>
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<td>X</td>
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</tr>
<tr>
<td>Section In-service*</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Section In-service*</td>
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<tr>
<td>Summer Conference</td>
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<td>University AgEd Skills Week</td>
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<td></td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Professional Development**</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1. NAEE
2. Professional Development within CTE pathways
3. District Inservice on Safety
4. Conclave in Fresno for cooperating teachers
5. UbD training
Staff Minutes
1. Attending
Steve DeRose, Sara Carney, Connie Sparks and Amie Wadsworth

Curriculum

DeRose  
Ag Gov’t/Econ - Election outcomes, National and State powers and the Legislative Branch  
Ag Mech 1/2 – Continue SMAW and intro to GMAW/Mig welding. 5 most common welds  
Ag Mech 3/4 - Assigned and individual project work

Carney  
AgBio – Just Finished Photosynthesis. Start Genetics Chapter 11.Lab and Quizzes  
Ag Chem – Finished up Nuclear Chemistry. Completed a Halloween Pumpkin Lab and Starting Chapter 6.  
Food Science – Chapter 9 Complex Carbohydrates. What is the Characteristics of Starch? What fruits contain Pectin? Compare Thickeners in Fruit Sauce? Help Prepare dessert for Fall Banquet.

Wadsworth  
Ag Sci 1 – Ag, the Environment and Earth’s resources  
AgBio – CELlular Respiration Ch. 9, Intro to Genetics  
Viticulture – Harvest, Crush, Fermentation, Wine making

Sparks  
Floral Design - Principles of Color  
OH – Hay Bale garden Planting , Intro to Plant Nutrients  
Animal Science Raising of meat pen chickens and the different breeds of chickens , poultry diseases  
Next is The production of turkeys.

3. Budget
- New Po’s. Calif FFA affiliation packets

Discussions
- Common Core assignment
- Facility - windows and hort area being considered
- Fundraiser – Ag Partners “Christmas in the Country” update
- Fundraiser - Drive thru BBQ 12/5
- “BIG” students and competition
- Student Teacher site
- Donation for school farm improvements
- Fall Banquet
- NAAE
- County Fair Project contracts
- Calendar and FFA Activities - Each reviewed and assignments made

5. Cale
11-17  FFA Fall banquet
11-22  FFA Partners Fundraiser
11-24  Thanksgiving break
12-1   School’s back in
1. Attending
   Steve DeRose, Sara Carney, Connie Sparks and Amie Wadsworth

2. Curriculum
   DeRose  
   AgGov’l/Econ - Election outcomes, National and State powers and the Legislative Branch  
   Ag Mech 1/2 - Continue SMAW and intro to GMAW/Mig welding. 5 most common welds  
   Ag Mech 3/4 - Assigned and individual project work  

   Camey  
   AgBio – Just Finished Photosynthesis.  Start Genetics Chapter 11. Lab and Quizzes  
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4. Discussions
   • Common Core assignment
   • Facility - windows and hort area being considered
   • Fundraiser - Ag Partners “Christmas in the Country” update
   • Fundraiser - Drive thru BBQ 12/5
   • "BIG" students and competition
   • Student Teacher site
   • Donation for school farm improvements
   • Fall Banquet
   • NAAE
   • County Fair Project contracts
   • Calendar and FFA Activities - Each reviewed and assignments made

5. Calendar
   11-5  Cattle mtg  
   11-8  Farm Supply Livestock Clinic  
   11-10  Vet's day  
   11-12  CATA & FFA sectional mtg  
   11-12  Ag partners mtg  
   11-13  BBQ tickets out  
   11-17  FFA Fall banquet  
   11-22  FFA Partners Fundraiser  
   11-24  Thanksgiving break  
   12-1  School's back in  
   AGHS Ag Dept  
   Paso & SM stores  
   No School  
   NHS  
   Ag Dept  
   all classes  
   MPR  
   AG Hall  
   sdr  
   sdr  
   staff  
   staff  
   staff  
   sc  
   staff  
   staff
1. Attending
   Steve DeRose, Sara Carney, Connie Sparks and Amie Wadsworth

Curriculum

DeRose
   Ag Mech 1/2 - Oxy Fuel torch uses and cutting, Plasma (PAC) cutting and beginning Arc Welding.
   Ag Mech 3/4 - Arc and Mig welding and projects

Carney
   AgBio - Complete Chapter 7 and 10 Cells and Mitosis and test. Start Photosynthesis Chapter 8
   Ag Chem - Discussion on Nuclear Energy, group project on Diablo Canyon and finish off with an argumentative essay.
   Food Science - Sugar the Simplest Carbohydrate Ch 8, studying the Sugar Molecule

Wadsworth
   Ag Sci 1 - Biotecnology, DNA, Genetics, GMO
   AgBio - Cell GRovth Ch, 10, Mitosis
   Viticulture - History of wine timeline, Origins of wine

Sparks
   Floral Design - Focal point & Balance, then color, Floral Plant ID
   OI - Landscape design, Horticulture plant projects, transplanting plants ID and Vegetable ID & weed ID
   Animal Science - Animal growth development, Poultry parts, types of poultry, types of diseases

3. Budget
   - New Po's. Give sdr recipes on open PO's and keep all packing slips
   - Still trying to figure out what is happening with CTE moneys

4. Discussions
   - Common Core assignment
   - Facility - Not making much progress to complete things. Many forgetting commitments
   - Fundraiser - Ag Partners "Christmas in the Country" wine and beer tasting, appetizers and desserts, silent auction and live auction of decorated trees is setting up nicely. Now to start selling the tickets.
   - Fundraiser - Pumpkins patch is a go. Pick up and set up next week.
   - Harvest Festival - A lot of students were there to help, but numbers from the general public down. May not be worth it next year?
   - State R-2 Report, FFA membership roster and AIG expenditures report
   - Greenhand Conference - Permission slips are out and an excellent group of students are ready to attend
   - Chapter Officer Leadership Conference, COLC
   - County Fair Project mtg's and requirements
   - Calendar and FFA Activities - Each reviewed and assignments made

5. Calendar
   10-22  Parent conference  AGHS  all staff
   10-25  Farm Supply Display & BBQ  AG Farm Supply  sdr,aw
   10-29  Chapter mtg & Haunted House Open  Shool Farm  all staff
1. Attending
Steve DeRose, Sara Carney, Connie Sparks and Amie Wadsworth

Curriculum

DeRose
- Ag Mech 1/2 - Oxy Fuel torch uses and cutting, Plasma (PAC) cutting and beginning Arc Welding.
- Ag Mech 3/4 - Arc and Mig welding and projects

Carney
- AgBio - Complete Chapter 7 and 10 Cells and Mitosis and test. Start Photosynthesis Chapter 8
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Wadsworth
- Ag Sci 1 - Biotecnology, DNA, Genetics, GMO
- AgBio - Cell GRowth Ch, 10, Mitosis
- Viticulture - History of wine timeline, Origins of wine

Sparks
- Floral Design - Focal point & Balance, then color, Floral Plant ID
- QH - Landscape design, Horticulture plant projects, transplanting plants ID and Vegetable ID & weed ID
- Animal Science - Animal growth development, Poultry parts, types of poultry, types of diseases

3. Budget
- New Po's. Give sdr recipes on open PO's and keep all packing slips
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4. Discussions
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5. Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Department</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-7</td>
<td>Poly class visit and tour</td>
<td>AGHS Ag Dept</td>
<td>sdr</td>
</tr>
<tr>
<td>10-8</td>
<td>Fair Swine mtg</td>
<td>AGHS Ag Dept</td>
<td>aw</td>
</tr>
<tr>
<td>10-9</td>
<td>Fair Sheep mtg</td>
<td>AGHS Ag Dept</td>
<td>sc</td>
</tr>
<tr>
<td>10-11/12</td>
<td>COLC</td>
<td>Hollister</td>
<td>aw</td>
</tr>
<tr>
<td>10-12</td>
<td>CATA mtg</td>
<td>Hollister</td>
<td>sdr, aw, cs</td>
</tr>
<tr>
<td>10-13</td>
<td>Round up Pumpkins</td>
<td>Local</td>
<td>sc, aw</td>
</tr>
<tr>
<td>10-14</td>
<td>State FFA Officers visit</td>
<td>AGHS</td>
<td>all staff</td>
</tr>
<tr>
<td>10-15</td>
<td>Greenhand conference</td>
<td>Paso Fairgrounds</td>
<td>sdr, aw, sc</td>
</tr>
<tr>
<td>10-15</td>
<td>Fair Livestock Parent mtg</td>
<td>MPR</td>
<td>all staff</td>
</tr>
<tr>
<td>10-16</td>
<td>Pumpkin Patch open for business</td>
<td>school farm</td>
<td>all staff rotate</td>
</tr>
<tr>
<td>10-18</td>
<td>Open’g Closing Speaking contest</td>
<td>Cal Poly</td>
<td>all staff</td>
</tr>
<tr>
<td>10-22</td>
<td>Parent conference</td>
<td>AGHS</td>
<td>all staff</td>
</tr>
<tr>
<td>10-25</td>
<td>Farm Supply Display &amp; BBQ</td>
<td>AG Farm Supply</td>
<td>sdr, aw</td>
</tr>
<tr>
<td>10-29</td>
<td>Chapter mtg &amp; Haunted House Open</td>
<td>Shool Farm</td>
<td>all staff</td>
</tr>
</tbody>
</table>
1. Attending
   Steve DeRose, Sara Carney, Connie Sparks and Amie Wadsworth (last year Mertz)

2. Curriculum
   - **AgGov’/Econ** - Environmental, Economic and Social sustainability/Sustainable food System/current event discussions/The People and Government/Origins of American Government.
   - **Ag Mech 1/2** - Tool ID and proper uses/Shop use and clean-up/Equipment safety and use demonstrations.
   - **Ag Mech 3/4** - Tool ID and proper uses/Shop use and clean-up/Equipment safety and use demonstrations.

   - **AgBio** - Test on Unit 1 (including Ch. 1 intro to biology and Ch. 2-biochemistry)-Start Ch. 7 Into to Cells.
   - **Ag Chem** - Starting discussion on the Periodic Table, Elements Labs and study for Chapter Test.
   - **Food Science** - Present the Twinkie Project and finish review on the Scientific Method. Start the Chapter on Using Senses to identify fruit lab, Tea Tasting Lab and start group project on a food development timeline.

   - **Wadsworth**
     - **Ag Sci 1** - CA Ag Regions, CA Ag test, FFA Basics
     - **AgBio** - Ch. 2 Chemistry of cells (nutrition lab), Energy and chemical reactions (enzymes). Ch. 7 Cells, opening and closing.
     - **Viticulture** - Quake in Sonoma, SIO County Viticulture advertising pamphlet

   - **Sparks**
     - **Floral Design** - Principles of floral design & basic bow making, floral taping, Floral Plant ID
     - **OH** - Parts of the plants and their functions, plant ID and Vegetable ID
     - **Animal Science** - Livestock classification & Taxonomy

3. Budget
   - Open PO’s reviewed
   - Write up others and will process when AIG goes through. Be fruitful!

4. Discussions
   - Sectional Officer conference highlights from this past weekend
   - Facility - Working on Hort. area material. Money that Nancy had set aside and told me would roll over into this year now can not be found by Julie and District says there is none. I have the email, so we’ll see. Window tinting will probably not happen unless Jeff can find $’s in energy savings grant or safety issue. Keep the butcher paper up for now.
   - Fundraiser – FFA request submitted and Ag Partners, boosters, biggy on Nov. 22nd (‘Christmas in the Country – wine and beer tasting, appetizers and desserts, silent auction and live auction of decorated trees."
   - Fundraiser - Pumpkins and Christmas trees ordered. Sale dates set
   - Harvest Festival - Ag Pavilion, milking station, butter making, planting plugs and grape stomp
   - Greenhand Conference – October 15th, 20 Students will be attending the Conference at the Mid State fair Grounds.
   - Officers and executive committee - Planning the 1st Chapter Meeting of the Year at the Beach on 9/17 food and games provided.
   - South Coast Regional Conferences - Each of fall activities reviewed and assigned
   - Staff mtg 9-15 assignment - packet from Jane copied and passed out
   - County Fair requirements
   - Calendar and FFA Activities - Each reviewed and assignments made

5. Calendar
   - 9-22 State FFA Board of Directors mtg
   - 9-23 Greenhand mtg
   - 9-27 Harvest Festival
   - FFA Center in Galt
   - Lawn area
   - Old AG
   - sdr
   - sc/aw
   - sdr/aw
1. Attending
   Steve DeRose, Sara Carney, Connie Sparks and Amie Wadsworth (last year Mertz)

   **Curriculum**

   **AgGov/Econ** - Environmental, Economic and Social sustainability/Sustainable food System/current event discussions/The People and Government/Origins of American Government.

   **Ag Mech 1/2** - Tool ID and proper uses/Shop use and clean-up/Equipment safety and use demonstrations.

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   **Carney**  
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   - Sectional Officer conference highlights from this past weekend
   - Facility - Working on Hort. area material. Money that Nancy had set aside and told me would roll over into this year now can not be found by Julie and District says there is none. I have the email, so we'll see. Window tinting will probably not happen unless Jeff can find $'s in energy savings grant or safety issue. Keep the butcher paper up for now.
   - Fundraiser - FFA request submitted and Ag Partners, boosters, biggy on Nov. 22nd ("Christmas in the Country - wine and beer tasting, appetizers and desserts, silent auction and live auction of decorated trees."
   - Fundraiser - Pumpkins and Christmas trees ordered. Sale dates set
   - Harvest Festival - Ag Pavilion, milking station, butter making, planting plugs and grape stomp
   - Greenhand Conference - October 15th, 20 students will be attending the Conference at the Mid State Fair Grounds.
   - Officers and executive committee. - Planning the 1st Chapter Meeting of the Year at the Beach on 9/17 food and games provided.
   - South Coast Regional Conferences - Each of fall activities reviewed and assigned
   - Staff mtg 9-15 assignment - packet from Jane copied and passed out
   - County fair requirements
   - Calendar and FFA Activities - Each reviewed and assignments made

5. Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Responsible</th>
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<tbody>
<tr>
<td>9-17</td>
<td>Chapter FFA Beach Meeting</td>
<td>Grover Beach ramp</td>
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<td>9-22</td>
<td>State FFA Board of Directors mtg</td>
<td>FFA Center in Galt</td>
<td>sdr</td>
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<td>9-23</td>
<td>Greenhand mtg</td>
<td>Lawn area</td>
<td>sc/aw</td>
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<td>9-27</td>
<td>Harvest Festival</td>
<td>Old AG</td>
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<tr>
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<tr>
<td>2</td>
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<tr>
<td>many</td>
<td>various rubber stoppers</td>
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<tr>
<td>many</td>
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AG BIO
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<td>protable lincoln exhaust system</td>
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<td>plasma cam table and computer</td>
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<td>4</td>
<td>4 1/2 inch hand grinders</td>
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<td>aluminum carpenters farming squares levels</td>
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<td>small wood bar clamp</td>
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<td>1</td>
<td>mini sledge</td>
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<td>sets craftman combo end wrenchers</td>
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<td>3/8 keyless chuck drills</td>
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<td>1/2 power drills</td>
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<td>hand grinders 3/8 keyless chuck</td>
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<tr>
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<td>hand grinders 3/8 keyled chuck</td>
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<td>1/2 drive ratchets</td>
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<tr>
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<td>craftsman 1 1/2 HP router</td>
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<td>dewalt 14&quot; chop saw</td>
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<td>Item</td>
<td>Quantity</td>
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<tr>
<td>c clamps</td>
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<tr>
<td>drive bit sets</td>
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<tr>
<td>10x20 c train</td>
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<td>oxygen tank</td>
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<tr>
<td>acetylene tanks</td>
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<td>mix gas tanks mig</td>
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<td>carbon dioxide tanks mig</td>
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<td>iron worker stear</td>
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<tr>
<td>bandsaw</td>
<td></td>
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<tr>
<td>compound saw</td>
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<tr>
<td>dewalt cordless package</td>
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agriculture mechanics
Number of items
items
1 large stem cutter
1 ribbon rack
1 floral cooler
6 glue pots
8 hot glue guns
6 light duty pruners
6 heavy duty pruners
11 large black cooler buckets
8 rose strippers
5 5 gallon buckets
8 shears
6 wire cutters
14 rulers
6 bottles of glue
16 floral knives
14 ribbon scissors
14 craft scissors
14 narrow cooler buckets
20 kenzons
10 boxes
4 boxes
5 rolls
many
many
many
many
many
many
many
many
many
many
many
many
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many
many
many
many
many
many

boutineer pins
oasis: 24 count
pot tape
hot glue sticks/ pan glue
small markers
big markers
pastels
crayons
construction paper
ribbon
floral tape
tapered candles
chenille stems
greening pins
floral wire: 20, 24, 26 gauge
wooden floral picks
floral cards
floral paints
tulle
tempera paints
glitter
small galvanized buckets
rectangular galvanized tins
bud vases: various sizes
gold pedestal vases
waxed tissue paper
narrow white design trays
many clear ikebana design bowls
many ball picks: various shapes/sizes
many artificial glitter apples
many balloons
many 5" pedestal bowls
many artificial fruit leaves
many fake pumpkin
many woven balls
many pods
many present picks
many snowflakes
many artificial berries
many glass vases
many plastic tomatoes
many green square design trays
many long stem rose boxes
many gloves
many woven baskets
many glass bowls
many special occasion floral pics
many fall dried materials
many styrofoam balls (small/large)
many water pics
many water tubes
many silk greenery
many styrofoam hearts
many silk flowers
many sheet moss
many spanish moss
many oasis boquet holders
many natural ting ting
many glittery ting ting
many pink bamboo
many small hay bales
many featehrs
many sequins

floral
<table>
<thead>
<tr>
<th>Number of Items</th>
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<td>BBQ pits</td>
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<td>commercial freezer</td>
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<td>commercial refrigerator</td>
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<td>mini freezer</td>
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<td>commercial grill</td>
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<tr>
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<td>commercial oven/stove</td>
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<td>small smoker (cook shack)</td>
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<td>meat slicer</td>
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<td>dehydrators</td>
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<td>metal mixing bowls</td>
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<td>slotted spoons</td>
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<td>rubber spatulas</td>
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<td>ice cream scoop</td>
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<td>metal spatulas</td>
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<td>BBQ brushes</td>
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<td>double broiler</td>
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<tr>
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2 large cookie trays
4 small cookie trays
4 rubber plastic pans
2 8 x 8 stainless pans
1 3 piece stainless bowls
4 12" fry pans
1 6" fry pans
2 20 qt plastic containers
3 6 qt plastic containers
3 4 qt plastic containers
2 liquid measuring containers
4 2 qt containers
2 salad bowl clear
3 cutting boards
2 wood meat block tables
1 stainless 8 foot table
2 wood top storage cabinets
2 butcher paper dispensers
1 cellophane heat table shrink wrap
1 large spice cabinet fully stocked
2 rolls butcher paper

agriculture general
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<td><strong>Beef</strong></td>
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<td>end panels</td>
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<td>5th wheel gooseneck(old)</td>
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livestock
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<td>6 standard hoes</td>
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<td>1 lawn airator</td>
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<td>4 round point shovel</td>
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<td>2 square point shovel</td>
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<tr>
<td></td>
<td>2 wiggle hoe</td>
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<tr>
<td></td>
<td>2 scuffle hoe</td>
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<tr>
<td></td>
<td>2 brooms</td>
</tr>
<tr>
<td></td>
<td>1 electric hedge trimmer</td>
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<td>2 loppers</td>
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<td>1 pick axe</td>
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<td>3 hedge clippers</td>
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<td>4 garden trwoel</td>
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<td>1 bypass pruning shears</td>
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<td>1 bulb planter</td>
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<td>1 gallon pots</td>
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<td>pony packs</td>
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<td>1 fan sprayer</td>
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<td>3 watering cans</td>
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horticulture
15. Advisory Committee Meeting Agendas
AGENDA

1. Welcome and Introductions

2. Purpose of committee and of tonight’s meeting

3. Quick tour – What you see now and what’s in the works

4. Dinner

5. Program Overview

   a. Curriculum - History and how we got here. (Classes heavy w/production, state standards classes to count, school districts offer what is required, measurable or funded. CTE and career pathways/ pros and cons – classes back to more production)
      - pathway flow chart and new classes of vit and vegi’s production and enology and food science (handouts of sketches)

   b. FFA – always strong, somethings have changed – Jud’g teams to leadership public speaking and projects – type of student- #’s and activities

   c. Budget – District, rop’s. = 1/3 and Ag Incentive grant other 2/3’s. (history of AGI and its present status and the governor. School districts - Required measured or funded) Some of are classes are tested, others not, state reform right now coming up with a new formula – adaption of core –Why Ag Incentive Grant so important to us – 4 million, 83 etc governor’s view

   d. AGI review checklist

6. Other?
ARROYO GRANDE HIGH SCHOOL
AGRICULTURE EDUCATION
ADVISORY COMMITTEE MEETING JULY 2014

Agenda

1. Welcome and Introductions
2. Fair project participation
3. Next year's enrollment
4. Pathways
5. Facility update, upcoming projects, additional teacher
6. AIG
7. Next meeting December or January 2015
8. Other
1. Welcome

2. Tour of Agriculture Department
   What's been done, what is in progress and future goals

3. Dinner

4. Program Update
   Pathways- new pamphlet
   Course offerings
   Registration
   Ag Mech specialist

5. FFA
   Activities-fundraisers-state degrees-fair projects
   FFA Partners Group – “Putting the Ag back in AG”
   Purpose-Fundraiser
   Foundation Donation for farm improvement

6. Funding – 3 major sources
   a. AGHS
   b. Ag Incentive Grant
   c. District
   d. Special Grants – Two in the works, should know end of May

7. Other?

8. Thank you for coming and your support
16. Advisory Committee Meeting Minutes
Arroyo Grande High School Agriculture Advisory Committee

July, 2014

MINUTES

This meeting was broken up into small group discussions and review that took place with members during the fair and the week following the fair. Those that participated were Smithback, Becker, Shucklin, Mankins, Mann, Bozzano, Curry and Ag staff. Below are the highlights.

1. Fair project participation. Total numbers are up and a review of budgets and break even prices were discussed. Numbers being kept at school farm are at an all-time high and we are looking at making improvement as well as expanding the farm area.

2. Next year's enrollment looks to be up. The number of students now taking multiple classes is increasing each year. With more of our classes now counting for other graduation and college credits students are choosing to spend more time with us.

Pathway selection by students as part of a new graduation requirement where reviewed. They are in the areas of General Ag Sciences, Animal Science, Plant Science and Ag Mechanics.

New Ag Department pamphlet was handed out.

3. Facility update and next year's projects where shared

4. New addition didn't work out. Only 80%. Admin will hopefully work with us and push for it next year.

5. 2014-15 Ag Incentive is officially in play and budget was review.

6. Next formal meeting will be in December or January 2015

Respectively submitted,

Steve DeRose
Department Chair
Arroyo Grande High School Agriculture Advisory Committee

December 12, 2013

MINUTES

The meeting was called the order by Chairman Steve DeRose at 6:35 PM in the agriculture building. Staff members in attendance were Amy Mertz Connie sparks and Steve DeRose. Advisory members in attendance were Paul and Jenna Mann Craig Smithback, Rich Silacei, Tom Becker, Larry Shockley and Linda Curry. Introductions were made and the minutes of the last meeting were reviewed. A quick explanation of the committee’s responsibilities and purpose were highlighted by DeRose and then a quick tour of the facilities was taken. As the tour was in process staff highlighted what was being taught in each of the classrooms as well as some of the major projects. In addition staff highlighted what was yet to come in regards to the facility completion and improvements.

Dinner was then served.

The meeting then proceeded over dessert, with a program overview. Current curriculums as well as new proposed courses were discussed. The new pathways requirement by the district was a lengthy conversation. Both pros and cons of the CTE pathway program were identified and hopefully it will enhance the agriculture instruction and allow them to get back to more of the fun lessons and production aspect of the industry. Handouts and sketches were also reviewed.

An FFA update was given. The program has seen a huge increase in interest this year with many students taking part in various FFA and leadership activities. Because of the fairs restriction in the pig numbers, the program was face to eliminate 15 students from taking part in raising an animal for the fair this year. A few of them moved over to raise a Lamb and goats but still it was unfortunate that these individuals don’t get the opportunity. Hopefully it will be just for this one year.

Budget - The complete program budget was reviewed. Special note was regarding the governor’s position of the ag incentive grant for next year.

Lastly, the ag incentive grant review checklist was distributed and gone through item by item. At the completion of the review it was approved by the committee and signed by the chairman.

Meeting was adjourned at 8:15 PM.
Arroyo Grande Agriculture Program
Advisory Committee
March 26, 2015
Minutes

1. Welcome
   Introduction of new members Dan Sutton and Stephanie Zarate

2. Tour of Agriculture Department
   What’s been done, what is in progress and future goals

3. Dinner

4. Program Update

   Pathways- new pamphlet
   Went over pathways students have to choose from at AGHS and focused on the four
   Agriculture pathways. Students must take three classes in a pathway in order to
   graduate. Will eventually receive certificates. Some questions and discussion where
   focus as to why at 9th grade and the real purpose behind it.

   Course offerings
   All classes where reviewed. Some courses in the ag department will be rotated from
   year to year such as viticulture and horticulture in addition to Vet science and Animal
   science. Highlighted classes and what each entails. Also how certain classes in the ag
   department meet college credit and college elective credit.

   Registration process was reviewed with committee and estimated sections for next
   year.

   Ag Mech specialist
   Looking for a new hire with this background. Dan Sutton recommended to expand the
   unit in Technology in Agriculture to cover today’s uses which is far more advanced than
   other industries. Such as tractor GPS, 3D mapping, equipment, drones, etc.
5. FFA
   Activities-fundraisers-state degrees-fair projects all reviewed and discussed
   FFA Partners Group – “Putting the Ag back in AG”
   Purpose-Fundraiser
   Christmas in the Country raised $20,000 in 2014. Next year’s event is scheduled for Nov.
   21 at the regional center.
   Foundation Donation for farm improvement

6. Funding – 3 major sources
   a. AGHS & District
      Varies and comes from the district funding
      Matches AIG
   b. Ag Incentive Grant
      $18-22,000 per year
   c. Perkins/ROP funds
      Again varies from year to year. Usually around $5-6000.00
   d. Special Grants – Two in the works, should know end of May
      CTE pathways through the Region for Ag Mech and Ag general
      County CTE grant for animal science and plant science

7. Other?
   Need to update equipment and technology discussed and used in the classrooms.
   Students need to see the stuff that’s out there! Make sure to continue to educate the
   students of the vastness and the major role that the Agriculture industry plays in our
   society and who it affects. Especially those not directly apart of the industry, but how
   their service or products are in demand and used because of it.

8. Thank you for coming and your support
17. Advisory Committee Constitution & By-Laws
Arroyo High School Ag Advisory Committee

Purpose:

The purpose of this advisory committee is to help the agriculture program remain informed about the industry trends and to support the agriculture program in achieving student success. Agriculture is a complex, highly scientific, and technological industry that demands future agriculturalists to be trained for employment and new opportunities. The members of the advisory committee provide balance to the program and provide understanding between the school and the communities it serves.

Operations and Duties:

1. The agriculture instructors, the current advisory committee members, or the school administration may nominate advisory committee members. Advisory committee member should be truly representative of the community that:
   a. Successful agricultures and/or engage in a significantly related occupation
   b. Have recent, successful, firsthand, and practical knowledge in the field of agriculture
   c. Exhibit substantial interest in the agriculture program
   d. Are sought as public-spirited individuals who are willing to contribute their knowledge and advice as a member of a cooperative, constructive group
   e. Recognize the time required and express a willingness to serve on the committee
2. Help determine the agricultural education program offerings and appropriate curriculum
3. Assist the teachers in finding suitable work situations (internships, work experience, etc.) for students
4. Help the teachers develop a list of capable people for use as speakers, judges, and experts in agriculture
5. Study and make recommendations on problems presented to it by the school board on which further information is needed.
6. Provide current resources to develop and maintain an ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
7. Serve as speakers or presenters to promote agriculture and the high school agricultural program.
8. The advisory committee shall meet at least twice per year, once in the fall and once in the spring.
Arroyo Grande High School
Advisory Committee By-Laws

I. Committee Operation

A. Meetings will be held in the Fall and Spring at Arroyo Grande High School Agriculture Department.

B. At least two meetings will be held each school year. The exact number of meetings will be determined by the needs.

C. The Agriculture Advisors will develop an agenda for each meeting.

D. Meeting sessions will be limited to approximately two hours.

E. Discussion to obtain consensus will be the prevailing procedure used at meetings. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.

F. A quorum will consist of a simple majority of appointed members.

G. Meeting minutes will be recorded for each meeting. They will be distributed to each member and appropriate school officials.

II. Subcommittees

A. Standing subcommittees will be established for the adult program, leadership component (FFA, PAS etc.), curriculum and equipment, and employment experiences (SAE, etc.).

B. Subcommittees may be of any size, but will usually include three or four members. C. Subcommittees will elect their own chairs.

III. Officers

A. Officers will be elected by a simple majority. Officers will serve a one year term and may be re-elected each year.

IV. Member Responsibilities

A. Each member is expected to attend meetings and to participate in committee activities.

B. Each member is expected to study the issues or problems which come before the committee in order to contribute to the resolution process.
18. Proficiency Standards
Program
Outcomes/Proficiencies

At the completion of the Agriculture program, students will be evaluated by the following criteria and must achieve an 80% or above competency to be a program completer. This form is used at our exit interview prior to graduation.

- Know the top agricultural exports and imports
- Know the top agricultural commodities in the United States and California
- List environmental challenges for production agriculture
- Understand the terms: ecology, environmental conservation, preservation and exploitation
- Explain the flow of an agriculture product from produce to consumer
- List three ways that technology has benefited agriculture
- Explain the function of production, processing, servicing, and marketing firms
- Develop a budget for a project
- Fill out an Ownership Business Agreement
- Properly make an entry for two enterprises and carry totals forward to the next month
- Prepare financial statement and net income summary
- Be able to depreciate capital items using the straight line method
- Describing three benefits of computers in today's agriculture
- Identify three major components of the computer
  i.e. input, output, and processor
- Describe three computer applications in agriculture
- Explain direct and cooperative marketing
- Identify ways to finance a project
- Apply the steps of problem solving (ID the problem, propose solutions, gather info, test solution, and evaluate)
- Demonstrate the use of five parliamentary procedure motions
- Demonstrate the ability to cooperate and collaborate on a committee
- Make an oral presentation
- Develop an agriculture related SPE Plan
- Demonstrate responsibility, commitment, and time management skills by conducting and maintaining SPE
- List the general agriculture career areas
- Identify six potential agriculture of Ag. Related careers in California
Analyze the skills, abilities, and education required to gain entry into their agricultural occupation of choices

Keep an updated resume

Properly handle an interview

Locate, read, and understand the want ads and posted job announcements

Calculate area and volume when given dimensions

Identify common tools used in Agriculture and around the household

Discuss current issues and early uses if animals – food, shelter, clothing, work, and by products

Be able to discuss issues of animal welfare

Label the parts and functions of the digestive tract

Label the parts and functions of the reproductive tract

Compare and contrast external anatomical parts of three different species

Identify 5 basics vertebrate body systems and give examples of major structures found in each (skeletal, muscular, digestive, circulatory, reproductive, and respiratory.)

Describe the difference between genotype and phenotype

Describe the difference between dominant and recessive

Describe the process of fertilization

Describe mitosis vs. process of meiosis

Identify common feed ingredients

Explain the uses of different feeds for a particular species

Define: Roughages and concentrates and give examples

Match the feed type to the digestive system designed to best digest them

Know 6 classes of nutrients and their functions

Recognize a sick animal

Give animal medications

Identify general symptoms of illness

List five factors to health problems

Compare soil texture with regard to water retention, fertility and workability

Differentiate between the 3 major soil types, sand silt and clay

Explain 4 major soil components

List six basic growth requirements

Know the 4 basic plant parts roots, leaves, stems and flowers and their functions

Have the basic understanding of photosynthesis and its importance of life

Understand plant respiration

Calculate the content of N-P-K in a fertilizer container

Understand general chemical safety

Describe common methods of fertilizer application

List the 3 primary nutrients and their effect on plant growth

Describe irrigation methods

Understand life cycle of insects/pests

Understand the life cycle of weeds-annual, biennial, perennial

List three major types of plant pest

Understand how population growth effects land use and resource management

Identify the major uses of water

Explain the differences between renewable and non-renewable natural resources

Know causes and controls of soil erosion
19. Credentials
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

AMIE MERTZ

is hereby awarded a

Preliminary Single Subject Teaching Credential: New Credential Type

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 06/22/2011 to 07/01/2016

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

AMIE MERTZ

is hereby awarded a

Clear Single Subject Teaching Credential: Re-issuance

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 05/20/2013 to 06/01/2018

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools

AMIE MERTZ

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): New Credential Type

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 06/22/2011 to 07/01/2016

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
20. Chapter Activities Calendar
Arroyo Grande FFA Fall Calendar

Chapter Meetings are on the 3rd Wednesday of Every Month Unless Noted Otherwise

AUGUST WELCOME BACK AGHS FFA

September
17- FFA Chapter Beach Meeting from 4-7 at the Grand Entrance to the dunes look for the FFA Balloons
23- Greenhand Meeting For Any Interested Freshman (9th graders)
27- Arroyo Grande Harvest Festival in the Village of Arroyo Grande

October
8- Market Swine Meeting at Lunch Room 851
9- Market Sheep and Goat Meeting at Lunch Room 858
15 – Parent Livestock Meeting at 7 PM AGHS MPR
15 – Greenhand Conference at Mid State Fair Grounds (9th graders)
16-18- AGHS FFA Pumpkin Patch at the School Farm
18- Opening and Closing at Cal Poly, SLO
23-25- AGHS FFA Pumpkin Patch at the School Farm
29- Chapter Halloween Meeting at 5:30 PM at the School Farm
30- Market Sheep and Goat Fair Contracts Due

November
12-Best Informed Greenhand Contest at Nipomo High School 4 PM
17- AGHS Fall Banquet at 6 PM in the MPR
30- AGHS FFA Christmas Tree Farm Open at the School Farm

December
1-7- AGHS FFA Christmas Tree Farm Open at the School Farm
5- Drive thru BBQ at the AG Department
11-14- AGHS FFA Christmas Tree Farm Open at the School Farm
17- AGHS FFA Chapter Meeting Lunch/Livestock

FFA Advisors will have sign up sheets available in class for the various FFA Activities Offered the 1st Semester!
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<td>Labor Day</td>
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Nov 2014 (Pacific Time)
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<td>Jaga - South Coast</td>
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Feb 2015 (Pacific Time)
21. Professional Growth & Development Activities
Professional Growth & Development Activities

Below is a list of professional development activities I have participated in during the 2014-2015 school year.

August 18-19: Staff Development Day
August 20: Sectional CATA Meeting
September 15: Staff Development Understanding by Design
September 22: Staff Development Understanding by Design
October 6: Staff Professional Development
October 12: Regional CATA Meeting in Hollister
October 13: Staff Professional Development
October 20: Staff Professional Development
October 27: Staff Professional Development
November 10: Staff Professional Development
December 8: Staff Professional Development
December 15: Regional Road Show at Cal Poly
December 15: Staff Professional Development
January 26: Staff Professional Development
January 26: Sectional CATA and State Degree scoring
February 9: Staff Professional Development
February 23: Professional Development
February 23: Regional CATA at SLO High School
March 9: Staff Professional Development
March 16: Staff Professional Development
March 20: Regional Meeting at King City High School
March 30: Staff Professional Development
April 13: Staff Professional Development
April 27: Staff Professional Development
May 11: Staff Professional Development
May 18: Staff Professional Development
22. R-2 Report
On-line R2 Teacher Data Entry
Arroyo Grande HS, Arroyo Grande (CA0007)

Directions: You may use the "copy" function to copy last year's data or enter new teachers using the "add" function. Update all teacher and teacher schedule data as necessary. It is recommended that you print the schedules and review all data and screen before posting.

IMPORTANT: Do not edit a teacher if you have a replacement teacher. Please delete the old entry and "add" the new teacher.

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<thead>
<tr>
<th>Teacher Options</th>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Gender</th>
<th>Ethnicity</th>
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<th>Academic Type</th>
<th>Total Salary</th>
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<td>Sara</td>
<td>E</td>
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Copy Teacher data from last year | Add New Teacher | Print Teacher Schedules | Post Data

* Salaries are subject to negotiation for your reference and must be changed before posting. Teacher schedule are subject to review and must be entered.

Site developed and maintained by the California FFA Association.
### Arroyo Grande HS
#### R2 Student Report
#### Year: 2014

#### Gender

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<th>ProgName</th>
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#### Hispanic

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<td>216</td>
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<tr>
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<td>0</td>
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<td>Grade 10</td>
<td>Grade 11</td>
<td>Grade 12</td>
<td>Grade 13</td>
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**Grade Level**

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**Freshman Persistance:**
Cohort Year: 2011-2012

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<td>18%</td>
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<tr>
<td>Average Years Completed</td>
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*Prior to 2010 Hispanic is listed as a race.

Printed: 11/3/2014 12:52:56 PM

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23. Travel Request
**FIELD TRIPS**

The principal must authorize field trips of educational nature. Transportation will be provided by district vehicles, district buses or approved commercial buses. Unless other arrangements are made, teachers must fund field trips through fundraising or departmental budgets.

In giving consideration to the wide variety of cultural backgrounds and needs of children from school to school, decisions on the number of field trips and limitations on distance are the responsibility of the principal.

**Due to the intense testing requirement during March, April, May, and June field trips should be avoided during these months. Special requests may be submitted for consideration (ie outside agency dates, college opportunities and other dates beyond our control).**

Steps in providing a field trip are:

1. The teacher should submit a **typed** request to the principal on the appropriate District form available from Rocio Palacios or on the AGHS website.
   a. The teacher should indicate whether they are fundraising or using department monies to pay for the trip.

2. The principal will use his discretion in approving requests, giving consideration to educational value, time spent and appropriate fund-raising activities.

3. A parent consent form must be filled out and signed. The Academic Progress Report, on said form, must be signed by each student’s teacher and **must also be signed** by his or her administrator. (This is to verify that the student is not on an activity ban.)

4. **Overnight trips must be approved by the Board of Education. Requests must be submitted to the district office one month prior to the scheduled Board Meeting (Board Meetings are scheduled every 1st and 3rd Tuesday of every month). Please allow sufficient time for processing. Requests not submitted on time may not get approved.**

5. After approval of a field trip, a transportation request and substitute request (if applicable) must be submitted. Forms are available from Rocio Palacios.

6. Students who miss classes due to field trips must complete a grade check form, have a 2.0 GPA, and must be passing all classes he/she will miss.

7. Appropriate lists of students must be given to the Attendance Office **before** the trip and an updated list immediately after the trip, if necessary.

8. After the conclusion of the field trip, the teacher should provide appropriate follow-up discussion and activities as deemed necessary. A thank you note (letter to those providing the field trip) is highly recommended.

9. Any trip that requires out of state transportation must receive Board approval before plane tickets are purchased and room reservations are made.
MEMORANDUM

TO: Tom Butler, Curriculum and Instruction
FROM: __________________________, Principal
DATE: __________________________
SUBJECT: Approval, Overnight Field Trip

It is requested that the Board approve the following overnight field trip:

Group Name_________________________Coach/Advisor_________________________

Event________________________________________

Dates of Event

Site (place of event and city) ________________________________________

Total Field Trip Costs

Transportation:
Mode & Number of Vehicles, if applicable:
---------Car(s)/---Van(s)/——School Bus(es)/-----Chartered Bus(es)/ or Airline

Expense: __________________________Cost: __________________________Funding Source: __________________________

Total est. Mileage ________
• @ $.565/mile per van/car ______
• @ $50/hour per bus ______
• Other Mode Cost ______

Food and Lodging: ______
Substitutes: ______
Other: ______

Total Cost: __________________________

Rationale for trip and itinerary (Itinerary, hotel name, address, & phone # on reverse if not enough room):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Number of Students (Attach a roster of names for out-of-state trips): ______

Chaperone names and titles, i.e. Jane Doe, Coach; John Smith, Parent; etc. Must be at least 21 years old and have fingerprint clearance. (Ratio of 1:8, except groups in excess of 24 students, when there should be one (1) additional chaperone for each 20 students above 24)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Principal Signature: __________________________

August 2014
24. CATA Membership Card
25. Administrative Reports
Good afternoon,

Today myself along with Steve, Sara, Connie and all of the Ag teachers in the South Coast Region attended our annual Road Show. Here we come together as professionals to learn and develop our skills as Ag teachers. The day was held at Cal Poly SLO.

I attended three workshops including the CTE pathway grant committee meeting, the New UC Curriculum Integration Science Courses workshop, and what's in your back pocket?

I was asked along with others from the region to be apart of the committee that will aid in writing a grant for the CTE pathways. Today we talked about the two pathways the money can be used for, Agriscience and Ag Mechanics, how we can spend the money and what we need to do to move forward including accumulating letters of support from certain parties. There will be more work in the near future that will need to be acted upon quickly since the app is due at the beginning of February.

For the second workshop I attended the UCCI Science courses, this is a new model of how agriculture science classes can be taught to focus science more on the bigger picture of what students should know or be able to do at the end of the course, while using agriculture as the main driver in the science courses. There are three science courses currently in the process of being approved by the UC, once they are approved schools can adopt them at the district level if they so please. Also within these courses there are main learning events similar to project based learning tying in big picture agriculture science concepts. The classes will be approved soon in addition the teaching resources will be accessible online. I am really excited for this! See more on this on my notes from the day, for specific course names, etc.

Lastly, the What's in your back pocket? Workshop was designed to give tips on activities that can be done with any content in the classroom. They were quick, easy, and useful. We got to try each one out, I do see myself using a few!

Attached are my notes from the day, please let me know if you have any questions. I really enjoyed attending this Professional development and know that it has helped me improve as a teacher and FFA advisor.

Sincerely,

Amie Wadsworth
South coast region consortium- CTE pathways trust Grant Aaron Gorter

- Priorities of who qualifies for grant
- Statewide pathways applying for Agriscience and Ag mech
- Actions: partners letters from
  1. Industry partners (1 agriscience and 1 Ag mech)
  2. Colleges
  3. District level cover all schools in district
- How the money can be spent and can't
- Due Feb. 6

New UC Curriculum Integration (UCCI) Science courses Dane White

- Submission process for new courses for CTE will now go to UCCI
- They are creating model courses that everyone will be able to you to submit to district
- UC shifting to what students will know or can do at end of course instead of individualized daily activities listed
- Courses: 1 physical, 1 life, 1 interdisciplinary
  - Course 1: sustainable agriculture- a biological approach to industry practices
    - Life science area D
    - Course is designed to integrate biological science practices and knowledge into the practice of sustainable agriculture
  - Course 2: agriculture and soil chemistry
    - Physical science area D
    - Course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals, and agricultural practices. Students will examine properties of soil and land and their connection to plant and animal production.
  - Course 3: agriscience systems management
    - Interdisciplinary science area D
    - Combines an interdisciplinary approach to lab science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry.
- Course priorities: *portfolio development of students work (help with certifications)
- Courses have been submitted to UCCI
- Will be on calaged.org can easily be adopted by district since it will already be approved
- Why should our school adopt this?
  - Opportunity to teach Ag
  - Gain across section of students
  - ICAP college and career readiness measures
  - Increase percentage of UC A-G completion
  - Likely among the first departments creating new NGSS and common core curricula.

Back pocket ideas for any lesson Kim Miller
* All of the activities required us to be up and trying them out, so I didn't get to take notes. Kim provided us with a flash drive outlining each activity.

Pintrest board: teaching agriculture school items
- Ideas incorporate in classroom with any subject matter if have extra time

- Post it notes: put term on board related to topic of the day, have students write about it, come back to after lesson
  - 3 things you think of when see term
  - Question about the term
  - Write about topic

- Divide students into groups multiple activities on this
  - Give out lettered cards
26. Five-Year Acquisition List
Arroyo Grande High School Agriculture Department
Five Year Plan

2014-15

- Construct Greenhouse/ Shade areas
- Replant vineyard
- Set up floral shop
- Farm improvement continued and complete- Add livestock, cattle-horse pens
- Design outdoor kitchen and park area
- Update Ag Mech equipment
- Complete construction and do a test run with outdoor lab – hydro/aqua
- Set up plant test area, if given ground: citrus & avocado trees, 2 fall and spring veggie plots, 2 wild flower plots, 2 10x10 greenhouses – one for flower production and other for greenhouse year round tomatoes, design and plant mini zero-scape area with a native plant ID garden.
- Construct BBQ and park area in quad
- Look into and design and cost of hydroponics/aquaculture labs (aquaponics)
- Construct ampa/outdoor theater/lecture area with flag poles - 3
- Purchase new tractor
- Put in productive vineyard

2015-16

- Update classroom, computers and lab material and equipment needs
- Complete test plot area from above
- Tractor and implements

2016-17

- Replace Excursion
- Finish the unfinished from above
- Permanente greenhouse in place

2017-18

- First harvest?

2019-2020

- Crop/ Fruit Science Class in pathways plan
- Agriculture Business and Marketing class
27. Operating Budget
## 2014-2015 AGRICULTURE BUDGET

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*Sub Total* | 2000 | 1000 | 2000 |
*Total*     | 5000 |      |      |

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*Total*     | 7500 |

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*Total*     | 3000 |

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*Total*     | 23784 |

* These amounts are startup and then varies as year progresses and we work with district to get match for AIG.
Arroyo Grande High School
2014-15 Agriculture Incentive Grant Budget

4300  
- Student Leadership Packets  3000  
- Technology Supplies  500  
- Science Lab Materials  3000  
- Livestock, Plant & Floral Supplies  1500  
- Ag Mechanic Supplies and Hand Equip.  2000  
- On-Line curriculum support subscriptions  1000  
- Miscellaneous Office and Student Materials  1684

**TOTAL 4000**  12684

5200  
- Leadership Conferences & Workshops  5000

5600  
- Rentals, repairs and farm improvements  5500

5921  
- Communications  600

**TOTAL 5000**  11100

**TOTAL GRANT**  23784
28. District & Department Budget Process
District and Department Budget Process

The Arroyo Grande Agriculture program receives funding from four areas:

1. Agriculture Incentive Grant
2. Perkins: The amount that the agriculture program is determined on a yearly basis depending on other department's needs and administration decisions.
3. District general funding: This is used as AIG matching
4. Arroyo Grande High School funds: Amount is negotiated with principal
29. Chart of Responsibilities
## Arroyo Grande Agriculture Department
### Divisions of Responsibilities 2014-15

<table>
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<tr>
<th>Fiscal</th>
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### SOEP'S

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<td>4th</td>
<td>X</td>
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</table>
### Specialty Areas

- Beef: X
- Sheep/Goats: X
- Small Animals: X
- Swine: A X
- Horses: X
- Ag. Mechanics: X A
- O.H / Floral: X

### Field Days

- Fairs and Shows:
  - Santa Barbara Co.: X X X X X
  - State Shows: A X
  - Local Stock Show: X A

### Judging Teams

- Dairy Products: A X
- Livestock: A X
- Specialty Animals: X
- Open/Closing: X X X
- Creed: A X X
- Speaking, ALL: A X
- Job Interview: A
- Parli Pro: A X X
- Floral: X
- BIG: X
- Coop Marketing: X
- Ag Mechanics/Welding: ?

### FFA Officers

- President: X
- Vice President: X
- Secretary: X
- Treasurer: X
- Reporter: X A
- Sentinel: X
- Others: A X
<table>
<thead>
<tr>
<th>Activities</th>
<th>A</th>
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<tr>
<td>Point Award System</td>
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<td>X</td>
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<td>Made for Excellence</td>
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<td>State and Regional Conferences</td>
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</tbody>
</table>

X = Advisor in Charge  
A = Assisting
30. Substitute Teacher Procedures & Plans
You can reach me at my cell: (661) 609-0440

Thank you for taking over my classes, I truly appreciate it! My classes are typically very well behaved so make sure you write down the name of ANYONE who misbehaves; they know they have a fun essay to copy if they misbehave! ;)

Please feel free to send any students up to the office that are misbehaving. Please call and let them know that are headed your way. Either call: Andrea Lee (Dial: 2270) or Christian Holst (Dial: 2272)

Period 1: Ag Science
Period 2: Ag Science
Period 3: Ag Science
Period 4: Prep
Period 5: Ag Biology
Period 6: Viticulture

Please make sure all students are in their assigned seats. There are seating charts at the front of the turquoise binder for each period.

Take roll at the beginning of class.

✓ Cell phones should not be out during class time

Assignments:
You have copies of all assignments and packets in the Turquoise binder. Keep this with you all day and leave on my desk when done for the day.

Ag Science Periods 1-3
1. Take roll and have a student take it to the office.
2. Have students answer the question of the day in there packets which is written on the board.
3. Students will Read Unit 3 Pages 45-56 and answer the Self Evaluation at the end of the chapter.
   a. They need to write the question and an answer

Ag Biology Period 5
1. Take roll and send to the office
2. Have students answer the question of the day in there packets which is written on the board
3. Students will go next door to the computer lab they will complete the Cell Cycle & Mitosis Computer lab

Viticulture Period 6
1. Take roll and send to the office
2. Students should read the Evaluation of Wine Grape Maturity for Harvest and highlight important information

**Please leave me notes on the next few pages letting me know how things went in the table below. Please make any adjustments or modifications to my lesson plans if it will help you, just leave me a note to let me know of those changes! =) –Amie Wadsworth
<table>
<thead>
<tr>
<th>Period</th>
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<th>Names of Misbehaving</th>
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<tbody>
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31. Program Completer
Program Completion Standards

Students must now choose a pathway at Arroyo Grande High School. They choose during the end of their freshman year, and then stay in this program through their high school. The Agriculture program offers four pathways, Ag Mechanics, Agriscience, Animal Science, floral/Horticulture. The student will complete at least one SOE each year, except their first year, which meets instructor’s approval. A student must take these courses over a minimum of three years during their enrollment in high school. Guidelines for the supervised occupational experience, ownership and/or work experience will be:

1. Minimum investment or profit of $1000.00.

2. Have 250 hours of self labor from an ownership or non-ownership enterprise and paid or unpaid work experience.

Participation in numerous FFA activities will be encouraged with each student taking part in at least three leadership skill developing activities, a community service project, and two recreational / fun activity functions.

As we develop our pathways this may change and or include a certification.
32. Reimbursement Process
Reimbursement Process

In order to receive a reimbursement for personal expenses incurred for all integral activities associated with FFA, SAE, and professional development a claim for (see attached) would need to be filled out, along with including any receipts. Although most of the time for conferences and any other expenses requests are submitted before so the appropriate account pays for the activity and there is no need for anyone to be reimbursed.
LUCIA MAR UNIFIED SCHOOL DISTRICT
BUSINESS OFFICE

CLAIM FOR * CONFERENCE * WORKSHOP * TRAVEL * MILEAGE * OTHER *

Claimant/Vendor:__________________________________________________________
School/Dpt/Address:________________________________________________________
Conference Date:_________________________________ Conference Site:________
Conference/Workshop Name:_______________________________________________
Name(s) of Attendee(s):____________________________________________________
Date Claim Prepared:_________________________ Date(s) Expense(s) Incurred:________

CLAIM IS HEREBY MADE FOR COMPENSATION AS INDICATED BELOW

ATTACH: Original Receipts (not needed for meals or mileage) - Request for Approval, Conference/Travel (LM-OP-30) - Conference Flyer/Registration - Proof of Attendance (ex: name tag, agenda, etc). Missing items may delay payment.

1. Lodging: _______ # of nights at $ _______ per night, including tax $ __________
2. Meals: _______ breakfasts @ $8 each (depart by 7:00 a.m.) $ __________
   _______ lunches @ $8 each (depart by 11:00 a.m.) $ __________
   _______ dinners @ $17 each (return after 6:30 p.m.) $ __________
3. Mileage: _______ miles driven @ $.555 per mile (personal vehicle) $ __________
   Fuel – district vehicle $ __________
   Airfare paid by employee: $ __________
   Other travel expense(s): (Details) $ __________
4. Conference/workshop registration paid by employee: $ __________
5. Miscellaneous Expense for: _____________________________________________ $ __________

TOTAL CLAIM: $ __________

CERTIFICATE OF CLAIMANT: I hereby certify that the above claim and the items, amounts, and statements as shown are true and correct; that no part thereof has been previously paid, that the amount claimed is justly due me and is presented within one year after the last items thereof have accrued.

SIGNATURE OF CLAIMANT: _____________________________________________

PRINCIPAL/SUPERVISOR'S ACCEPTANCE OF CLAIM:
I hereby accept this claim and request it to be paid from:

ACCOUNT CODE: _______________________________________________________

SIGNATURE OF PRINCIPAL/SUPERVISOR: _________________________________

DISTRICT OFFICE USE ONLY:
Categorical/Other Funding Approval ___________________ Director of Finance __________

PAY VOUCHER #: ___________ VENDOR #: ___________ TRAVEL CLAIM #: ___________

LM-OP-29 (Rev.3/2012)