Agriculture Education 539

First Year Teacher Internship Project

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Templeton High School
2015-2016
Table of Contents

AGED 539 Project:
Installing a pruning orchard for the Templeton Agriculture Department

Section 1: Reflection on Established “Quality Criteria Standards”
1. Curriculum and Instruction
2. Leadership and Citizenship Development
3. Practical Application of Agriculture Skills
4. Qualified and Professional Personnel
5. Facilities, Equipment, and Materials
6. Community, Business, and Industry Involvement
7. Career Guidance
8. Program Promotion
9. Program Accountability and Planning
10. Student Enrollment and Class Size
11. Full Year Employment
12. Program Achievement

Section 2: Supporting Documents
1. Student Data Sheets
2. Permanent Student Files
3. Agriculture Course Outlines
4. Course Gradebooks
5. SAE Supervision Forms
6. School Board Approved SAE and School Board Approved FFA
7. Program of Activities
8. Recruitment Program
9. FFA Chapter Scrapbook
10. Summer Activities Calendar
11. Graduate Follow Up Survey and Results
12. Comprehensive Program Plan
13. Advisory Committee Agendas, Minutes, Constitution and Bylaws
14. Proficiency Standards
15. Teaching Credentials
16. Calendar of Activities
17. Professional Growth and Development
18. R-2
19. Travel Requests
20. CATA Membership
21. Report to Administration
22. Five-Year Acquisition Plan
23. Current Operating Budget for Department
24. Budget Processes
25. Chairperson’s Duties and Responsibilities
26. Chart of Responsibilities
27. Substitute Teacher Procedure and Plans
28. Program Completer
29. 2+2 Agreements
30. Reimbursement Process
Templeton High School Agriculture Department
AGED 539 Project

My AGED 539 project consisted of designing and installing a fruit tree pruning orchard at Templeton High School.

The following steps were needed to complete the project:
1. Justification and site approval to install the orchard
2. Select an area of land to develop
3. Create a budget for the orchard and necessary equipment
4. Create a layout/plan for the orchard
5. Prepare land to be planted
6. Contact local nurseries to purchase fruit trees
7. Plant trees
8. Install irrigation
9. Prune all trees
10. Maintenance of orchard

Step 1: Justification and Site/District approval

When Templeton High School decided to bring back the third Agriculture Teacher position, they were looking for someone with a strong Horticultural background. That being said, they really wanted to improve upon and strengthen their Horticulture facilities. At our Agriculture Advisory Committee meeting at the beginning of the year, we discussed ways to do so. A fruit tree pruning orchard was at the top of the list. This orchard will teach students fruit tree identification, care, pruning, and maintenance in addition to providing tasty fruit. Students will be able to use these skills, not only in a horticulture related field, but also as a homeowner.

Following our Advisory Committee meeting I spoke with our Principal, Dr. Kari Fisher-Gibson regarding the plan. I discussed the purpose and function of the orchard. She was very positive and receptive to the idea. Her only concerns were how the costs of the orchard would be covered. As a department, we had already decided that it would be covered by grant money that included the Agriculture Incentive Grant along with the CTE grant. At the end of the meeting the principal approved the orchard plan.
**Step 2: Select an area of land to develop**

As a department we spent some time deciding which area of open land would be best suited for our orchard. There is a section of ground at the school farm that was an orchard previously, and there is also a section behind the horticulture facilities at the high school. As a team we decided the best location was at the school. This was the selected location due to ease of access during class time, overall capacity, and aesthetics. This piece of land is situated between the horticulture facilities and the football field. Historically it has been a bit of an eyesore because it is an open area that can easily become overgrown with weeds. Therefore, a maintained orchard will be much more visually appealing for our students and the community members that attend sporting events.

**Step 3: Create a budget for the orchard and necessary equipment**

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Step 4: Create a layout/plan for the orchard

The approved area for the orchard is approximately 6,000 square feet. There are 5 rows of fruit trees that are planted 15 feet apart on center and six different groups of fruit trees represented. The trees represented include: pears, plums, peaches, nectarines and apples. The fruit trees were selected according to slow, medium, and fast growth and fruit wood. These are also common fruit trees for many homeowners. There is potential for expansion next year. Proximity to a water source was an important factor in the layout decision. Additionally, we were restricted by access to a water valve and vehicle access to our soil bins.

Step 5: Prepare land to be planted

Once the orchard site was established and laid out, I spoke with our head maintenance official about leveling the area. After inspecting the layout and discussing the tree growth, he approved the area and the leveling. Mr. Chris Delisle, one of the grounds members, started by mowing down all of the weeds in the area. Then he weed whacked the entire area to ensure the least amount of weed growth possible. Finally, he used the district tractor to level out the area as much as possible. One of the challenges in this step was maneuvering around some of the current trees in the area, in addition to the raised planter beds.

Step 6: Contact local nurseries to purchase fruit trees

On February 13th, 2016 the Horticulture class took a field trip to Monrovia Nursery and L.E. Cooke, Co. L.E. Cooke is a deciduous tree, shrub, and vine grower for retail nurseries and commercial orchardists. When we arrived at the nursery they gave us a tour of the business and facilities. Prior to the trip, arrangements were made for the donation of the required number of fruit trees. We were given an availability list and were able to choose the type and specific variety of trees for our local area. At the end of our tour, the trees were loaded into our vehicle and transported home.
Step 7: Plant trees

Upon arrival, the trees were immediately root pruned and placed into 15 gallon containers full of shavings. This kept the roots moist while we prepared the area to be planted and laid out the specific holes to be dug. Once the layout was complete and the rainstorm had passed, the horticulture students began digging holes. The class was divided into pairs of two students per tree. They started in the far corner of the orchard. Each hole was approximately 18 inches deep and wide. Then each hole was lined with chicken wire to prevent gopher damage to the roots. Next, the soil removed from the hole was amended with potting soil to provide the trees with extra nutrients. Before physically planting the tree, specific instructions were given to ensure all of the bud unions are 2 inches above grade and all facing the same direction. Students were also instructed to make sure the tree was centered in the hole and planted straight up and down. Those that did not get it right the first time, were required to replant it. Lastly, the students firm in the soil around the base of the tree to ensure stability of the tree. At the end of the period, all of the trees that had been planted were watered. The first day we planted 8 trees. The planting continued for 4 other periods until all of the trees were accounted for.

Step 8: Install irrigation

Once all of the trees were planted, our next step was to install the drip system. The components of the drip system were purchased at our local Farm Supply Store. The horticulture class spent time laying out the “irrigation map” and made a list of the necessary parts. The list included: 500’ of ½” drip tubing, 1 hose adapter, 4 Tees, 2 Elbows, 44 2gph emitters, 5 punches, 2lbs of staples, one pressure regulator, and 5 figure eight end caps. The total cost of these items was $75. The class was divided into 5 groups of 3 so that each group would be responsible for installing their own line in the orchard. To begin the installation, I decided to lay down the mainline first, without any students involved. This allowed me to make sure I knew
exactly where each of the other lines would be installed, that way I could ensure the students did it perfectly. After re-explaining the layout process with the students, we started on the first lateral line. I demonstrated how to use the fittings with an extra piece of dripline. Then the first step was to measure and install the elbow connector on the end of the mainline. Next the lateral line was inserted into the elbow and stretched down the first row of trees. At the end of the line a figure eight fitting was installed to cap off the line. Staples were inserted along the line between each tree and at both ends to secure it in place. This process was repeated for the next four rows with the exception of using the tee fittings when appropriate. Once all of the laterals were installed we punched and inserted the emitters. Each tree was given two emitters that flow at a rate of 2gph. Once all of the emitters were installed we connected the mainline to the hose bib and installed a pressure regulator as a temporary connection. Eventually it will be tied into the main water line and hooked up to a timer. When all the connections were secured we turned on the water and everything worked as planned. The trees will be watered for 15-20 minutes, twice a week from now on. We will continue to assess their growth and adjust the watering accordingly.

Step 9: Prune all trees

Pruning is imperative to having healthy and manageable trees. However, is it also very important that students know how to prune before sending them out to prune in a brand new orchard. That being said, I spent two entire class periods teaching and practicing the major pruning concepts. These concepts include: Heading Back, Thinning Out, Directional Pruning, Drop Crotch Pruning, and “Guido’s” Dominant Branch Concept. The students created flashcards with pictures describing each concept. Then I demoed each concept and the students practiced each of the concepts with twigs from each of the different types of fruit trees in our orchard. The students had to work with a partner and peer critique each cut made. Once the students felt
confident enough with each of their cuts, they had to perform 3 proper cuts in front of me for a grade. When all students had passed this assessment, we were ready to move on to the orchard.

Prior to letting the students start pruning in the orchard, I again demonstrated the pruning concepts and talked through each cut with the class. Then we moved to the next tree and students volunteered to make cuts and explain their reasoning to the rest of the class. Next, students were divided into pairs and assigned to a specific tree. Each tree was marked with nursery tape, where it needed to be pruned. This ensured students would remove the appropriate amount of fruiting wood while still having to make the cut at the right angle, in the correct direction, etc. The pairs were evaluated on their pruning performance and when they received an A grade, they were required to then prune a tree on their own. This final assessment would show their competency as a pruner. The scaffolding used in this lesson was designed to follow the “I do, we do, you do, methodology.” I believe that this type of scaffolding is very effective in teaching skill based lessons because it allows students to access the content in a variety of ways and to build confidence before expecting them to perform on their own.

Following the practical exams, the students and I, then reviewed the concepts again through a review game before their final written exam. The students’ test scores had drastically

*Copies of the powerpoint, worksheets, and quizzes used can be found at the end of this project write up.
Step 10: Maintenance of Orchard

Even though the bulk of the labor is done, there will forever be maintenance jobs in this orchard. We have noticed very quickly that there has been significant weed growth since we started the project. Because of this, we have already had to weed whack and disk the orchard. I will also be speaking to the county Ag personnel about spray regulations and policies to be able to control and prevent it in the future. The irrigation will also be checked regularly for plugs or blow-outs, etc. Some pieces may need to be replaced while others may just need to be adjusted. Lastly, every year the trees will need to be pruned. As long as we have a horticulture class, this will be their class project and responsibility. I will continue to instruct them as I did this year.
Fruit Tree Identification

Fast: Only on new wood

Peaches/Nectarines: Can’t tell them apart (pruned the same), fruits only on new wood, canoe shape, lanceolate leaf, tip curls downward, 2-toned bark, multiple fuzzy buds

Medium: short lived spurs (skinny) (3-5 years + new wood)

Apricots: heart shaped leaf (cordate), multiple buds, very pronounced,

Plums: Lanceolate leaf but flat, purple/bronze in color, shorter in length than peach/nectarine, multiple small buds (center grows out (dominant)) other two become smaller branches.

Slow: long lived spurs (fat), don’t prune to a spur

Apples: Fuzzy buds, fuzzy stems, fuzzy leaves,

Pears: smooth bark, one side shiny, one side dull, lots of lenticels,
Pruning Concepts Review:

1. Heading Back:

   ____________________________________________________________

2. Directional Pruning:

   ____________________________________________________________

3. Thinning Out:

   ____________________________________________________________

4. Drop Crotch Pruning:

   ____________________________________________________________

5. Dan's Dominant Branch Concept:

   ____________________________________________________________

6. 3 Saw Cut:

   ____________________________________________________________
Section 1: Reflection on Established “Quality Criteria Standards”
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Criteria 1: Curriculum and Instruction

1A: The Templeton High School Agriculture Department takes pride in making sure all classes embody the three circles: Classroom, FFA, and SAE. Students are required in all of their Agriculture classes to participate in a minimum of 3 activities per semester, in addition to completing at least 10 hours in a supervised agriculture experience project. We encourage all students to participate in project competition and a wide variety of leadership activities that might include: speaking contests, State FFA Convention, judging teams, becoming a chapter officer, etc.

1B: The Agriculture courses offered at Templeton High School are both college and career readiness based. They are aligned with the school’s STEM program that follows rigorous curriculum involving upper-level science and engineering courses alongside the ag courses. As the new addition to Templeton High School this year, I was able to expand and solidify the plant science pathway. In recent years it had been difficult to offer all of the classes related to the plant science pathway due to the decrease in staffing. As a two person department, the only plant science classes being offered were Floral Design and Ornamental Horticulture. With the additional teacher, we are now able to offer Viticulture in addition to the other two. This allows our students to be program completers in the Plant Science pathway. Looking forward, we also plan to add Advanced Floral and Greenhouse Management to the plant science pathway to give our students more options for a more specific focus. For example, those interested in the Horticulture industry would take the greenhouse management class as their capstone course, while those interested in the Wine industry would take Viticulture. The following are examples of the various Plant Science Pathways:

**Current:**
- Ag Biology
- Art & History of Floral Design
- Ornamental Horticulture
- Viticulture

**Projected:**

**Projected:1**
- Ag Biology
- Ornamental Horticulture
- Art & History of Floral Design
- Adv. Floral Design

**Projected:2**
- Ag Biology
- Ornamental Horticulture
- Viticulture
- Greenhouse Management /

**Projected:3**
- Ag Biology
- Art & History of Floral Design
- Ornamental Horticulture
- Greenhouse Management
1C. Our career paths have been identified and can be found in our Comprehensive Program Plan.

1D. Templeton High School prides itself with creating a master schedule that maximizes students' interest and desire to be program and pathway completers. This requires students to follow the appropriate sequence of Agriculture classes for their selected career paths. Generally the school counselors make every effort to accommodate the approved sequence of Ag courses, however, in a small school, it is sometimes prudent to be flexible. For example, in the plant science pathway, some students may take floral design as a sophomore, while others might wait until their junior or senior year.

1E. In every Agriculture class at Templeton High School, career awareness is a major focus. Career awareness comes in many forms such as: in class research projects, guest speakers, teacher and student led discussions, and meaningful field trips. This year the Ornamental Horticulture class visited two nurseries in Visalia. The experts at Monrovia nursery, the largest container grower nursery in the country, showed the students a variety of jobs throughout the entire operation, such as: propagators, breeders, technical staff, shipping, and office staff, just to name a few. L.E.Cooke nursery showed the students what it takes to raise and sell bare root trees. Both of these nurseries also donated plants for our plant sales and new orchard, which will continue to provide students with college and career based skills. Additionally, the Viticulture students have toured Opolo Vineyards' packing house and learned the steps wineries use to make wine. Furthermore, Templeton FFA offers students the opportunity to gain career awareness and readiness through the following Career Development Events: Parliamentary Procedure, Vet Science, Welding, Livestock, Vine Pruning, and Floriculture. Each of these events provides students with relatable knowledge and experience in the given field.

1F. Computers are a large part of the Templeton Agriculture Department. One of our classrooms is a dedicated CAD (Computer Assisted Drawing) Leb. This lab is comprised of 24 student computers and a teacher station. Each computer is equipped with Microsoft Office and AutoCAD. The students enrolled in CAD learn to draw and design structures and projects using the AutoCAD software, which is the industry's standardized software. Additionally, this lab is used for student research related to class assignments that include but are not limited to: sciences, wood, and/or welding fabrication. Additionally, each classroom is equipped with a
laptop, projector, and document camera to enhance lessons, videos, and other technology related aspects of the learning environment.

1G. In addition to being an extension of our classrooms, the computer lab is also necessary for the SAE component of our program. Each student enrolled in an Agriculture class is required to complete an SAE project for 10% of their grade. The students use the computer lab to research projects, to complete their written assignment regarding their project, and lastly to complete their iRecordbook. As a separate assignment, I also require my students to complete a job resume and cover letter.

1H: As stated above, every student is required to complete an SAE project and record book as 10% of their grade. At the beginning of the year, my students are taught how to use and navigate through the iRecordbook. They are required to update it throughout the semester and it is to be turned in at the end of the semester (twice a year). The books are checked for completeness and accuracy.

1I: Record books that pre-date the iRecordbook are stored on department hard drives as e-books. All students that use the iRecordbook are saved online and are accessible as long as the students remain on the department’s R2 Roster.

1J: All of the Templeton High School Agriculture courses meet either a high school elective, fine arts, or science credit. The Art and History of Floral Design, Animal Science, and Veterinary Science have been UC/CSU approved as electives. Floral Design is also UC/CSU approved as a fine art. Furthermore, our welding classes are articulated with Cuesta College.
Criteria 2: Leadership and Citizenship Development

2A. In 1930 the Templeton FFA Chapter was chartered by the State FFA Association.

2B. Our chapter’s program of activities is updated annually by our Chapter Officer team with the guidance of the FFA Advisors. Collectively the team decides what changes they would like to make and the Vice President discusses the changes with the advisor(s). Once agreed upon, the Vice President makes the appropriate changes. Following the final advisor approval, the POA is printed and bound professionally and then distributed. Besides being sent to the Regional Supervisor in a timely manner, a copy of the POA is also sent to our site principal, superintendent, and department office.

2C. Similar to the SAE requirement, students are also required to participate in FFA leadership as 10% of their grade. In order to receive credit for this portion of their grade, students must participate in a minimum of three FFA events each semester and one of the events must be a chapter meeting. Other examples that meet this requirement include: participating in a speaking contest, helping with community service events like Toys for Tots or Clothe the Needy, fundraising for drive-thru BBQs and/or plant sales, or even participating on Career Development Teams. There are several opportunities each semester for students to earn these points. Furthermore, our class curriculum includes opening and closing ceremonies as a class assignments and the basics of Parliamentary Procedure.

2D. At the beginning of each year, every student fills out a student data sheet that is used to add them to our department’s R2 roster. This means that their dues will be paid for their membership in the State and National FFA Association, allowing them to participate in activities at the chapter, state, and national levels.

2E. Attached is the previous year’s checklist of FFA Activities. It is evident that the advisors far surpass the minimum requirements.

2F. The students in Templeton FFA are active in the organization not only because it counts for 10% of their grade, but also because they enjoy the activities and social interactions. Our students exceed the minimum of 80% of the membership attending at least 3 FFA events annually as evidenced by our activity sign-in sheets, field trip rosters, and incentive point
records. Students readily participate in our chapter meetings, our opening and closing local contest, and chapter fundraisers. Since they are required to participate in 3 activities per semester, it is unlikely that they would not have at least 3 per year. According to our department records, 95% of our students meet the minimum of 3 activities per year requirement.
Criteria 3: Practical Application of Agriculture Skills

3A. Supervised Agriculture Experience projects play a major role in every agriculture student's coursework at Templeton High School. Each semester students are required to have an SAE project that counts for 10% of their overall grade. In order to receive credit for this project they are required to complete a minimum of 10 hours outside of class time in an ag-related project, complete the write-up about the project and include pictures (see attached), and have an up-to-date record book. The most common projects at Templeton High School include: small and large animal projects, veterinary skills, landscape installation and maintenance, and tractor repair, maintenance, and operation. For students with livestock projects, most are able to keep their animal at our school farm. We currently have a swine barn, a sheep/goat barn, and our newest cattle barn should be completed by the end of this school year. In addition to our school farm, we also have three greenhouses that allows students to raise and market a variety of plant projects. With the addition of the greenhouse management course next year, we plan on seeing a major increase in plant SAE projects. Lastly, we also have a large number of students that complete shop projects for their SAE credit. The students will spend time after school during "open shop" times to complete their projects for our local project auction. This auction allows students to sell their projects to community members for profit. Last year, we had 40 projects entered that brought in roughly $60,000 dollars.

3B. First year (freshman) students enrolled in either Intro to Ag Mechanics or Ag Biology will start their SAE project in January. This allows them time to learn about FFA and to grasp a basic understanding of what an SAE project should look like. Additionally, it permits them to start their record book at the appropriate time. However, during the first semester, students are expected to complete an informational survey about their SAE interests, along with explaining SAE projects to their parents through the department’s informational flyer. Students that enroll in Agriculture classes for the first time as a sophomore, junior, or senior will complete an SAE project for each semester.

3C. According to our department records, 95% of all continuing students have active SAE projects. This is proven through their SAE write-up that are collected twice a year, in addition to their record books.
3D. Each time an advisor visits a student project an SAE Home/Project Visit form is completed. The student and the department keeps a copy of the completed form. Most students with SAE projects are visited at least twice a year. This is relatively easy to do because so many of our projects are on campus or at the school farm. For example, the livestock projects are checked weekly at the school farm, and at least monthly, when they are off campus. These visits include checking on animal health, weight, and overall project progress.

3E. The Templeton High School Agriculture Department currently has 3 Ag vehicles: a 7 passenger van and two trucks. The newest truck was purchased this year with the Career pathways grant. Having three vehicles makes it relatively easy to ensure each of us have access to a vehicle at all times. Typically, we ask each other if any of the vehicles are needed before leaving with one. To complement our vehicles, we also have a 20’ gooseneck trailer to haul livestock to and from students’ houses and the fair grounds. In addition to these vehicles, we also work closely with the Athletics Department to share vehicles when needed. For example, we borrow the athletic department’s vans for State Conference so that we can maximize the number of students we can bring to Fresno.
Criteria 4: Qualified and Professional Personnel

4A. All 3 of the THS Agriculture Teachers have with Single-Subject Agriculture Credential, in addition to their Agriculture Specialist Credential. The credentials can be found either online through the California Commission on Teacher Credentialing, in our department’s comprehensive program plan, or at the Templeton Unified District Office.

4B. The agriculture teachers at THS attend multiple professional development events throughout the year. The events are recorded by the South Coast Regional Supervisor. The events include but are not limited to:

- CATA Summer Conference
- CATA Regional Roadshow
- New Professionals
- Regional Meetings
- CTE Educational Summit
- Classroom Management Seminars

4C/D. As a department we meet at least twice a month either before school, after school, or at lunch. We sometimes meet when given release time during PLC, however, we schedule our own meeting time whenever convenient for all three of us. We try to meet once a week when possible. Each time we meet we record the meeting agenda and minutes in our shared google drive. These agendas are also shared with the THS administration, which holds us accountable and allows the administration to keep up with all that we are doing as well. Since all of these documents are electronic, we always have easy access to refer back to what we discussed.

4E. THS has two different forms of reimbursement. In both cases, teachers must turn in receipts with the appropriate form to the accounting department. For classroom/FFA supplies reimbursements, most items are processed through our ASB accounts and have a very quick turnaround. Other items like conference reimbursements need to be submitted prior to the conference/expense and then re-submitted with receipts after the trip. In order to minimize reimbursements, however, the school also allows us to set up purchase orders, Cal cards, and Home Depot/Smart & Final cards. We also have a very supportive Parent Support Club that aid with purchase orders and checks when needed in advance. Check requests that are submitted through the ASB FFA account must be accompanied by meeting minutes and pre-approvals. SAE expenses are generally covered by the parent support club. Lastly, fuel is paid through our transportation department at the district or via Cal card if we are out of the area.
Criteria 5: Facilities, Equipment, and Materials

5A. The Templeton High School Agriculture is proud to have updated and fully functioning facilities. The shop is equipped with 20 welding stations that allow students to learn all of the major welding processes. The metal shop also has a Plasma Cam and a variety of other metalworking tools and equipment. We also have a fully functioning woodshop for students to learn the basics and to build projects for our local project auction. The horticulture facility consists of 3 greenhouses, a shade house, a roofed potting area, a head house, permanent soil bins, a walk-in floral cooler, and raised garden beds. The pruning orchard is the newest addition to the horticulture facilities. Our school farm has also been recently updated with the addition of our new cattle and sheep barn. This barn will give several more students the opportunity to keep their livestock SAE projects at the school farm. All of our facilities are ADA compliant and wheelchair accessible. Our special education department works closely with all of the teachers at the school to ensure all students’ needs are being met. A student that is hard of hearing in my floral design class has been supplied with an iPad and microphone so that she can skype with someone that types out the lecture. District wide, teachers and staff are very supportive of all students and their needs and modifications listed on their IEPs or 504 plans.

5B. Storage at Templeton High School can be a bit of a challenge. We do have relatively new facilities with lots of cabinets and shelving but there seems to never be enough room. Currently we have 3 classrooms, 2 shops, 3 offices, a kitchen, a storage container for tools, and a head house for horticulture and floral supplies. The school farm also has a locked room for feed, equipment, and medical supplies. There are several storage areas throughout the department, but most of them need to be reorganized and thinned out.

5C. Templeton agriculture students have several options for SAE projects that they can do in our facilities. The shops are stocked with a variety of equipment for students to create large or small wood or metal projects. Students are allowed to store their project in the shop as long as the area remains clean and organized. If needed, the parent support club is willing to front the cost of materials for these projects. Ultimately, the projects are sold in our local project auction and the students keep the profit from the project. Students interested in livestock SAE projects are allowed to keep their animals at the school farm. This includes sheep, goats, hogs, and cattle. Each species has their own designated area at the farm. In order to have animals at the farm, students are required to sign a contract agreeing to keep the area clean and to participate
in clean-up days at the farm. They are not required to pay rent. As noted above, the horticulture facility consists of 3 greenhouses, a shade house, a roofed potting area, permanent soil bins, a walk-in floral cooler, and raised garden beds. The pruning orchard is the newest addition to the horticulture facilities. These facilities allow students to raise annual bedding plants, perennials, vegetables, and greenhouse crops like houseplants and garden chrysanthemums. There is a plan to have a greenhouse manager water plants on the weekends for students that have long term projects.

5D. Every teacher in the district, to include all 3 ag teachers, has a district issued email account. All accounts are with Google Apps for Education, meaning we have access to Gmail, Google Docs, Google Drive and more.

5E. "Presentation is everything" is the motto I try to instill in each of my students. Whether in horticulture or woodshop, areas that are clean and tidy are a necessity. Each of the Ag teachers at THS work hard to keep all of our designated areas organized. The school farm management class does an excellent job of cleaning and maintaining the school farm. They do everything from picking up trash to welding new pens for the livestock. In addition, students with livestock SAEs are required to keep their pens and surrounding area clean. The horticulture facilities are maintained by the floral and horticulture classes and their instructor. This includes organizing the head house and tool sheds, keeping the shade house tidy and weed-free, and making sure the potting area is sanitary and organized.

5F. Since so many different tools and equipment are used on a regular basis it is imperative that they are maintained and repaired appropriately. Our maintenance and grounds department do a lot of our electrical and major repair work. One of the technicians installed our mist clock in the greenhouse this year. In addition they are readily available for repairs when needed in our classroom, shops, greenhouses and even the school farm. Our vehicles are serviced by our transportation department. Each vehicle is serviced regularly for oil changes, tire replacement, etc. Other general maintenance such as machine maintenance, welding gates, or fixing fences is taken care of by the agriculture students and staff. Most of the students enjoy fixing what they can. When items are beyond repair, they are replaced.
Criteria 6: Community, Business and Industry Involvement

6A. The Templeton Agriculture Advisory Committee is made up of 10 members of the community that represent the industry pathways offered at Templeton High School. The membership consists of past educators, horticulturalists, vineyard managers, and weld inspectors. The committee meets a minimum of 2 times per year to discuss the department’s accomplishments, future plans, and vision while giving their advice on each subject. For example, the committee was very helpful in giving ideas for spending the CTEIG grant. Parts of the committee have also been included in the hiring process, when necessary.

6B. As stated above, the advisory committee meets at least twice a year, in the fall and spring semesters. This year we have exceeded that minimum. Mrs. Erin Gorter is our secretary and she keeps very thorough minutes of every meeting. The minutes are then emailed out to each committee member as well as the Agriculture Teachers. The minutes include the following:

Date, Time, Place
Attendance
Minutes from the previous meeting
Unfinished Business
Committee Reports
New Business
Update on prior recommendations
Next Meeting Date
Time Adjourned

6C: At our October Meeting the primary objective was to review the Agriculture Incentive Grant quality criteria. Each of the twelve criteria and the supporting documents were discussed and located. Our April objective will be to update the various components of the Comprehensive Program Plan.

6D. The advisory committee chair: Jerry Clark
His contact info is listed on the cover of our AIG that was submitted to our regional supervisor. The rest of the committee is listed below:
Erin Gorter, Bob Cummings, Joanne Cummings, John Wright, Dan Lassanske, Scott Welcher, Shelly Belmonte, Theresa Hinrichs, Bill Hinrichs
Criteria 7: Career Guidance

7A. The curriculum used by each of the Agriculture teachers at THS includes a career exploration unit of instruction. Additionally, the skills taught in each of the pathways are career driven. For example, learning all of the major welding processes gives students the skills to obtain a variety of welding related careers. In our new Ag STEM Pathways students are required to take both academic courses as well as agriculture classes that include: Chemistry, Statistics, and in some cases, Physics. Students meet with their counselors each year in March and April to discuss their college and career options. We have provided the counselors with information regarding our classes, pathways, and a variety of career options to share with each student. Lastly, we are assisting in developing a school wide career fair this year that will showcase hands-on careers.

7B. Student data sheets are completed at the beginning of the school year by each agriculture student. Students that have been in agriculture classes for more than one year, still complete a sheet each year. Updating this form allows them to update their interests and college/career choices. The data sheets are stored in the student files in the department office.

7C. This year we have created 2 articulation agreements with Cuesta College. Both the Welding and CAD Classes will be articulated for the 2016-2017 school year. We are also looking into articulating the Vet Science course with Modesto Junior College and the Ornamental Horticulture course with Merced Community College.
Criteria 8: Program Promotion

8A. This year we have agreed as a department to increase our program recruitment. Ms. Crivello and the leadership class have started and maintained a new department website, in addition to other social media accounts. Our FFA officer team has given presentations to the middle school and 9th grade science classes. The advisors attended and spoke with incoming students and parents at the 8th grade registration night. The teachers also use a department wide presentation in each of their classes to promote classes for the following year. Additionally, a pathway specific brochure was created for each pathway. These brochures are available both in the Agriculture Department and also with the counselors. We are working on adding the brochures to our department website.

8B. Financial barriers are never a problem for Templeton FFA students. We have a very generous Parent Support Club that is willing to front the money on SAE projects. After the sale of the project, the students pay the support club back. Students with livestock projects can apply for a farm credit loan or the support club for smaller animals. FFA trips and expenses can be covered by the FFA account or support club when needed. Students are never asked to pay for their hotel or CDE contest fees. If a student is in need of a jacket or other official dress items, they can borrow these items from the department. Each of the instructors stress to students that money should never be the limiting factor. We can always find a way to get the money if they want to participate.

8C. As stated above, the FFA officer team gave a presentation to the Templeton Middle School students in March. They spoke with each of the science classes about the opportunities in FFA, in addition to the classes available. The middle school students also visited the high school for an 8th grade recruitment day. Templeton FFA had a booth set up with information, prizes, and baby chicks. FFA members were there to encourage the 8th graders to join FFA and to answer any questions. Lastly, as a department, we host Agriculture Information Day at the school farm for the elementary students. This gives the younger students a glimpse of what they have to look forward to in the coming years.
Criteria 9: Program Accountability and Planning

9A: There is a Comprehensive Program Plan on file with the Regional Supervisor, Greg Beard, and the agriculture department has a copy. Each time the plan is updated it is submitted to the Regional Supervisor and a copy is filed in the department head’s office. This way the plan is easily accessible at all times.

9B: Updates to the Program Plan are always submitted to our Regional Supervisor by November 15. This includes: the 5 Year Equipment Acquisition Schedule, Chart of Responsibilities, FFA Program of Activities, Advisory Committee Roster and Meeting Minutes. The regional supervisor can verify this.

9C. All graduate are mailed a “Graduate Follow-Up Survey.” Questions include their current employment or school enrollment. The data is used for R-2 submission as well as departmental statistics. We have decided as a department to create a digital survey and email it to students instead. We feel that this will be more effective and will gain a higher number of responses.

9D. Each of the graduate responses this year were recorded and successfully entered into the R-2 database by Oct. 15. This is done right after all of our Student Data Sheets are entered.

9E. Retention can be tricky at a small school. It is hard for students to take all the classes that they want to take. Historically this has created a deficit in sophomore and junior membership. In an effort to boost the sophomore class enrollment, students are encouraged to take Floral Design as a sophomore for their fine art credit, rather than waiting until their junior or senior year. This year we have 3 sections of floral design with about 35% of the students being sophomores. Additionally, we would like to adopt the new Ag Chemistry course to retain the sophomores that we lose to College Prep Chemistry. This would also mean that they could use Ag Chemistry as their science as sophomores and floral as their fine art as a junior. This would help to free up room in their schedules for more agriculture classes.

9F. This year our department head submitted the R-2, AIG Expenditure Report, and FFA Roster before Oct. 15th. This can be verified through the R-2 website.
Criteria 10: Lab and Shop Based Classes

10A. We do not meet the required class size numbers in all of our class. Currently, my Horticulture class is the only class that does not exceed the required 20 student max. The average class size for Floral Design is 30 students and my Viticulture class is at 23. The traditional shop classes are closer to 20-24 students. We have discussed the class sizes with our counselors and they will be working hard to add caps to our classes and reduced the number of students in our shop/lab courses.

10B. The total number of students enrolled in agriculture classes currently does exceed 75 students per teacher. According to our R-2 data the numbers are as follows:
   1st year: 29
   2nd year: 99
   3rd year: 69
   4th year: 62

This gives us a total of 259 students. If you divide that amongst 3 teachers, it is 86 students per teacher.
Criteria 11: Full Year Employment

11A. Each Agriculture Teacher has a 10 month contract. In addition to our regular contract, we are also given an FFA Advisor stipend of $3500 and a summer Fair stipend of $4125.

11B. All of the Agriculture teachers at Templeton High School teach a 6 out of the 8 block periods. The seventh period is considered the teacher’s prep time and the 8th is for project supervision. Coming from a school that did not have a project supervision period, I have come to appreciate it very quickly. Aside from the seemingly endless tasks with the Horticulture facilities, I have also used this time to check on student projects for the fair. Templeton attends both the Salinas Valley and CA Mid-State Fairs. As the sheep and goat advisor I have had the privilege of overseeing 25 animals this year. The release time to be able to check on projects and work on the facilities has been very beneficial.

In the past, the agriculture teachers also taught a tutorial period. This means that they really only had 5 periods of Agriculture instruction. When the third teaching position was dissolved, the remaining two teachers took on additional course to sustain enrollment numbers. We are in the process of negotiating compensation for the additional period we are teaching.
Criteria 12: Program Achievement

12. With the addition of the third Agriculture teacher this year, our program achievement has definitely excelled. We have increased involvement in meeting attendance, speaking events, conferences, and even award applications.

This year for award applications we had nine students receive their State FFA degree and seven receiving their American Degree this fall. We had three regional proficiency finalists and one regional winner. Our proficiency applications were in: Swine Production, Diversified Livestock, and Wildlife Management. While we were sad to not have any state finalist, we recognize that were are in a very competitive region with lots of amazing students.

In the area of CDE, we added two brand new teams: Vine Pruning and Floriculture. Chris continued to coach Livestock and Welding, while Brandi coached Parliamentary Procedure and Vet Science. We had a very successful year with all of our teams. The Parli-Pro team qualified for the state contest. The Livestock team was 5th in the state with the 2nd high individual. The Welding team placed 2nd in the state.

In the area of leadership development, we also excelled. Brandi and I coached students in the following areas: Creec, BIG, Job Interview, Prepared Public Speak, and Impromptu. Our Prepared speaker qualified for the Regional Contest and our chapter president placed 5th in the Job Interview Contest. We also had a student elected to Regional Office for next year, along with two sectional officers.

Overall we have had a very successful year and plan to see continued growth and success next year!
AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT
QUALITY CRITERIA 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1-9) and Criteria 12 may qualify for an additional $3,000. This form along with the appropriate verification must be attached to the Agricultural Vocational Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor’s office on June 30.

Number of Students on Previous Years R-2 Report: 314

12A Curriculum and Instruction

Number of students who took the ACE Test (Must be at least 15% of the R-2 Number)

N/A

Number of those taking the ACE Test who received Recognition Honors (Must be at least 10% of those taking the Ace Test)

N/A

12B Leadership and Citizenship Development

Number of activities on the approved FFA Activity list which the local chapter participated in (Must participate in at least 80% of the 24 activities)

12C Practical Application of Occupational Skills

Number of students who received the State FFA Degree (Must be at least 5% of the R2 number)

9

12D Qualified and Professional Activities

Number of teachers who attended a minimum of 5 professional in-service activities (Must attach approved Inservice Activities Verification Page)

3

12E Community, Business and Industry Involvement

Number of meetings held by the local Agriculture Advisory Committee (Must be at least 3 with minutes attached)

2

Name of Agriculture Advisory Committee Chair: Jerry Clark

Phone Number of Agriculture Advisory Committee Chair:

12F Retention

Number of students who were in their 3rd and 4th year of agriculture instruction (Must be at least 25% of the R2 number)

42

12G Graduate Follow-Up

Number of program completers graduating last year.

26

Number of those who graduated who are employed in agriculture, in the military, or continuing their education (Must be at least 75% of the program completers) Attach graduate follow-up report.

17
ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 2016  School Templeton High School

Must meet at least 12 areas

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>NUMBER OF PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended the following:</td>
<td></td>
</tr>
<tr>
<td>Greenhand Conference</td>
<td>21</td>
</tr>
<tr>
<td>Made For Excellence Conference</td>
<td>7</td>
</tr>
<tr>
<td>Advanced Leadership Academy</td>
<td>7</td>
</tr>
<tr>
<td>Chapter Officer Leadership Conference</td>
<td>8</td>
</tr>
<tr>
<td>Spring Region Meeting</td>
<td>8</td>
</tr>
<tr>
<td>State Leadership Conference</td>
<td>30</td>
</tr>
<tr>
<td>National Convention</td>
<td>12</td>
</tr>
</tbody>
</table>

| Submitted the following:                          |                        |
| State Degree Application                           | 9                      |
| American Degree Application                        | 7                      |
| Proficiency Award Application - Section            | 4                      |
| Chapter Award Application - State                  | 2                      |
| Scholarship Application - State                    | 0                      |

| Participated in the following:                    |                        |
| Opening and Closing Contest - Section             | 30                     |
| Best Informed Greenhand Contest - Section         | 3                      |
| Co-Op Marketing Quiz - Section                    | 0                      |
| Creed Recitation - Section                         | 3                      |
| Extemporaneous Speaking - Section                  | 0                      |
| Job Interview - Section                            | 5                      |
| Impromptu Speaking - Section                       | 4                      |
| Prepared Speaking - Section                        | 1                      |
| Parliamentary Procedure - Section                  | 6                      |
| County/District Fair/Show                          | 65                     |

Career Development Teams (other than those identified above)

| Floriculture                                      | 4                      |
| Vine Pruning                                      | 4                      |
| Livestock                                         | 5                      |

Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)

| Welding                                           | 6                      |
| Vet Science                                       | 4                      |
|                                                        | 3                      |
|                                                        | 4                      |
|                                                        | 5                      |

TOTAL AREAS MET 24
Section 2:

Supporting Documents
Table of Contents

1. Student Data Sheets
2. Permanent Student Files
3. Agriculture Course Outlines
4. Course Gradebooks
5. SAE Supervision Forms
6. School Board Approval of SAE & FFA
7. Program of Activities
8. Recruitment Program
9. FFA Chapter Scrapbook
10. Summer Activities Calendar
11. Graduate Follow Up Survey and Results
12. Comprehensive Program Plan
13. Advisory Committee Agendas, Minutes, and Constitution and Bylaws
14. Proficiency Standards
15. Teaching Credentials
16. Calendar of Activities
17. Professional Growth and Development
18. R-2
19. Travel Requests
20. CATA Membership
21. Report to Administration
22. Five-Year Acquisition Plan
23. Current Operating Budget for Department
24. Budget Processes
25. Chairperson's Duties and Responsibilities
26. Chart of Responsibilities
27. Substitute Teacher Procedure and Plans
28. Program Completer
29. 2+2 Agreements
30. Reimbursement Process
Support Material 1: Student Data Sheets

At the beginning of each year, every student fills out a student data sheet that is used to add them to our department’s R2 roster. This means that their dues will be paid for their membership in the State and National FFA Association, allowing them to participate in activities at the chapter, state, and national levels.

Next year, my goal is to use the electronic version of the form through the R-2 site. I believe this will save us time and ensure accuracy of the information submitted.
Name: Madison

A. Gender: Male ______ Female ______

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

C. 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.

H. Date: 9/9/15

I. Locator Data
- Street Address: 300 Old County Rd
- City, Zip: Templeton, CA 93465
- Phone Number: 550-8148-4456
- Email: Madison@icloud.com

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

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

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
      No Further Education
      Some College Later
   2. Go to College
      Community College
      Four Year College
      Full-Time Student
      Part-Time Student
      Agriculture Major
      Non-Agriculture Major
   3. Go Into Military Service
A. Name: Anwar
   Last Name: Edwards
   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: 12 (9, 10, 11, 12)

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

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

H. Date: 9-8-15

I. Locator Data
   Street Address: 911 W. Second Avenue
   City, Zip: Blytheville, AR 72315
   Phone Number: 870-763-1423 93123
   Email: amanwar3@gmail.com

J. Program of Instruction Being Pursued: (Select Only One)
   ☑ Plant & Soil Science (4010)
     Animal Science (4020)
     Agricultural Mechanics (4330)
   ☐ Agricultural Business (4040)
   ☐ Ornamental Horticulture (4050)
   ☐ Forestry & Natural Resources (4060)
   ☐ Agriscience (4070)

K. Please indicate below your plans after graduation from high school:
   1. Go to Work Full - Time
   2. Go to College X
      Community College
      Four Year College ☐
      Full-Time Student ☐
      Part-Time Student ☐
      Agriculture Major X
      Non-Agriculture Major ☐
   3. Go Into Military Service
AGRICULTURAL EDUCATION STUDENT CAREER DATA SHEET

A. Name
   Last Name
   *First Name/MI

B. Gender:
   Male ______  Female ______

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

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

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

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

G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.
   I wanna tie-dye shirts and be a hippie ______

H. Date: 8/24/13

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

J. Program of Instruction Being Pursued: (Select Only One)
   Plant & Soil Science (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 ______

8/19/2013
A. Name: Bagley  Sarah A

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

E. Grade Level in School:  12
   (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, please in parenthesis () an occupation in agriculture you would enjoy doing.
   (Not sure)

H. Date:  9-8-15

I. Locator Data
   Street Address:  1100 South Aven, Vc
   City, Zip:  Aksarben 93482
   Phone Number:  (309) 446-5560
   Email:  SarahBagley@Student.templeton.edu.org
   Parent/Guardian Name (Print Full Name For Each):
   Mr.  Davis  X
   Miss/Mrs./Ms.  Michelle

J. Program of Instruction Being Pursued: (Select Only One)
   X Plant & Soil Science (4010)
   Animal Science (4020)
   Agricultural Mechanics (4330)
   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
   3. Go Into Military Service
      Agriculture Major
      Non-Agriculture Major  X
A. Name

B. Gender: Male ☑ Female ☐

C. Ethnicity/Race:
Are you Hispanic or Latino? (Check one): Yes ☐ No ☑
American Indian or Alaskan Native ☐
Asian Indian ☐
Cambodian ☐
Chinese ☐
Hmong ☐
Japanese ☐
Korean ☐
Laotian ☐
Vietnamese ☒
Black or African American ☐
Filipino ☐
Guamanian ☐
Samoan ☐
Tahitian ☑
White ☐

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

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

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

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

fireman

H. Date: 9/18/14

I. Locator Data
Street Address: 575 Cawley Rd
City, Zip: Templeton 93445
Phone Number: (559) 382-7080
Email: jconsult123@gmail.com
Parent/Guardian Name (Print Full Name For Each):
Mr. Rodney Johnson
Miss/Mrs./Ms. Monica Johnson

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

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

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

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

3. Go Into Military Service

A. Name: Bergano, Jennifer L.  
B. Gender: Male  
C. Ethnicity/Race: Female  
   Yes  
   American Indian or Alaskan Native  
   Asian Indian  
   Cambodian  
   Chinese  
   Hmong  
   Japanese  
   Korean  
   Laotian  
   Vietnamese  
   Black or African American  
   Filipino  
   Guamanian  
   Samoan  
   Tahitian  
   White  
D. Year in Agriculture Program: 2nd  
E. Grade Level in School: 12  
F. I Am Taking This Course Because:  
   I plan a career in agriculture  
   Not a career, just an interest in agriculture.  
   Not interested, placed in class.  
G. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.  
   I want to be involved in something medical, psychologist is in the are too.  
H. Date: 9-9-15  
I. Locator Data:  
   Street Address: 2455 Thurston Rd.  
   City, Zip: Palermo, CA 95465  
   Phone Number: 925-343-1114  
   Email: Bergano919190@gmail.com  
   Parent/Guardian Name (Print Full Name For Each):  
   Mr. Christopher Bergano  
   Miss/Mrs./Ms. N/A  
J. Program of Instruction Being Pursued: (Select Only One)  
   Plant & Soil Science (4013)  
   Animal Science (4020)  
   Agricultural Mechanics (4030)  
   Agricultural Business (4040)  
   Ornamental Horticulture (4050)  
   Forestry & Natural Resources (4060)  
   Agriscience (4070)  
K. Please indicate below your plans after graduation from high school:  
   1. Go to Work Full - Time  
      No Further Education  
      Some College Later  
   2. Go to College  
      Community College  
      Four Year College  
      Full-Time Student  
      Part-Time Student  
      Agriculture Major  
      Non-Agriculture Major  
   3. Go Into Military Service
A. Name: [Redacted]

B. Gender: Male  Female  

C. Ethnicity/Race: (Check one)
   - Yes  No
   - 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:  10+
   (1st, 2nd, 3rd, 4th)

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

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

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

H. Date:  9/21

I. Locator Data
   - Street Address:  974 Louisiana
   - City, Zip:  Paso Robles 93442
   - Phone Number:  0309-410-098
   - Email: [Redacted]@yahoo.com
   - Parent/Guardian Name (Print Full Name For Each):
     Mr.  Wayne [Redacted]

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

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

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

   3. Go Into Military Service
A. 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, 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
   — 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.
   X own a winery

H. Date: 9/8/15

I. Locator Data
   Street Address: Templeton
   City, Zip: 43410 8
   Phone Number: 333-333-3333
   Email: student@templeton.edu
   Parent/Guardian Name (Print Full Name For Each):
   Mr. Trent
   Miss/Mrs./Ms. Erin

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 X
      Community College ______
      Four Year College ______
      Full-Time Student X ______
      Part-Time Student ______
      Agriculture Major ______
      Non-Agriculture Major ______
   3. Go Into Military Service ______
A. Name

B. Gender: Male  Female

C. Ethnicity/Race: Caucasian

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

E. Grade Level in School: 12
   (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.
   Not a career, just an interest 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.

   My dream is not related to agriculture, I want to be a farmer.

H. Date: September 8

I. Locator Data
   Street Address: 14452 Dublin Lane
   City, Zip: Templeton 93465
   Phone Number: not applicable
   Email: N/A

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

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

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

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

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

   3. Go Into Military Service
A. Name: Sample
B. Gender: Male  X  Female  
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:  12  
(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.  
____  X  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.  
____  Engineer  
____  Grape Grower  
( )  
H. Date:  9/8/15  X  BD: 3/13/88  
I. Locator Data  
Street Address:  [redacted]  
City, Zip:  [redacted]  
Phone Number:  [redacted]  
Email:  [redacted]  
Parent/Guardian Name (Print Full Name For Each):  Mr.  [redacted]  Miss/Mrs./Ms.  [redacted]  
J. Program of Instruction Being Pursued: (Select Only One)  
____  Plant & Soil Science (4010)  
____  Animal Science (4020)  
____  X  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  X  
3. Go Into Military Service  
____  
Revised 7.16.10
Support Material 2: Permanent Student Filing System

Our permanent student filing system is located in our "officer room" in the Ag Quad. We have several filing cabinets dedicated to keeping files for 6 years. This allows us to have files for all of our current students and our recent graduates. The student files are created for each student, the first year they enroll in an Agriculture class. The department TA's then organize the files alphabetically and according to the year the student will graduate. Even if they are not enrolled in an agriculture class every year, their file stays with their graduating class.
Support Material 3: Agriculture Course Outlines

Each year the Agriculture Instructors spend time updating their course outline for reasons like adding a new unit of instruction to their course. I have attached the course outlines for the Agriculture classes I taught this year:

- Applied Ornamental Horticulture
- The Art and History of Floral Design
- Viticulture

I will be adding Woodshop and Greenhouse Management to my course load next year.
Ornamental Horticulture

Ms. Guido – eguido@templetonusd.org - (805) 434-5888-

Course Description: This course is designed for students who have an interest in the environmental horticulture industry. Using agriculture as the learning vehicle, the course emphasizes the following principles: plant reproduction, nature of life, plant physiology and growth, plant pathology and entomology, biotechnology application in environmental horticulture, soil structure and function, plant nutrients, flowering/fruiting plants, landscape design and installation, and professional opportunities in environmental horticulture science. The FFA Leadership Program and participation in a Supervised Agriculture Experience will be a component of the curriculum.

Grade Breakdown

- Participation (25%): Attendance and work ethic during class. Includes both the classroom and laboratory settings.
- Classwork/Projects (30%): This includes weekly packets and all projects that are completed both inside and out of the classroom.
- Tests/Quizzes (15%): Formative and summative assessments regarding the elements and principals of design.
- Binder Check (5%): Once a quarter, binders will be checked for packets, neatness, and organization.
- FFA (10%): Attending (3) events during the semester, one of which is a chapter meeting.
- SAE (10%): Completing 10 hours of a project and completing a record book.
- Final (5%): The final exam at the end of each semester.

Major Units of Instruction:

1. Safety, Tools, and Materials
2. FFA
3. Plant Physiology
4. Plant ID and Classification
5. Plant Propagation
6. Pruning
7. Growing Structures
8. Landscape Design
9. Growing media and fertilizers
10. Disease and Pests
11. Water requirements
12. Crop scheduling and rotation

FFA Requirements

Each student enrolled in an Agriculture course automatically becomes an FFA member. To receive credit for the FFA portion of this class, each student will need to participate in at least (3) FFA events through Templeton FFA. One of these events must be a chapter meeting.

Needed Supplies:

- Binder to keep all packets/work in for the entire semester
- Spiral Bound Notebook
- Writing Utensils
- Closed toes shoes for lab activities

SAE Requirements:

Each student enrolled in an Agriculture course automatically becomes an FFA member. To receive credit for the SAE portion of this class, each student will need to participate in an agricultural project and commit at least 10 hr. / semester to that project. More information about these projects will be discussed. The FFA record book will be used to document these projects.
Ornamental Horticulture

Ag Dept. / Classroom Rules

1. The Agriculture Department will strictly adhere to Templeton High School’s Student Responsibilities - Rules and Attendance policies. They are written and available for review in each student’s school planners.

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 not to be used, heard, and/or seen during school hours. If they are seen or heard (cell phones), they will be confiscated.

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. Eating and/or gum chewing is not allowed in the classroom/shop during class time. Bottled water is permissible as long as it does not disrupt class and students throw away contents when done.

h. Assignments are expected to be turned in on time. All assignments are designated through a “weekly packet” that is provided every 2 weeks. All packets are due at the end of the 2nd week (after 5 block periods). If you are absent on the day they are due, you have until the end of the following week to turn in your packet. Failure to do so will result in a “0” score.

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 TEMPLETON 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 Ms. Guido. If you have any questions, please don’t hesitate to contact me at (805)434-5888.

Date: ___________________ Student: ___________________ Parent/Guardian: ___________________
FLORAL DESIGN

Ms. Guido – eguido@templetonusd.org - (805) 434-5888

Course Description: The purpose of this course is to present students with the Art and History of Floral Design by providing hands on introduction to the artistic and creative perception including aesthetic valuing through a series of projects in various media. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. The FFA Leadership Program and participation in a Supervised Agriculture Experience will be a component of the curriculum.

Grade Breakdown

- Participation
- Classwork/Projects
- Tests/Quizzes
- Binder Check
- FFA
- SAE
- Final

Participation (25%): Attendance and work ethic during class. Includes both the classroom and laboratory settings.

Classwork/Projects (30%): This includes weekly packets and all projects that are completed both inside and out of the classroom.

Tests/Quizzes (15%): Formative and summative assessments regarding the elements and principals of design.

Binder Check (5%): Once a quarter, binders will be checked for packets, neatness, and organization.

FFA (10%): Attending (3) events during the semester, one of which is a chapter meeting.

SAE (10%): Completing 10 hours of a project and completing a record book.

Final (5%): The final exam at the end of each semester.

Major Units of Instruction:

1. Safety, Tools, and Materials
2. FFA
3. Plant Physiology
4. Basic Skills and Mechanics
5. Introduction to Art
6. Elements and Principals of Design
7. Floral Shapes
8. Seasonal Flowers
9. Personal Flowers
10. Wedding Flowers

Supplies Needed:
- Binder to keep all packets/work in for the entire semester
- Spiral Bound Notebook
- Writing Utensils

FFA Requirements
Each student enrolled in an Agriculture course automatically becomes an FFA member. To receive credit for the FFA portion of this class, each student will need to participate in at least (3) FFA events through Templeton FFA. One of these events must be a chapter meeting.

SAE Requirements:
Each student enrolled in an Agriculture course automatically becomes an FFA member. To receive credit for the SAE portion of this class, each student will need to participate in an agricultural project and commit at least 10 hr. / semester to that project. More information about these projects will be discussed. The FFA record book will be used to document these projects.
FLORAL DESIGN

Ag Dept. / Classroom Rules

1. The Agriculture Department will strictly adhere to Templeton High School’s Student Responsibilities - Rules and Attendance policies. They are written and available for review in each student’s school planners.

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 not to be used, heard, and/or seen during school hours. If they are seen or heard (cell phones), they will be confiscated.

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. Eating and/or gum chewing is not allowed in the classroom/shop during class time. Bottled water is permissible as long as it does not disrupt class and students throw away contents when done.

h. Assignments are expected to be turned in on time. All assignments are designated through a “weekly packet” that is provided every 2 weeks. All packets are due at the end of the 2nd week (after 5 block periods). If you are absent on the day they are due, you have until the end of the following week to turn in your packet. Failure to do so will result in a “0” score.

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 TEMPLETON 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 Ms. Guido. If you have any questions, please don’t hesitate to contact me at (805)434-5888.

Date: ___________________ Student: ___________________ Parent/Guardian: ___________________
Viticulture Operations

Ms. Guido – eguido@templetonusd.org- (805) 434-5888

Course Description: Viticulture (grape-growing) is a college-prep science elective class that prepares students or furthers studies and employment in the viticulture and wine making industry. The course equips them with the knowledge and skills necessary to succeed in college and in the wineries as extensions of the classroom. Students will learn about the emerging careers in viticulture and enology that will enrich and ensure the sustainability of our area’s main agriculture industry in the future. The FFA Leadership Program and participation in a Supervised Agriculture Experience will be a component of the curriculum.

Major Units of Instruction:
1. Safety, Tools, and Materials
2. FFA
3. Plant Physiology
4. Vine ID and Classification
5. Propagation
6. Pruning
7. Growing Requirements
8. Vineyard Design
9. Disease and Pests
10. Water requirements

Grade Breakdown
- Participation (25%): Attendance and work ethic during class. Includes both the classroom and laboratory settings.
- Classwork/Projects (30%): This includes weekly packets and all projects that are completed both inside and out of the classroom.
- Tests/Quizzes (15%): Formative and summative assessments regarding the major concepts in each unit of study.
- Binder Check (5%): Once a quarter, binders will be checked for packets, neatness, and organization.
- FFA (10%): Attending (3) events during the semester, one of which is a chapter meeting.
- SAE (10%): Completing 10 hours of a project and completing a record book.
- Final (5%): The final exam at the end of each semester.

Needed Supplies:
- Binder to keep all packets/work in for the entire semester
- Binder Paper
- Writing Utensils
- Closed toes shoes for lab activities

FFA Requirements:
Each student enrolled in an Agriculture course automatically becomes an FFA member. To receive credit for the FFA portion of this class, each student will need to participate in at least (3) FFA events through Templeton FFA. One of these events must be a chapter meeting.

SAE Requirements:
Each student enrolled in an Agriculture course automatically becomes an FFA member. To receive credit for the SAE portion of this class, each student will need to participate in an agricultural project and commit at least 10 hr. / semester to that project. More information about these projects will be discussed. The FFA record book will be used to document these projects.
Viticulture Operations

Ag Dept. / Classroom Rules

1. The Agriculture Department will strictly adhere to Templeton High School's Student Responsibilities - Rules and Attendance policies. They are written and available for review in each student's school planners.

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 not to be used, heard, and/or seen during school hours. If they are seen or heard (cell phones), they will be confiscated.

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. Eating and/or gum chewing is not allowed in the classroom/shop during class time. Bottled water is permissible as long as it does not disrupt class and students throw away contents when done.

h. Assignments are expected to be turned in on time. All assignments are designated through a "weekly packet" that is provided every 2 weeks. All packets are due at the end of the 2nd week (after 5 block periods). If you are absent on the day they are due, you have until the end of the following week to turn it in your packet. Failure to do so will result in a "0" score.

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 TEMPLETON 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 Ms. Guido. If you have any questions, please don't hesitate to contact me at (805)434-5988.

Date: ____________________  Student: ____________________  Parent/Guardian: ____________________
Support Material 4: Course Gradebook

It is my goal to enter grades every other week, when the students’ packets are due. I record them on a hard copy and enter them into our school wide system, Powerschool. Powerschool is accessible by both students and parents so they should always be aware of what their grades are. I have attached copies of the gradebooks for my Agriculture classes and have highlighted the FFA and SAE portions of the students’ grades.
Support Material 5: SAE Supervision Forms

The following project supervision forms serve as documentation of our project visits. Project visits consist of a student and advisor meeting to discuss the student’s project status. The form allows for the advisor to document recommendations made for further project success. The document is signed by the advisor and student and is sent home to the parent. Sending the document home, helps to keep the parent informed of the project status if they were not able to be present during the visit.
For my entrepreneurship SAE I bottle fed and worked with two drop calves. Both Steers were bought and needed to be properly bottle feed morning and night. I spent about 15 hours working with these drop calves and it was an experience that I loved. I wouldn’t have wanted to put my SAE time anywhere else for second semester. I love working with animals and spending my free time with them.

I believe this project will help me work with animals in the future. I started out not knowing much about beef animals and learned a lot through this experience. This time made me realize that I would like to start showing an animal for FFA at Salinas Valley or Mid-State Fair. Animals can make a lot of money if you spend time and work with them.

I invested money in bottles and feeding formula. Early morning and night is a good time to feed them. The water needs to be clean and warm when you mix it with the formula to resemble the mother’s milk. On a cold day you should feed them another time in the evening. Pail feeding is also a way to feed the calf its formula but takes time and patients to train it. Once the calves are old enough to start digesting food a starter feed can be feed to them.

The two calves I bottle fed were like bestfriends. One drank its bottle faster than the other. Once it finished it tried to take the other ones bottle to take its milk. To prevent that I let it keep sucking on it’s empty bottle. If it wasn’t satisfied with sucking on dry air I had to let it suck on my fingers. It felt like a baby with no teeth and a rough tongue sucking on your fingers. But it kept it satisfied the whole time till the other calf was done feeding.

I am very happy I chose to do this for my sae time. I learned multiple new things and had great experiences with the animals. This time with these animals inspired me to show an animal at a fair. I have two more years of high school that I would want to spend showing and working with animals.

FFA activities
- School farm bonfire
- Plant sell
- March meeting
- Floral subscriptions
PROJECT VISITATION REPORT
Vocational Agriculture Department
Templeton High School

Recommendations for Improvement:

- Continue practicing
- Keep up the good work!
- Focus more regularly
- Eating well

General Condition of Project:
Marlent Swear - K. Taylor
(Projects) Supervised:

Date of Visit: 1/19/14
Name of Student: C. Cooper

recommendation

- Need to begin showmanship
- Keep working on your project but can use the chance to work with others

Date of Visit: 4/1/14
Name of Student: L. Minz
**PROJECT VISITATION REPORT**

**Templeton High School**

**Vocational Agriculture Department**

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**Survey:**
- Did the student complete the project?
  - Yes
- Does the student meet the objectives of this project?
  - Yes
- Did the student meet his/her personal objectives?
  - Yes
- Could the student have accomplished this project on his/her own?
  - Yes

**Recommendations for Improvement:**

**Side:**
- Have the student set personal goals for the future.
- Have the student set personal goals for the future.

**General Condition of Project:**
- Overall: Good
- Market-Grant: K. Feir

**Projected Supervision:**
- Date of Visit: 4/12/11
- Name of Student: L. Munoz

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**PROJECT VISITATION REPORT**

**Templeton High School**

**Vocational Agriculture Department**

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**Survey:**
- Did the student complete the project?
  - No
- Does the student meet the objectives of this project?
  - No
- Could the student have accomplished this project on his/her own?
  - No

**Recommendations for Improvement:**

**Side:**
- Have the student set personal goals for the future.
- Have the student set personal goals for the future.

**General Condition of Project:**
- Overall: Poor
- Market-Grant: K. Feir

**Projected Supervision:**
- Date of Visit: 4/12/11
- Name of Student: L. Munoz
Project Visitaton Report
Vocational Agriculture Department
Templeton High School
- Recommend first goal
- Student自行
- Student自行
- Followed student and
- Improvements for Improvement:
- Increase feed
- Increase feed
- Needs to be used with
- Need for more information
- Need for more information
- Name of Student: L. M. H. J.
- Date of Visit: 5/14/14
- Project(s) Supervised: M. A. T. F.

PROJECT VISITATION REPORT
VOCATIONAL AGRICULTURE DEPARTMENT
TEMPLETON HIGH SCHOOL
Cocci dias is not well - treat Second Church Feb - separate cleaning facilities

Recommendations for improvement:

Not eating enough
Insufficient information that smoker king is good. Desk of student

General condition of Project:

MSE Market Launch

Project(s) Supervised:

Date of Visit: 5/20/11

Name of Student: T. Blair

---

Recommendations for improvement:

Feed again
- need for focus on dollars -
- eat at it all
- pass assessment or not
- read 1.12.13
- reading

General condition of Project:

Exchange on
- environment to be happy in room
- go
- just put up project a week

Project(s) Supervised:

Date of Visit: 5/11/11

Name of Student: T. Blair
Support Material 6: School Board Approval of SAE and FFA

Attached you will find the Board Approval for SAE and FFA as part of our co-curricular program.
The Governing Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes and job hunting strategies.

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the district's vocational education program be updated regularly to reflect current vocational practices, changes in technology and labor market conditions.

(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 3440 - Inventories)
(cf. 6141 - Curriculum Development and Evaluation)

Equal access shall be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities of the vocational education program. Equal access shall also be provided irrespective of student gender.

(cf. 0410 - Nondiscrimination)
(cf. 1312.3 - Uniform Complaint Procedures)

The Board shall periodically compare the district's existing vocational curriculum, course content and course sequence with model state curriculum standards, in accordance with legal mandates. (Education Code 51226, 52376)

The Superintendent or designee shall establish procedures for the systematic review of district vocational education classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Superintendent or designee shall present the Board with evidence that enables the Board to ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation. (Education Code 52376)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

ADVISORY COMMITTEE
The (Board/Superintendent) shall appoint a vocational education advisory committee as required
INSTRUCTION
Vocational Education

by law to develop recommendations on the vocational education program and provide liaison between the district and potential employers. (Education Code 8070)

The Board expects that this advisory committee will provide staff with useful information about new technologies and the changing needs of community businesses.

(cf. 1220 - Citizen Advisory Committees)

PARTICIPATION IN ROC/ROP
The Board shall periodically review and assess the participation of 11th and 12th grade students in regional occupational centers and programs. Unless it is determined that no additional students would benefit from such participation, the Board shall prepare an annual plan to increase participation by these students. The plan shall be adopted at a public hearing or regular Board meeting. (Education Code 52304.1)

LEGAL REFERENCE:

EDUCATION CODE
8070 Appointment of vocational education advisory committee
48430 Legislative intent; continuation education schools and classes
51225.3 Requirements for graduation commencing with 1988-89 school year
51226 Model curriculum standards
51228 Graduation requirements; minimum standards; required curriculum; pupil demonstration of competence
52300-52358 Regional occupational centers, especially
52304.1 Review of participation in centers and programs
52350-52355 Prevocational education
52370-52376 High school vocational courses
52450-52462 Agricultural Vocational Education
52910-52911 Career Vocational Education and Training
52980-52983 Pilot projects in applied academic areas & programs
54768 Funds allocated pursuant to 52300-52358; use (under School-Based Motivation and Maintenance Program) for preparing individuals for employment
54761 Calculation; base funding; deposit; use

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT
Public Law 98-524, 204
FEDERAL REGISTER
Vol. 45, No. 92, 5/9/90, p. 3C929
Vol. 50, No. 159, 8/16/85, p. 3308

Management Resources:
CDE LEGAL ADVISORIES
125.09 Procedures for requesting guidance from the U.S. Department of Education

CDE PROGRAM ADVISORIES
1107.89 Implementation of new procedures for noncompliance
INSTRUCTION
Extracurricular and Co-curricular Activities

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

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

Any complaint regarding the district’s extracurricular and co-curricular programs or activities shall be filed in accordance with BP/AR 1312.2 – Uniform Complaint Procedures.

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

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

(cf. 3260 – Fees and Charges)

Extra/co-curricular activities shall be supervised by district employees whenever they are conducted under the name of the district.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

ELIGIBILITY REQUIREMENTS

The Board desires to balance the academic needs of students with the benefits they receive from participating in school activities. In implementing this policy, the Superintendent or designee shall provide the necessary assistance to help ineligible students achieve the academic standards required by law.

(cf. 6164.5 - Student Success Teams)
(cf. 6177 – Summer School)
(cf. 6179 – Supplemental Instruction)
INSTRUCTION
Extracurricular and Co-curricular Activities

ANNUAL POLICY REVIEW

The Board shall annually review this policy and implementing regulations.

LEGAL REFERENCE:

EDUCATION CODE
35145 Public meetings
35160.5 District policy rules and regulations; requirements; matters subject to regulation
35179 Interscholastic athletics; associations or consortia
48930-48938 Student organizations

CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Management Resources:

CDE LEGAL ADVISORIES
001.90 Access to School-Related Activities and Events by Disabled Students, LO: 3-0
409.87 Requirements for Pupil Participation in Extracurricular and Co-curricular activities, AB 2613, CIL: 86/87-11

WEB SITES
California Association of Directors of Activities: http://www.cada1.org
INSTRUCTION
Extracurricular and Co-Curricular Activities

Extracurricular activities are those programs that have all of the following characteristics: (Education Code 35130.5)

1. The program is supervised or financed by the school district.

2. Students participating in the program represent the school district.

3. Students exercise some degree of freedom in either the selection, planning or control of the program.

4. The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time. (Education Code 35160.5)

Co-curricular activities are programs that may be associated with the curriculum in a regular classroom. (Education Code 35160.5)

An activity is not an extracurricular or co-curricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.

2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

A comparable alternative assignment will be provided for any student determined to be ineligible to participate in a graded co-curricular activity, such as a field trip.

DETERMINING ELIGIBILITY

To be eligible to participate in extracurricular and co-curricular activities, students in grades 7 through 12 must demonstrate satisfactory educational progress in the previous grading period. "Satisfactory educational progress" is defined as:

A. Maintenance of minimum passing grades, which is defined as at least a 2.0 grade point average in all enrolled courses on a 4.0 scale with no "F"s".

Regulation adopted: 2/3/94
Revised: 2/19/00, 5/31/07, 1/14/10
INSTRUCTION
Extracurricular and Co-Curricular Activities

B. Maintenance of minimum progress toward meeting the high school graduation requirements prescribed by the governing board.

The grade point average used to determine eligibility shall be submitted to the teacher/advisor in advance and shall be based on the student’s grades two weeks prior to the activity/event.

When a student becomes ineligible to participate in the upcoming school year, or when he/she is subject to probation as described later in this regulation, the principal or designee shall provide written notice to the student and his/her parents/guardians. The principal shall also consult with the student’s teacher(s) in deciding on a program of remediation to improve the student’s academic progress.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 – High School Exit Examination)
(cf. 6164.5 – Student Success Teams)
(cf. 6176 – Weekend/Saturday Classes)
(cf. 6177 – Summer School)
(cf. 6179 – Supplemental Instruction)

ATHLETIC ELIGIBILITY

Athletic grade checks will be conducted on the first Monday of every school month (or the first school day after if the Monday is a school holiday or a non-school day). The grade check calendar will be posted at the start of each school year listing the date and time of the grade checks. Student-athletes receiving an “F” or “U” on any grade check or semester report shall be ineligible for athletic participation until the Monday following the next grade check where the student-athlete has raised their grade to a “D” and/or citizenship to an “N.”

For the purpose of determining athletic eligibility in a new sport season, a grade check will be conducted when the team roster is finalized and any student not meeting the requirements for participation shall be deemed ineligible the following Monday. (Education Code 35160.5)

CITIZENSHIP ELIGIBILITY

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

(cf. 5144 – Discipline)
PROBATIONARY PERIOD

The Superintendent or designee may grant academically ineligible students a probationary period of not more than one grading period in grades 9 - 12. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

Students promoting to the high school who do not meet eligibility requirements shall be granted a probationary period through the first grade check in 9th grade, at which time they must be achieving satisfactory academic progress to continue to participate. (C.I.F. Bylaw 205)

When a student becomes ineligible to participate in the upcoming school year, or when he/she is subject to probation, the principal or designee shall provide written notice to the student and his/her parents/guardians. The principal shall also consult with the student’s teacher(s) in deciding on a program of remediation to improve the student’s academic progress.
Support Material 7: Program of Activities

Our chapter's program of activities is updated annually by our Chapter Officer team with the guidance of the FFA Advisors. Collectively the team decides what changes they would like to make and the Vice President discusses the changes with the advisor(s). Once agreed upon, the Vice President makes the appropriate changes. Following the final advisor approval, the POA is printed and bound professionally and then distributed. Besides being sent to the Regional Supervisor in a timely manner, a copy of the POA is also sent to our site principal, superintendent, and department office.
"It's not who I am underneath but what I do that defines me."

2015-2016
Table of Contents

Chapter Officers' Greetings 1
About Our Officers 2-5
Advisory Biographies 6
District and Site Information 7
District Board of Trustees 7
Site Administration 7
Templeton FFA Parent Support Club Information 7
Templeton Agriculture Advisory Committee Information 8
Chapter History 8-17
Chapter Goals 18-19
Chapter Calendar Dates 20-21
Incentive Points 22
Chapter Committee Descriptions 23-26
Chapter Budget 27
Fundraising Activities 28
Community Service Opportunities 29
CDE and Leadership Speaking Contests 30
FFA General Information 31-36
FFA Degrees 37-39
Proficiency Awards 40-52
Chapter Committee Application 53
Greenhand Degree Application 54
Chapter Degree Application 55
State Leadership Conference Application 56-57
MFE/ALA Conference Application 58
Chapter Officer Application 59-61
California Mid-State Fair Participation Contract 62-64
Salinas Valley Fair Participation Contract 65-67
School Farm Agreement 68-69
Market Steer Project Plan 70
Replacement Heifer Project Plan 71
Market Lamb Project Plan 72
Market Hog Project Plan 73
Market Goat Project Plan 74
Chapter Constitution 75-78
Chapter Officers’ Greetings

Dear Templeton FFA Members and Supporters,

Through FFA and in life we learn that as individuals we are defined by our actions, and how we treat others. With this in mind, we can use the FFA and its mission to define ourselves as leaders. The FFA organization instills premier leadership, personal growth, and career success into each of its members.

Our 2015-2016 Chapter theme is, “It’s not who I am as a person, but what I do that defines me.” This year we hope you will join us in reaching our full potential through our actions and the way we treat others to reveal our true character.

Sincerely,

Kaela Cooper

Kaela Cooper
2015-2016 Templeton FFA Chapter President
About Our Officers

President- Kaela Cooper

"This is my fourth year in the FFA and third year as an officer. I have participated in Job Interview, Opening and Closing Ceremonies, Livestock Judging, and Project Competition. My SAE projects include beef production and goat production. In my free time I dedicate my time to my SAE projects and look forward to expanding my breeding projects. I also spend most of my weekends traveling the state showing goats and cattle at jackpots, I am looking forward to serving as your Chapter President."

Vice President- Lilly Hildebrand

"This is my fourth year in the FFA and first year as a chapter officer. I am a member of the Livestock Judging team and have participated in Opening and Closing, Project Competition and Prepared Public Speaking. My SAE projects include sheep production, beef production, market lambs, and replacement heifers."
Secretary- Julia Aurignac

“This is my second year in FFA and my first year as an officer. I have participated in many events in the FFA such as Parliamentary Procedure team, Creed, BIG, Opening and Closing and Project Competition. My SAE projects consist of showing market lambs and breeding gilts. In my spare time I am dedicated to playing basketball and running track. I cannot wait to see what this next year brings serving as your Chapter Secretary.”

Treasurer- Jacob Madden

“This is my second year in FFA and my first as an officer. I am a member of the advanced Parliamentary Procedure Team and have participated in Opening and Closing. My SAE projects include lamb production and market lambs. In my free time I am dedicated to getting good grades and spending time with my family. I am very excited about the upcoming year as I will be serving as your Chapter Treasurer.”
Reporter- Brent Hill

“This is my second year in FFA and my first year as an officer. I am a member of the Parliamentary Procedure team. My SAE project is crop production on my property. I am dedicated to my chapter in my free time. I am very excited to be the 2015-2016 Reporter.”

Sentinel - Clarissa Ballo

“This is my third year in FFA and my first year as a chapter officer. As sentinel I am enjoying this position very much. I have participated in opening and closing competitions, Vet Science Team, creed competition, and show pigs at the Mid-State Fair. I love riding and working with horses, which have been used as my SAE project multiple times. Being the chapter sentinel officer is more than just a position, my brother was previously the sentinel and I am so excited and proud to carry on that tradition this year.”
Historian- Cassie Walton

“I am currently a sophomore at Templeton High School. This is my first year as a chapter officer. My SAE projects consist of equine production. In my free time I enjoy working with my horse and competing in various English events. I am very excited to be serving as an officer in our organization this year.”

Parliamentarian- Caitlin Hopkins

“This is my fourth year in the Templeton FFA chapter. This is also my first year as an officer. Being Parliamentarian has helped me to develop my skills in parliamentary procedure. Outside of FFA you can find me hiking and riding horses out in the mountains or at the beach. In FFA I exhibit multiple species including: Dairy goats, cattle, sheep, poultry and rabbits. Not only has being an officer this year given me valuable skills that I will use every day, but it allows me to develop relationships that are long-term.
Advisor Biographies

Chris Hildebrand

A graduate of Cal Poly with a major in Agriculture Business and a Master’s Degree in Agriculture Science. Mr. Hildebrand is a veteran teacher of twenty-two years. Before THS, he taught at Morro Bay and San Luis Obispo High School. He will be teaching Welding, Woodshop and CAD I/II. He is also the beef cattle and sheep advisor and will be coaching the Welding and Livestock Judging CDE team this year.

Brandi Crivello

Ms. Crivello graduated from Cal Poly with a Bachelor’s Degree in Animal Science. She than continued her education in Ag Ed. Ms. Crivello spent a year as a lecturer in Animal Science at California Polytechnic State University. She did her student teaching at Templeton High School. She is the swine and small animal advisor at Templeton High School.

Erica Guido

A graduate of Linden High School, Erica chose to follow a passion for agriculture and received her Bachelor of Science in Agriculture Education. Ms. Guido specialized in Horticulture and is currently pursuing her Masters Degree. Ms. Guido teaches Floral Design, Horticulture, Viticulture, and Ag Tech Theatre. Erica enjoys spending time with friends and family in her free time.
Templeton Unified School District Information

Templeton Unified School District
960 Old County Road
Templeton, CA 93465
Phone (805) 434-5800
Fax (805) 434-5879

Templeton High School
1200 Main Street
Templeton, CA 93465
Phone (805) 434-5888
Fax (805) 434-0743

Templeton Unified School District Board of Trustees

Phil Keohen ........................................................................................................ President
Lisa Hammond .................................................................................................. Clerk
Kevin Hamers ..................................................................................................... Member
Shirley Sigmund ............................................................................................... Member
Nelson Yamagata ............................................................................................. Member
Joe Koski ........................................................................................................... Superintendent

Templeton High School Administration

Kari Fisher Gibson ............................................................................................. Principal
Nancy Needham ............................................................................................... Assistant Principal
Laura Clark ....................................................................................................... Site Secretary
Kat Elliott .......................................................................................................... Attendance Clerk
Sheila DeLisle ................................................................................................ ASB Clerk
Donna Bruce ..................................................................................................... ROP Clerk

Templeton FFA Parent Support Club

The Templeton FFA Boosters is a group of parents, Templeton FFA alumni and community members who wish to support the FFA program. This group meets throughout the year to plan and carryout fund raising activities. The money raised by the FFA Boosters is used to support the students in the agriculture program throughout the year.

Shelly Belmonte ............................................................................................... President
Julie Soto .......................................................................................................... Vice President
Melissa Cooper ............................................................................................... Secretary
Kathy Raminha ............................................................................................... Treasurer
Templeton Agriculture Department Advisory Committee

The function of the Advisory Committee is to provide advice on the design, development, and operation of the Templeton High School Agriculture Department. Additionally, this committee provides support and evaluates the progress of the department. The Advisory Committee is comprised of representatives from the community, business industry, post-secondary educational institutions and parents.

Jerry Clark ................................................................. President
Erin Thompson ......................................................... Secretary
Chris Hildebrand ...................................................... Member
Bob Cummings .......................................................... Member
Joanne Cummings ...................................................... Member
John Wright ............................................................. Member
Hugh McCaffrey ....................................................... Member
Brandi Crivello ......................................................... Member
Erica Guido ............................................................. Member
Dan Lazanski ........................................................... Member

History of Templeton FFA

Templeton FFA became an incorporated chapter on January 15, 1930, with the following founding members:

Alvin Bergman
Erwin Bergman
Noel Bennett
Wilfred Borkey
Johnny Curletti
Walter Fieguth
Willard Gambill
Raymond Johnson
John Johntzen

Oswald Johntzen
Frank Ostini
Lester Plum
Arthur Swain
Vernon Swain
Kenneth Silber
Raymond Silber
Rudolph Wiebe
American FFA Degree Recipients

The American FFA Degree is the highest degree our organization can bestow up on its members. Qualifications for this degree are listed on page 38.

1939
Edgar Abramason

1978
Debra Faver

1979
Sean Dallaire

1981
Toni Mastan

1985
Jacky Coon
Becki Kaiser
David Sorrow

1986
Linda Solper

2000
Joyce Brown
Summer Hall

2008
Brian Bobson
Ashley Hop

2009
Matt Dchon
Lindsey Graham

2011
Blake Ginder
Nolan Hildebrand
Devon Pitts
Garrett Roth
Nicole Sonne
Matt Vierra

2012
Garrett Ballo
Raemann Heiner
Kaley Hook
Nick Kennedy

2013
Sam Clevenger
Cody Dye
Robert Easterbrook
Sara Hall
Amy Hanks
Cierra LaRue
Samantha Mackle
Matt Parker
Lainey Reich
Danica Reynolds
George Schmidt
Kayla Welcher
Brad Wright
### State FFA Degree Recipients

The State FFA Degree is the highest degree our state organization can bestowed on its members. Qualifications for this degree are listed on page 37.

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
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<tbody>
<tr>
<td>1945</td>
<td>John Heousek</td>
</tr>
<tr>
<td></td>
<td>Edgar Abramson</td>
</tr>
<tr>
<td>1942</td>
<td>William Luther</td>
</tr>
<tr>
<td>1943</td>
<td>Barry Luther</td>
</tr>
<tr>
<td>1945</td>
<td>John Heousek</td>
</tr>
<tr>
<td>1952</td>
<td>Donald Lehnhoff</td>
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<tr>
<td>1955</td>
<td>Merle Miller</td>
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<tr>
<td>1956</td>
<td>James Gree</td>
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<tr>
<td>1957</td>
<td>Gene Greer</td>
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<td>Carl Petersen</td>
</tr>
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<td>1959</td>
<td>Tom Mora</td>
</tr>
<tr>
<td>1962</td>
<td>James Claassen</td>
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<td></td>
<td>Ray Claassen</td>
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<tr>
<td>1968</td>
<td>Tony Colombo</td>
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<td>Bill Phelps</td>
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<tr>
<td>1971</td>
<td>Richard Colombo</td>
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<tr>
<td></td>
<td>Bill Terry</td>
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<td></td>
<td>Ruth Terry</td>
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<td>1976</td>
<td>Richard Ashley</td>
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<td>Howard Brewen</td>
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<td></td>
<td>Sean Dallaire</td>
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<td>Tim Hartzell</td>
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<td>Lynn Miller</td>
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<td>Debra Paver</td>
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<td></td>
<td>James Sachs</td>
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<tr>
<td></td>
<td>Geralyn Vierra</td>
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<tr>
<td>1977</td>
<td>Joe Hamby</td>
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<td>Tony Wyatt</td>
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<tr>
<td>1978</td>
<td>Alan Aldersor</td>
</tr>
<tr>
<td></td>
<td>Eugene Hinson</td>
</tr>
<tr>
<td>1980</td>
<td>Maureen Johnson</td>
</tr>
<tr>
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<td>Toni Mastan</td>
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</table>
1981
Jane Caldwell

1984
Heidi Hall

1985
Jacky Coon
Becky Kaiser
David Sorrow

1986
Linda Solper

1987
John Blank
Julie Dawes
Rodger Hall

1988
Cindy Hanich
Cheryl Johnston

1989
Shawnna Anderson
Lisa Martinez
Jeni Weiss

1992
Jennifer Dickinson
Charity Nerelli

1994
Jaime Gibson

1995
Ryan Casey

1996
Angeleen Garcia
Josh Muniz

1997
Leah Tucker

1998
Lauri Bollinger
Theresa Casey
Leigh Wiley
Joyce Grown
Summer Hall

1999
Heather Graff
Shayna Muniz

2000
Sarah Elgin
Alana Estrada

2001
Jeanne Brown
Teresa Delliganna
Tylene Hansen
Benjamin Rupert
Jamie Lynne Warren

2002
Ashley Brett
Jennifer Byford
Jessique Ghezzi
Emily Jeffers
Megan Smith
Kristina Spitale

2003
Brinnan Brooks
Steven Coon
Cassie Delliganna
Sarah Hanks
Savanna Lewis
Bailey Veillette

2004
Joe DeClue
Melissa Dunn
Katie Elgin
Eric Graff
Parker Lindquist
Brianne Thompson

2005
Aaron Bollman
Heath Gallagher
Olivia Gonzales
Ashley Hop
Courtney Minton

2006
Chanel Adams
Will Clevenger
Hattie Robertson

2007
Bryan Bobsin
Wesley Boneso
Matthew Duhan
Lindsey Graham
Patricia Harris
Chris Molina
Ashley Molnar
Morgan Molnar
Devon Pitts

2008
Kaelee Delisle
Kristy Graham
Brandon Pettis
Carsen Ramos
Katie Schasteen
2009
Ryan Elliott
Leah Harden
Nolan Hildebrand

2009 Cont’d.
Jordan James
Garrett Roth
Karrie Schasteen
Nicole Sonne
Matt Vierra

2010
Blake Ginder
Shane Heilman
Raeann Heiner
Matt Parker

2011
Olivia Alba
Brandon Albright
Garrett Ballo
Morgan Butz
Julie Cappelutti
Sam Clevenger
Kelsey Corson
Morgan Dougherty
Cody Dye
Collin Frederick
Sarah Hall
Amy Hanks
Tanner Nixon
Kaley Hook
Phil James
Nick Kennedy
Cierra LaRue
Samantha Mackle
Brandon Orr
Lainey Reich

2011 Cont’d
Danica Reynolds
Jacob Rosas
George Schmidt
Paige Veillette
Chase Welcher
Kayla Welcher
Brad Wright

2012
Jesse Edelman
Ali Einolander
Sabrina Dunn
Diego Alcantar
Kayla Hildebrand
Chase McKinnon
Robert Easterbrook
Carly Roth
Rebecca Stockton
Margarita Rodriguez
Taylor Lindquist
Sara Hall
Kayla Whitson
Tanner Westbrook
Jennifer Raminha
Camille Anderson
Tyler Arebalo
Evan Peterson

2013
Dianna Dawson
Anna Hinrichs
Cailyn Ortega
Vanessa Soto

2013 Cont’d.
Tanner Dye
Sierra Bryant
Caitlin Ruskic

2013 Cont’d
Gigi Herron
Karlee Delisle
Katherine Nowicki
Madelyn Finicky
Mari Stewart
Ole Viborg

2014
Adam Hinrich
Ally Reich
Corryn La Rue
Danielle Huseby
Josh Hillard
Julianne Salcido
Kris Rickard
Stephanie Raminha

2015
Emily Kollmann
Louis Lindsey
Chance Scantlin
Haley Simonin
Brittany Stanton
Cory DeLisle
Hannah Kropp
Nathan Hamers
Caitlin Hopkins
Clint Howland
Jacob Yinglez
Zachery Cherry
Meagan Parsley
Kristen Raminha
Lilly Hildebrand
Kaela Cooper
Career Development Event Winners

Career Development Events (CDE) focus on student success outside of the classroom empowering them to think critically and perform effectively in a competitive world. A complete list of CDE teams available in Templeton FFA is listed on page 30.

2007
Livestock Judging Team: Wes Boneso, Will Clevenger, Brianna Hop, and Stephanie Crawford

2010
Agriculture Welding Team: Garrett Roth, Matt Vierra, Blake Ginder, and Kevin Kunz

2011
Agriculture Welding Team: Jesse Edelman, Nick Kennedy, Diego Alcantar, and Garrett Ballo

2012
Livestock Judging Team: Kayla Hildebrand, Amy Hanks, Vanessa Soto, and Kayla Welcher

2014
Agriculture Welding: Kris Rickard, Chance Scantlin, Joe Clouston, and Nathan Ingram

Master/ Superior Chapter Winner

The Superior Chapter Award is given annually to chapters which excel in three areas: Student Development, Community Development and Chapter Development.

<table>
<thead>
<tr>
<th>1945</th>
<th>1998</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
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<td></td>
</tr>
<tr>
<td>1997</td>
<td>2005</td>
<td></td>
</tr>
</tbody>
</table>
Leadership Awards & Roles

During the year, many Templeton FFA members choose to go above and beyond normal chapter involvement. These students may choose to serve advanced leadership roles in our organization such as seeking out higher office, or participating on various state committee projects.

1991
State Nominating Committee-Cecil Martinez

1993
State Nominating Committee-Charity Nerelli

2007
State Officer Candidate-Stephanie Crawford

2008
Regional Vice President-Morgan Molnar

2012
Regional Vice President-Kayla Welcher

2013
Regional Vice President-Kayla Hildebrand
Regional Sentinel-Sierra Bryant
State Nominating Committee-Kayla Hildebrand
State Program of Work Committee Chair-Sierra Bryant
National Delegate-Sierra Bryant

2014
State Secretary - Sierra Bryant

2015
National Delegate – Kaela Cooper
State Proficiency Winners

*Denotes National Finalist
**Denotes National Winner

Proficiency awards are available to those students who excel in the development of their Supervised Agriculture Experience (SAE) projects. Award descriptions start on page 40.

1973
Fish & Wildlife Production-Alan Alderson

1999
Equine Entrepreneurship-Shayna Muniz

2000
Oil Crop Production-Shayna Muniz

2005
Sheep Production-Courtney Minton

2007
Landscape Management-Bryan Bobsin

2010
Wildlife Production-Garrett Roth*

2011
Sheep Production-Nolan Hildebrand**

2012
Agriculture Sales, Placement-Cody Dye*
Equine Production, Entrepreneurship-Ali Einolander
Home & Community Development-Samantha Mackle

2013
Wildlife Management-Karlee Delisle

2014
Sheep Production – Kayla Hildebrand*

2015
Swine Production-Vanessa Soto*
Non-Member Award Recipients

May people have helped to make Templeton FFA excel throughout the years. This includes advisors, administrators, and counselors which we honor for their efforts.

1974
Bob Cummings, State Star Advisor

2001
Jerry Clark, Honorary American Degree Recipient

2006
Pat Casey, Honorary American Degree Recipient

2009
Maria Carroll, Regional Star Counselor
Jim Fotinakes, Regional Star Administrator

2010
Kelley Meece, Regional Star Counselor

Star Award Recipients

Students who excel in specific areas may be able to apply for Star Awards at the Regional level.

These students have shown excellence in a variety of areas.

2007
Bryan Bobsin-Regional Star in Ag Placement

2011
Nolan Hildebrand-Regional Star Farmer

2012
Kayla Hildebrand-Regional Star Reporter
Samantha Mackle-Regional Star in Ag Placement

2013
Kayla Hildebrand-State Star Reporter
Samantha Mackle-Regional Star in Ag Placement
Vanessa Soto-Regional Star Reporter

2014
Kaela Cooper-Regional Star Reporter

2015
Vanessa Soto- Regional Star Farmer
State Scholarship Recipients

Academic excellence is a source of pride in our program. There are hundreds of scholarships available annually through both our State Association (www.calaged.org) and National Organization (www.ffa.org).

1989
Cynthia Hanich-National FFA Foundation Scholarship

1999
Joyce Brown-National FFA Toyota Motor Sales Scholarship

2000
Shayna Muniz-California FFA Abbott

Laboratories Scholarship

2013
Ali Einolander-California FFA Zenith Insurance Company Scholarship
Taylor Lindquist-California FFA Mabel W. Jacks Memorial Scholarship

2014
Sierra Bryant – California FFA
Vanessa Soto – California FFA
Templeton FFA Goals

Student Goal

Hold Annual Project Auction: To help the FFA Support Club raise funds to support chapter activities and to sell and showcase student generated agriculture mechanics projects.

1. Have at least 40 students participate and sell their shop built projects in the live auction.
2. To have a minimum of 300 dinner tickets sold for the activity.
3. To raise a minimum of $10,000.00 for the FFA Support Club through dinner ticket sales and raffle items.
4. To promote the activity through a minimum of 5 media appearances by FFA members participating in the event.
5. For the FFA Support Club to conduct a minimum of 6 planning meetings.

Plan of Action

1. (Sept.) FFA Parent Support Club to have their first planning meeting.
2. (Dec. thru May) Conduct planning and delegating meetings with the FFA Support Club.
3. (Dec.) Start the project planning phase with FFA Students participating in the auction and building of projects.
4. (Apr.) Start selling dinner tickets for the project auction.
5. (Apr.) Schedule media appearances on local radio stations to give an overview of Project Auction and sell tickets.
6. (May) Have all projects participating in auction be judged and placed. Judges will be local industry people.
7. (May) Conduct dinner and project auction fundraiser.

Chapter Goal

Implement Effective Committee System: To develop a committee system to better conduct events within the chapter.

1. Have at least 7 different chapter committees.
2. Have at least 1 different chairperson for each committee.
3. Increase chapter leadership participation by having over 10% of the chapter membership as a member of a chapter committee to coordinate and carry out chapter events.

Plan of Action

1. (Aug.) At FFA Officer Retreat, establish committees.
2. (Aug.) Chapter Vice President to design committee application for chapter members.
3. (Sept.) Distribute and advertise committee applications to agriculture classes.
4. (Sept.) Chapter officers collect and evaluate applications designating chairpersons and members.
5. (Sept.-Aug.) Chapter committee chairmen and members conduct chapter activities under designated committee titles.
Community Goal

Agriculture Information Day: To spread agriculture industry awareness and agriculture education awareness to local elementary school students.

1. Have 75% of the School Farm Management class and officer team participate in Ag Info Day.
2. To have students in grades K-2 visit the school farm for an interactive workshop about agriculture.
3. Target the workshop stations toward the 3 key areas of our Ag Department.
4. Offer tangible projects for each attendee to take home with them.

Plan of Action

1. (Feb.) Establish an itinerary for Ag Info Day and possible dates for hosting Ag Info Day at a morning officer meeting.
2. (Feb) Contact elementary school principal to coordinate the possible date.
3. (Mar.) Assign station managers for each of the stations and teams for each of the stations.
4. (Mar) Design a activity book with Ag facts in it to send home with each elementary student.
5. (Mar.) Have each team come up with curriculum for their workshops.
6. (Apr.) Have students present their workshops on during the School Farm Management class as a trial run.
7. (Apr.) Have grades K-2 classes come to the school farm for Ag Info Day. The School Farm Management class will be excused from school and spend the day presenting their workshops.
Templeton FFA 2014-2015 Chapter Calendar Dates

In addition to sectional, regional, and state FFA events, the Templeton FFA chapter hosts a wealth of additional activities which are open for all members to attend.

Activities above the chapter level can be found at the California FFA website www.calaged.org.

July 22-August 2nd California Mid State Fair

September 12-13th Sectional Officer Leadership Conference, Atascadero
September 15th Templeton FFA Meeting/Ag Info Night, Ag Quad 6:30 pm
September 21st FFA Drive Thru BBQ 4:30pm-6pm
September 30th Sectional Opening and Closing, Morro Bay High School 4:00pm

October 6th Templeton FFA Meeting/Chapter Degree Ceremony, MPR 6:30pm
October 10th South Coast COLC Hollister, CA
October 15th Greenhand Conference, Paso Robles Fair Grounds
October 17th Templeton Agriculture Plant Sale
October 20th Local Project Competition
October 28th-Nov 1st National FFA Convention

November 2-6th SLO Section Project Competition
November 3rd Templeton FFA Meeting/Greenhand Degree Ceremony, MPR 6:30pm
November 16-20th Clothe the Needy Drive
November 11th Local Creed and BIG Competition, D6 3:30pm
November 17th SLO CATA/SLO Section FFA Creed & BIG Competition, Paso Robles 3:30pm
November 10th Project Competition Banquet, Vineyard Elementary 6:00pm

December 7th FFA Drive Thru BBQ 4:30-6pm
December 1st Templeton FFA Meeting/ Gingerbread Contest, MPR 6:30pm
December 7-11th Toys for Tots Drive
December 14th South Coast Region Roadshow, Cal Poly SLO

January 12th Templeton FFA Meeting, MPR 6:30pm
January 14th Local Public Speaking Competition, D6 3:30pm
January 22-23rd MFE/ALA Leadership Conference, Monterey, CA
January 26th SLO Section CATA/ State FFA Degree Scoring 3:330pm
January 30th Hartnell College Field Day, King City
February 2nd  Templeton FFA Meeting, MPR 6:30pm
February 4th  Sectional Speaking Competition, Templeton 4pm
February 9th  Tulare Farm Show
February 22nd Sectional Parliamentary Procedure Competition, SLO High School
February 21-27th National FFA Week
February 24th  Ice Cream Social, D6 2:00pm
February 25th  Teacher Appreciation Luncheon, D6 Lunch Hour
February 29th  CATA Spring Meeting

March 1st  Templeton FFA Meeting, MPR 6:30pm
March 5-6th  UC Davis Parliamentary Procedure Field Day
March 12-13th Chico Field Day, Chico California
March 19th  Enchilada Sale, VES
March 18th  South Coast Region FFA Spring Meeting/Speaking Contest, King City
March 19th  Merced Livestock Field Day/Madera Welding Field Day

April 3rd  State Degree Banquet, Clark Center 3:30pm
April 2nd  Modesto Field Day, Modesto California
April 4th  Reedley College Field Day
April 5th  FFA Meeting, MPR 6:30pm
April 22-26th California State FFA Conference, Fresno, CA
April 30th  Templeton FFA Project Auction, Paso Robles Fair Grounds 5:00pm

May 7th  State FFA Judging Finals, Cal Poly SLO
May 10th  Templeton FFA End of the Year Banquet, THS Gym
May 12th  Sectional Officer Elections, THS 4pm
May 18-22nd Salina Valley Fair
May 27th  Ag Info Day
Incentive Points

Participating in activities within the FFA are greatly encouraged. For every activity a member participates in, they will be awarded points on an incentive system. At the conclusion of the school year, members will participate in an Incentive Points bowling night at Paso Bowl. The top 25 Incentive Points students will be given the opportunity to participate in the event. Points are awarded as follows:

Local/Chapter Events- 1 Point  
Sectional Events-2 Points  
Regional Events- 3 Points  
State Events/Field Days- 4 Points  
National Events-5 Points
Templeton FFA Committee Descriptions

The following descriptions are for the committees available for the 2013-2014 school year. The Committee Application is available at the end of this Program of Activities and is due annually on September 15th to an agriculture advisor. You may indicate on the application if you desire to serve as Committee Chair.

The responsibilities of the Committee Chair are to work hand-in-hand with the officer team to ensure that committee tasks are being completed in an orderly fashion. Committee Members report directly to their Committee Chair and work diligently to carry out chapter activities and functions.

**Ag Info Day -Chair:** Lilly Hildebrand  
**Members:** Julie Schmitz, Cory DeLisle, Julia Aurignac, Haley Simonin, and Brittany Stanton

This committee is open to freshman, sophomores, juniors, and seniors. Ag Info Day is designed to show local elementary school children what agriculture is about. Committee members are responsible for planning, setting up, and implementing the one day event which includes informational agriculture displays at the school farm.

**BBQ-Chair:** Brittany Stanton  
**Members:** Haley Simonin, Cory DeLisle, Clint Howland, Quinten Elliot, and Wade Hasch

This committee is open to freshman, sophomores, juniors, and seniors. The BBQ Committee is in charge of all lunchtime BBQs, FFA Meeting BBQs and special BBQs. BBQ Committee duties include assisting in the planning, implementation, and clean-up of all BBQ functions. From time to time you will be excused from class in order to set up, but will only be allowed to do so if your grades and attendance are in good standing.
Community Service-Chair: Haley Simonin

Members: Kaela Cooper, Clarissa Ballo, and Hannah McRoy

This committee is open to freshman, sophomores, juniors, and seniors. Community Service Committee duties include, but are not limited to, organizing and executing all chapter service activities including toy drives, canned food drives, and clothing drives. This committee is designed to not only take our usual community service projects above and beyond, but to also create at least one new project that may be continued in years to follow. Your time in this committee could also go towards community service hours and count as your Supervised Agricultural Experience Project under the Home and Community Development area.

Display and Decoration-Chair: Clarissa Ballo

Members: Caitlin Hopkins, Abi Smith, and Cassie Walton

This committee is open to freshman, sophomores, juniors, and seniors. Display and Decoration Committee duties include, but are not limited to, assisting with the design and creation of themed bulletin boards so that they are constantly updated to highlight various chapter events, making the calendars each month that go on the wall, dye-cutting letters, decorating the room for various holidays and events, and adding any other necessary décor to the classroom walls. This committee is also responsible for decorating for all chapter functions including the Chapter Banquet.

Scrapbook-Chair: Caitlin Hopkins

Members: Julie Schmitz and Brent Hill

This committee is open to freshman, sophomores, juniors, and seniors. Scrapbook Committee duties include, but are not limited to, working to help take pictures of chapter events, organizing scrapbook materials and pages, and helping to create the chapter scrapbook. You may be asked to attend specific FFA events in order to photograph. You will also be required to attend a couple scrap booking days (usually on the weekend or after school) at the request of the committee chair.
FFA Week-Chair: Jacob Madden
Members: Abi Smith, Kylee DeLisle, Sophie Baldwin, and Hannah McRoy

This committee is open to freshman, sophomores, juniors, and seniors. FFA Week Committee duties included helping plan, coordinate, and execute all FFA Week activities. You may be asked to help a little with each of these areas, or you may specialize in one or two. While the officer team will still work to organize parts of this week, you would be responsible for assisting with all activities and ensuring that the week runs smoothly and efficiently. Your assistance would only be required in February as FFA Week is a one-week, annual event.

Recruitment-Chair: Haley Simonin
Members: Clarissa Ballo, Julia Aurginac, and Garrett Cooper.

This committee is open to freshman, sophomores, juniors, and seniors. Recruitment Committee duties include, but are not limited to, organizing and executing the Middle School Recruitment Day in the Spring, as well as developing various recruitment materials and projects throughout the year. Templeton FFA does not currently have many recruitment activities so this committee is free to develop new ideas and start new projects to recruit members.

Publicity-Chair: Sophie Baldwin
Members: Cassie Walton and Clarissa Ballo

This committee is open to freshman, sophomores, juniors, and seniors. Publicity Committee duties include, but are not limited to, working to help take pictures of chapter events, writing news articles about our chapter for various sources, helping to create a chapter newsletter, and/or securing news, radio, or live publicity opportunities for the chapter. You may be asked to attend specific FFA events in order to photograph/write articles. You may be asked to help with each of these areas or you may specialize in one of the above activities. This committee could potentially count as your Supervised Agriculture Experience Project.
Thank You-Chair:  Brent Hill
Members:  Reed Hayes and Joseph Salcido

This committee is open to freshman, sophomores, juniors, and seniors. Thank You Committee duties include, but are not limited to, writing all thank you notes, letters, and cards for the Templeton FFA Chapter, and/or developing thank you gifts. Members are required to have nice handwriting, as many thank yous will be done by hand. This committee is designed to keep an organized tally of all thank yous that need to be written so they can be done in a timely manner. You may also be required to order and organize gifts to go along with the cards. Many committee duties can be done at home.
## 2015-2016 Templeton FFA Chapter Budget

### Monthly Meeting Activities and Supplies

<table>
<thead>
<tr>
<th>Month</th>
<th>Budgeted</th>
<th>Income</th>
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<tbody>
<tr>
<td>September</td>
<td>$75</td>
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</tr>
<tr>
<td>October</td>
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<tr>
<td>March</td>
<td>$75</td>
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<tr>
<td>April</td>
<td>$75</td>
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<tr>
<td><strong>Sub Total</strong></td>
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### Chapter Banquet

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub Total</strong></td>
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### Leadership

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<tr>
<th>Item</th>
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<tbody>
<tr>
<td>CDE/Judging Team Support</td>
<td>$400</td>
<td>$400</td>
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<tr>
<td>Officer Retreats</td>
<td>$400</td>
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<tr>
<td>Go for the Gold Games</td>
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<tr>
<td>COLC</td>
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<td>Sectional Dues</td>
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<td>Greenhand Conference</td>
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<td>National Convention</td>
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<td>Program of Activities</td>
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<td>Sectional Events</td>
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<td>Opening Closing</td>
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<td>FFA Week Dance</td>
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<td>Ice Cream FFA Week</td>
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<tr>
<td>Incentive Points Trip</td>
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<td>Chapter Apparel</td>
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<td>Greenhand Jackets</td>
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<td>State Degree Ceremony</td>
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<td>Hero Day</td>
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### Supplies

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<td>Scrapbook Supplies</td>
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<td>Postage</td>
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<td></td>
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<tr>
<td>Kitchen Supplies</td>
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<td><strong>Sub Total</strong></td>
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### Fundraisers

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<tr>
<td>Fall Drive Thru BBQ</td>
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<tr>
<td>Spring Drive Thru BBQ</td>
<td>$4,000</td>
<td>$7,000</td>
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<tr>
<td>Cutting Horse Show</td>
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<tr>
<td><strong>Sub Total</strong></td>
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### Grand Totals

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<tbody>
<tr>
<td>Grand Totals</td>
<td><strong>$22,885</strong></td>
<td><strong>$22,940</strong></td>
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| Contingency              | **$55**  |        |
Fundraising Activities

The Templeton FFA Chapter is a non-profit, self-supporting organization. The money made from our various fundraising efforts is used to finance FFA events and activities throughout the year.

**Plant Sales:** Each year, the Ornamental Horticulture Class, raises plants to sell at their plant sale. We have pre-sale tickets, and reserve the first two days of our sale for those who buy pre-sale tickets and then the last day; we have the sale open to the public.

**Floral Arrangement Sales:** Each Holiday, the Floral Design class, makes and sells themed flower arrangements. They pre-sell tickets and then in class make the arrangements for pick-up or delivery. Holidays include: Halloween, Thanksgiving, Christmas, Valentines Day, St. Patrick’s Day, and Mother’s Day.

**Drive Thru BBQs:** Each year, Templeton FFA has a Fall and Spring Drive-Thru BBQ. The day of the BBQ, students and parents meet to finish preparing. Students help by BBQing, making beans, mixing salads, packing the food, delivering the food.

**Project Auction:** Each Spring the Templeton FFA Parent Support Club puts on the Project Auction. Members spend time making welding and wood projects, which they are able to sell at the Project Auction. All profits go to the Parent Support Club in order for them to efficiently support our chapter and our members.
Community Service Opportunities

In an effort to make a positive difference in the community, the Templeton FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Templeton community a better place to live and work.

Adopt a Soldier: Templeton FFA holds its soldier drive in March. Through the Hero Box program, the chapter adopts a battalion overseas and communicates with them to receive a list of desired items. Students then bring in items off of the list where they are then packaged and shipped to the troops overseas.

Agriculture Information Day: Every Spring, Templeton FFA, puts on a fun, informational day at our school farm, for students grades Kindergarten to 2nd Grade. We teach the students about animals, by having a small petting zoo, as well as give them the materials needed to plant a pumpkin seed, and there show them how to do so. We have a dairy booth, where they are taught how to make butter, and a fun game called Guess What where they must figure out what they are touching.

Clothe the Needy: Annually, in the cold month of November, Templeton FFA holds its Clothe the Needy Drive. Members are encourage to bring new or gently used warm clothing. These items are delivered to the Templeton Community Services District where they are then distributed to needy families in the local community.

Toys for Tots: In December, Templeton FFA hosts a Toys for Tots drive, where we collect new toys to be distributed to those families less fortunate. At the conclusion of the drive, they toys are taken to the Templeton Community Service District office, in order to be distributed locally.
Career Development Teams and Leadership Speaking Contests

Throughout the year, members of the Templeton FFA Chapter participate in a variety of different events. A Career Development Event is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture. In addition, participation in a Leadership Speaking Event helps students develop leadership skills and allows them to be recognized for their achievements. The following CDE and Leadership Speaking Events are available to students annually.

**Career Development Events**
- Parliamentary Procedure
- Agriculture Welding
- Best Informed Greenhand
- Grapevine Pruning
- Livestock Judging
- Opening & Closing Ceremonies
- Veterinary Science

**Leadership Speaking Events**
- Creed Speaking
- Extemporaneous Public Speaking
- Impromptu Speaking
- Job Interview
- Prepared Public Speaking

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*Templeton FFA Livestock judging team members at the 2015 Salinas Valley Fair. 1st Place Team and 1st, 2nd, 3rd, and 5th place individuals.*
Introduction to the FFA

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

An integral part of the program of education in agriculture in the public schools system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November of 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business.

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Louisville, Kentucky and the California Association holds its annual conference at the Fresno Convention Center each April.
Mission and Strategies

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

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

The Agricultural Education Mission

The mission of Agriculture Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource system.
FFA Code of Ethics

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

- Develop my potential for premier leadership, personal growth, and career success.
- Make a positive difference in the lives of others.
- Dress neatly and appropriately for the occasion.
- Respect the rights of others and their property.
- Be courteous, honest and fair with others.
- Communicate in an appropriate, purposeful, and positive manner.
- Demonstrate good sportsmanship by being modest in winning and generous in defeat.
- Make myself aware of FFA programs and activities and be an active participant.
- Conduct and value a supervised agricultural program.
- Strive to establish and enhance my skill through agricultural education in order to enter a successful career.
- Appreciate and promote diversity in our organization.

FFA Official Dress

The uniform worn by FFA members at local, state, and national functions is called official dress. It provides identity and gives a distinctive and recognizable image to the organization.

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping. Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.
Proper Use of the FFA Jacket

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below.

- The jacket is to be worn only by members.
- The jacket should be kept clean and neat.
- The back of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The front of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.
- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
- The jacket should only be worn to places that are appropriate for members to visit.
- When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
- The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- A member should act professionally when wearing the official FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.
FFA Emblem

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units in the organization, it is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded or surmounted by the American eagle. Upon the face of the emblem appear the words, "Agricultural Education," and the letters, "FFA."

- The **owl** is symbolic of wisdom and knowledge.
- The **plow** is the symbol of labor and tillage of the soil.
- The **rising sun** is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.
- The **cross section of an ear of corn** represents common agricultural interests since corn in native to America and grown in every state.
- The **eagle** is indicative of the national scope of the organization.
FFA Creed

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

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

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

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

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

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

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree.

Greenhand FFA Degree
To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

• Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
• Learn to explain the FFA Creed, Motto, Salute and the FFA Mission Statement.
• Describe and explain the meaning of the FFA emblem and colors.
• Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
• Demonstrate knowledge of the history of the organization, the chapter constitution and the bylaws, and the chapter Program of Activities.
• Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
• Submit written application for the Greenhand FFA Degree.

Chapter FFA Degree
To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following qualifications:

• Must have received the Greenhand FFA Degree.
• Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
• Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
• Have earned and productively invested at least $150 by the members own efforts or worked...
at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.

- Have effectively led a group discussion for 15 minutes.
- Have demonstrated five procedures of parliamentary law.
- Show progress toward individual achievement in the FFA awards program.
- Have a satisfactory scholastic record.
- Submit a written application for the Chapter FFA Degree.

**State FFA Degree**

To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

- Have received the Chapter FFA Degree.
- Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
- While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
- Have earned and productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience program.
- Demonstrate leadership ability by:
  - Performing 10 procedures of parliamentary law
  - Giving a six-minute speech on a topic relating to agriculture or the FFA.
  - Serving as an officer, committee chairperson, or participating member of a chapter committee.
- Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
- Have participated in at least five different FFA activities above the chapter level.
American FFA Degree
To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:

- Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
- Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
- Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
- Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
- Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time.
- Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.
Proficiency Award Area Introduction

Proficiency award areas do not define supervised agricultural experience (SAE) programs. Rather, proficiency awards are an outgrowth of students’ SAE enterprises and learning activities conducted outside of regular class time. An SAE is a year-round developmental program that can be made up of multiple enterprises and activities, including entrepreneurial and/or placement enterprises, development of supplemental skills, learning activities and improvement projects impacting the student’s SAE, home, school or community. There are three categories of SAE programs:

- **Research/Experimentation and Analysis** – Conduct research and analyses information to discover new knowledge.
- **Ownership/Entrepreneurship** – Plan and operate an agriculture-related business.
- **Placement** – Work for an agriculture-related business or individual, either for pay or for the experience

Definition of Key Terms

- **Entrepreneurship**: A student-owned enterprise where the student assumes responsibility for all financial and management decisions for the successful completion of the project or activity.
- **Placement**: A student works for a business or company for a salary, hourly wage or directed laboratory unpaid hours.
- **Research/Experimentation**: A student is responsible for research or experimentation design and implementation. The student accepts the risks and responsibility for the successful completion of the experiment or the quality of the research activity.
Proficiency Award Areas

Agricultural Communications – Entrepreneurship/Placement  Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio, TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. Student may also own and produce a agriculture related broadcast or show. This area also includes any use of technology (such as websites and blogs) aimed at communicating the story of agriculture.

Agricultural Education – Entrepreneurship/Placement  Related to education and extension, including, but not limited to: youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, students developing and conducting informational materials and presentations for civic organizations and school aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA.

Agricultural Mechanics Design and Fabrication – Entrepreneurship/Placement  Involves the design, and construction of agricultural equipment and/or structures or the structural materials selection and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

Agricultural Mechanics Energy Systems (Ag. Power) – Entrepreneurship/Placement  Involves the adjustments, repairs, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power. NOTE: Electrical wiring for general construction, restoration of tractors, general engine repair is more appropriately covered in other agricultural mechanics proficiency award areas.
Agricultural Mechanics Repair and Maintenance – Entrepreneurship  Student owns an enterprise or business involving the repair and maintenance of agricultural equipment, (including lawn equipment) and/or structures.

Agricultural Mechanics Repair and Maintenance – Placement  Student works for an employer or conducts research involving the repair and maintenance of agricultural equipment, (including lawn equipment) and/or structures.

Agricultural Processing – Entrepreneurship/Placement  Related Student owns the enterprise or business to assembling, transporting, processing, fabricating, mixing, packaging, and storing food and nonfood agricultural products. Programs may include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Non-food products could include by-products processing such as meat, bone, fish and blood meal, tallow, making compost, hides, processing of wool & cotton, cubing & pelleting of forages, producing bird seed and other pet foods. NOTE: Processing of forest products is no longer part of the Agricultural Processing area. See Forest Management and Products.

Agricultural Sales – Entrepreneurship  Student owns the enterprise or business, not covered in a more appropriate proficiency award category; may include enterprises such as: the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery and structures. Enterprises may also include the merchandising of crops, livestock, processed agricultural commodities, horticultural, or forestry items at either the retail or wholesale level.
Agricultural Sales – Placement Student works for an agriculture related business or does research and experimentation, no: covered in a more appropriate proficiency award category, that includes sales of feed, seed, fertilizer, agricultural chemicals. Students may also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities may also include the merchandising of crops, livestock, processed agricultural commodities, horticultural, or forestry items at either the retail or wholesale level.

Agricultural Services – Entrepreneurship/Placement Category involves students owning enterprises, working in an agricultural business or does research and experimentation, not covered in any of the existing award categories. The category includes enterprises such as: custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, horseshoeing, taxidermy services, auction services including working or owning the auction house, custom and contract feeding services or other appropriate services offered through agricultural enterprises. Student applying for placement in agricultural services must work for company or individual whose key function is to provide agricultural services. **NOTE:** Activities related to lawn care, landscaping, mowing or other landscape and care activities are not included in this area. Students with these types of enterprises or activities need to apply in other more appropriate areas related to turf care, horticulture or nursery landscape.

Agriscience Research – Animal Systems Research into the study of animal systems, including life processes, health, nutrition, genetics, management and processing through the study of small animals, aquaculture, livestock, dairy, horses and/or poultry.

Agriscience Research – Plant Systems Research into the study of plant life cycles, classifications, functions, practices, through the study of crops, turf grass, trees and shrubs and/or ornamental plants.
Agriscience Integrated Research Systems (must fit one of the following descriptions)

- **Diversified Research** - Research studies into two or more of the other research areas.

- **Environmental Service Systems/Natural Resource Systems Research** - Research into the study of systems, instruments and technology used in waste management and their influence on the environment.

- **Food Products and Processing Systems Research** - Research into the study of product development, quality assurance, food safety, production, sales and service, regulation and compliance and food service within the food science industry.

- **Power, Structural and Technical Systems Research** - Research into the study of agricultural equipment, power systems, alternative fuel sources and precision technology as well as woodworking, metalworking, welding and project planning for agricultural structures.

- **Social Sciences Research** - Research of leadership, personal growth and career success skills necessary for a chosen profession while effectively contributing to society.

**Beef Production – Entrepreneurship**  Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef.

**Beef Production – Placement**  Student works for a livestock producer or does research and experimentation applying the best management practices available to efficiently produce and market beef. Student may work for a wage or may work in a directed laboratory setting.

**Dairy Production – Entrepreneurship**  Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.
Dairy Production – Placement  Student works in the dairy cattle industry or does research and experimentation applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.

Diversified Agricultural Production – Entrepreneurship/Placement  Involves the use of the best management practices available to produce and market a combination of two or more livestock and crop related proficiencies. Must include at least one livestock and at least one crop related proficiency.

Diversified Crop Production – Entrepreneurship  Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies areas such as: grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

Diversified Crop Production – Placement  Student works for a crop producer or does research and experimentation that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies such as: grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

Diversified Horticulture – Entrepreneurship  Student owns an enterprise or business that applies the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: Floriculture, Landscape Management, Nursery Operations, or Turf Grass Management.
Diversified Horticulture – Placement  Student works for a crop producer or does research and experimentation that applies the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: Floriculture, Landscape Management, Nursery Operations, or Turf Grass Management.

Diversified Livestock Production – Entrepreneurship  Student owns the enterprise that applies the best management practices available to efficiently produce and market livestock from two or more the livestock related proficiency award areas such as beef, dairy, swine, equine, sheep, specialty animals, small animal production, or poultry.

Diversified Livestock Production – Placement  Student works for a business or does research and experimentation that applies the best management practices available to efficiently produce and market livestock from two or more the livestock related proficiency award areas such as beef, dairy, swine, equine, sheep, specialty animals, small animal production, or poultry.

Emerging Agricultural Technology - Entrepreneurship/Placement  Involves students gaining experiences in new and emerging agricultural technologies, such as agriscience, biotechnology lab research, computers and other new and emerging technologies that are not covered in any of the existing award categories.

Environmental Science and Natural Resources Management – Entrepreneurship/Placement  Students receive practical experiences concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include management of agriculture waste, recycling of agriculture products, environmental clean-ups, conservation corps, agricultural energy usage, multiple uses of resources, land use regulations including soil, water and air quality, preservation of wetlands, shorelines and grasslands, wildlife surveys, erosion prevention practices, public relations and education concerning pollution.
Equine Science - Entrepreneurship  Student owns an enterprise or business providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member.

Equine Science - Placement  Student works for an employer or does research and experimentation providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member.

Fiber and Oil Crop Production - Entrepreneurship/Placement  Student owns the enterprise, works for a business or does research and experimentation that includes the best management practices available to efficiently produce and market crops for fiber and/or oil; such as, cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

Food Science and Technology - Entrepreneurship/Placement  Student owns the enterprise, works for a business or does research and experimentation that provides experience in the applying microbiology and biochemistry or food product research and development to improve taste, nutrition, quality and/or value of food. Programs could include research, development of new products, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom/lab facilities, or by testing milk or other foods for quality and safety. NOTE: Food Science is not processing of food products, marketing or sales of food products, or food preparation and/or service.
Forage Production – Entrepreneurship/Placement  Includes the best management practices available to efficiently produce and market crops for forage such as: sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages, and all pastures.

Forest Management and Products – Entrepreneurship/Placement  Includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, Forest Service, making and selling cedar shakes and firewood, and wood chips/mulch.

Goat Production – Entrepreneurship/Placement  Involves the use of the best management practices available to efficiently produce and market all goat products.

Grain Production – Entrepreneurship  Student owns an enterprise or business—that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye.

Grain Production – Placement  Student works for a crop producer or grain production related business or does research and experimentation that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye.
Home and/or Community Development – Entrepreneurship/Placement Activities that involve improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

Landscape Management – Entrepreneurship/Placement Includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

Nursery Operations – Entrepreneurship/Placement Provides students with job-entry experience in areas such as turf, plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

Outdoor Recreation – Entrepreneurship/Placement Strives to develop outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises are vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where member does not own or manage animals.

Pomology Production – Entrepreneurship/Placement Includes the best management practices available to efficiently produce and market crops for fruit such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, nuts and all common fruits. (Pome Fruits include apples, mayhaws, and pears. Stone fruits include peach, nectarine, plum, apricot and cherry).
Poultry Production – Entrepreneurship/Placement  Includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

Sheep Production – Entrepreneurship/Placement  Includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

Small Animal Production and Care – Entrepreneurship/Placement  Includes the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, etc. and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, groomer, dog trainer, providing pet sitting services or working at a kennel. Also a student could be volunteering their time for a companion animal, such as a guide dog.

Specialty Animal Production – Entrepreneurship/Placement  Applies the best management practices available to efficiently produce and market specialty animals within the U.S. Agriculture industry. Students in the specialty animal production proficiency area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award categories. Specialty animals can include the following: aquaculture, bees, goats, mules, donkeys, miniature horses, mink, meat rabbits or rabbits bred for fur or show, worms, ostriches, emus, alpacas or llamas. Placement experiences could include zoo worker or placement at any specialty animal facility. In their supervised work experience, students will participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment.
Specialty Crop Production – Entrepreneurship/Placement  Applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories, such as: sugar beets, dry edible beans, gourds, tobacco, specialty corns (popcorn, white corn, Indian corn), all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of crop seed, or field or greenhouse production of flowers (fresh and dried), foliage, and related plant materials for ornamental purposes.

Swine Production – Entrepreneurship  Student owns the enterprise that applies - the best management practices available to efficiently produce and market swine.

Swine Production – Placement  Student works for an employer or does research and experimentation that applies the best management practices available to efficiently produce and market swine.

Turf Grass Management – Entrepreneurship/Placement  Involves the planting and maintaining of turf for outdoor beautification, providing a lawn-mowing service, improvement of recreational areas, sod produced for sale, and sport field or golf course management.

Vegetable Production – Entrepreneurship  Student owns the enterprise that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

Vegetable Production – Placement  Student works for an employer or does research and experimentation that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.
Veterinary Science – Entrepreneurship/Placement  Includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to: hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

Viticulture Production - Entrepreneurship/Placement  Includes the best management practices available to efficiently produce and market crops for grape production.

Wildlife Production and Management – Entrepreneurship/Placement  Student owns the enterprise works for an employer or does research and experimentation that strives to improve the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, Fish &Wildlife departments, Forest Service, Department of Natural Resources or the stocking of fish and wild game. Wildlife ducks, geese, quail and pheasants are eligible if used as an income enterprise.
Templeton FFA Committee Application

Please complete application neatly, using a pen, and turn in to Mr. Hildebrand or Ms. Cricello by September 15th. If applying for more than one committee, please fill out a separate application for each committee.

Committee* applying for:

* Community Service
  BBQ
  Thank You
  Ag Info Day

  FFA Week
  Publicity
  Scrapbook
  Display and Decoration

Do you wish to be considered for Committee Chair (Circle one)     Yes     No

Name ___________________________ (first and last)

Age _____  Grade _____

Address _________________________

Cell Phone Number ___________ Home Phone Number _____________

Please list the top 3 FFA activities you have been involved in

1. ____________________________
2. ____________________________
3. ____________________________

Please list 3 non-FFA activities you have been involved in

1. ____________________________
2. ____________________________
3. ____________________________

Why are you interested in becoming a committee chair/member?

__________________________________________________________________________

I have read all the above responsibilities of the committee for which I am applying, and if selected, I agree to abide by those guidelines and make myself available when needed so that the committee can run as smoothly as possible.

Student Signature ___________________________ Date __________

Parent/Guardian Signature ___________________________ Date __________
GREENHAND FFA DEGREE APPLICATION

Templeton FFA

Name of Candidate: ____________________________

Place a check in the Yes or No box.

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<thead>
<tr>
<th></th>
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<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1</td>
<td>I am enrolled in an agriculture class.</td>
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<tr>
<td>2</td>
<td>I have learned and can explain the FFA Creed, motto, salute and FFA Mission</td>
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<tr>
<td>3</td>
<td>I can describe and explain the meaning of the FFA emblem and colors.</td>
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<td>4</td>
<td>I can demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA</td>
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<td>5</td>
<td>I can demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter POA.</td>
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<tr>
<td>6</td>
<td>I have access to the Official FFA Manuel and the FFA Student Handbook.</td>
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<tr>
<td>7</td>
<td>I am submitting a written application for the Greenhand FFA Degree.</td>
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Date Submitted: ____________________________

Candidate's Signature: ______________________

Advisor's Signature: _______________________
# FFA Chapter Farmer Degree Application

**Templeton FFA**

Name of Candidate:  

Place a check in the Yes or No box

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1</td>
<td>I have earned my Greenhand FFA Degree.</td>
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</tr>
<tr>
<td>2</td>
<td>I have (or will) completed 2 years of agricultural classes.</td>
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</tbody>
</table>
| 3 | I have an SAE program / SAE program plan.  
   My SAE earnings and investments total at least $150 or I have invested 45 hours outside of class time in my |    |
| 4 | I have led or participated in a 15-minute group |    |
| 5 | I have demonstrated 5 procedures of parliamentary law |    |
| 6 | I am progressing toward individual achievement in the FFA award program. |    |
| 7 | I have a satisfactory scholastic record. |    |

Date Submitted:  

Candidate's Signature:  

Advisor's Signature:  

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55 | Templeton FFA 2015-2016
Templeton FFA
California State FFA Leadership Conference Application
DUE January 17th to THE AGRICULTURE OFFICE
APPLICATION SHOULD BE COMPLETED NEATLY IN INK OR RETYPED

The State FFA Leadership Conference occurs on April 12th-15th, 2014. The registration cost for the conference is approximately $120 and DOES NOT include hotel expenses and most meals. If selected to attend, student will need to make a non-refundable deposit in the amount of $120 to the ASB Office by a date to be determined at the time of conference attendee selection. Students will be notified by an agriculture teacher if they have been selected. DO NOT MAKE PAYMENT UNTIL YOU HAVE BEEN NOTIFIED BY AN ADVISOR. If you require additional information regarding the conference, please contact Erin Thompson at ethompson@templetonusd.org or 215-6018.

Name: ___________________________ Grade: ________
(First and Last Name) (9, 10, 11, 12)

Email Address: ____________________

Current GPA: ____________ (Must have a CURRENT CUMULATIVE GPA of 2.5 or better with C or better grade in agriculture courses)

T-Shirt Size: ____________ If selected, do you desire to serve as a delegate*?
*Delegates will only have to pay ½ of conference registration fee

Why do you wish to attend the California State FFA Leadership Conference?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

56 | Templeton FFA 2015-2016
If selected to attend, how will you use the experiences gained to better your chapter and advance your FFA Leadership position?


Top 5 FFA conferences, offices held, or activities

1) ______________________________________________________________________

2) ______________________________________________________________________

3) ______________________________________________________________________

4) ______________________________________________________________________

5) ______________________________________________________________________

By submitting and signing this application, both the student and parents know that, if selected, student must make a non-refundable deposit of $120.

_________________________________________  ________________  ___________________________________________  ________________
Student Signature                       Date                       Parent Signature                      Date
Made for Excellence and Advanced Leadership Academy Application
Due October 11th to Agriculture Department
Conference Date is January 24th thru the 25th at the Embassy Suites in Monterey

Made for Excellence (MFE): “Adventure U” is the theme for the 2014 MFE. This conference is targeted towards Sophomore FFA members. Conference objectives are to explore community leadership opportunities, investigate personal strengths and interests as well as explore character development.

Advanced Leadership Academy (ALA): Conference focuses on Junior and Senior members. Major topics include the agriculture industry and exposes members to industry leaders and organizations and how the FFA works with these agencies to promote agriculture and bring attention to current issues.

Name: ___________________________ Grade: _______ Conference
Choice: ____________________________ (First and Last Name)
(10, 11, 12) (MFE or ALA)

Current GPA: ____________ (Must have a Current Cumulative GPA of 2.5 or better with C or better grade in agriculture courses)

T-Shirt Size: __________

Why do you wish to attend the MFE or ALA Conference?

________________________________________________________________________

________________________________________________________________________

Top 5 FFA conferences, offices held, or activities

1) ____________________________
2) ____________________________
3) ____________________________
4) ____________________________
5) ____________________________

By submitting and signing this application, both the student and parents know that, if selected, student must make payment to ASB Office in the amount of $75 by November 1st.
Templeton FFA Officer Application

To be considered applications must be completed and returned to an FFA Advisor by Thursday, March 18th, 2016. Officer screening and slating will take place on March 24th at 3PM in room D6. Officer elections will take place at the FFA meeting on April 5th at the monthly FFA Meeting. At the FFA Meeting you must be dressed in official FFA uniform, be ready to present a 2 minute speech, with no props or visual aids, and answer questions. Application must be typed or printed in black ink.

Name: __________________________________________

Phone Number: __________________________________

Current Ag Class and Instructor: ________________________________

Year in school: _______ Cumulative GPA: _________ Highest FFA Degree Held: ______________

What are your top two choices for FFA office? 1st: __________________________

2nd: __________________________

Are you willing and able to enroll in Agriculture Leadership? ________________

You must attend the Chapter Officer Retreat in June. Are you able to attend this retreat? __________

Do you understand the commitment for FFA Chapter office and will you make a priority to attend all FFA Activities? __________________________________________

Please list your top 5 FFA Activities

1) __________________________________________________________

2) __________________________________________________________

3) __________________________________________________________

Describe your SAE project.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
Why do you think you are a good candidate to be a Templeton FFA Chapter Officer?

List and describe your 3 best leadership qualities.

1)

2)

3)

Are you involved in any clubs, sports, teams, or any other extracurricular activities? If so what are they, and how will you have enough time to fulfill your responsibilities to the FFA?

What would be your number 1 goal if elected for Chapter Office?
Signature Page  
(Must be completed and returned with the Application) 

Student Signature Section:  
I have read and reviewed my application for Templeton FFA Chapter Officer and believe that the information I have provided is correct and accurate.

_________________________________________  ________________
Applicant's Signature  Date 

Teacher Recommendation Section: (Cannot be an Agriculture Teacher)  
I have read and reviewed this application for Templeton FFA Chapter Officer and I believe that the information is correct and accurate. I recommend this student for a leadership position with the Templeton FFA.

_________________________________________  ________________
Teacher's Signature  Date

Parent and/or Guardian Signature Section:  
I have read and reviewed the information on this application for Templeton FFA Chapter Officer with my son/daughter and believe it to be correct and accurate. I approve for my son/daughter to apply for a Templeton FFA Chapter Officer and will support their participation in FFA activities if elected.

_________________________________________  ________________
Parent/Guardian Signature  Date

* If you have any questions regarding this application please feel free to call an FFA Advisor; Ms. Crivello, Ms. Guido or Mr. Hildebrand, at 434-5850
Templeton FFA
California Mid-State Fair Participation Contract

Understand that in order to participate in the CMSF as a member of the Templeton FFA, you must meet the following requirements:

1. I must follow the Templeton High School eligibility for extra/co-curricular activities, and can be excluded from showing if on a 2 week suspension.
2. I must purchase or acquire an Official FFA jacket and tie/scarf.
   1. If showing for my second year with Templeton FFA I will purchase my own Official FFA Jacket.
3. I will participate in at least 10 FFA Activities during the school year.
   1. at least 5 being FFA monthly meetings.
   2. at least 2 being FFA Fundraisers.
4. I will not miss (unexcused) more than one weigh day or project visit from the time my animal is purchased through the end of the fair. If going to miss a practice, I will call my advisor at least 24 hours prior to the scheduled practice/weigh-in.
5. I will do the work involved on this project myself.
6. I will follow the recommendations for my project as set forth by the advisors and will consult with them regarding any changes made in the management of my project prior to making the change in management.
7. I will purchase insurance for my animal if it is kept at the THS School Farm.
8. I understand that I must maintain a 2.0 GPA with NO F’s or U’s at all times during this project. If I fail to maintain a 2.0 GPA with NO F’s or U’s, I will no longer be eligible to attend the fair with my animal and the financial implications will be my own responsibility.
9. Attendance irregularities (such as truancies) and/or disciplinary problems (including ag and other teachers) at school are sufficient cause for ineligibility to take an animal to the fair.
10. Project leaders may have additional rules and contracts.

Prior to receiving your fair check students must complete the following to the FFA advisor’s approval by September 1st:
   Complete/Up to Date FFA Record Book
   Buyer’s Thank You Letter
   Payment of any bills that have been incurred including feed costs, veterinary expenses, or animal loans.
   Cleaning of Templeton School Farm Facilities and fair equipment.
   Failure to submit information to Advisor by September 1st will allow check distribution to be made at the convenience of the Advisor.
**Note:** The Templeton High School Agriculture Department DOES NOT provide transportation to or from the fair grounds, nor do they provide housing at the fair. It is the parents' responsibility to provide this along with supervision of students during the fair. Agriculture teachers will be present for AM and PM feedings as well as on the premises throughout the day, but WILL NOT be responsible for caring for students the entire time. Feedings are typically at 6AM and 6PM but will vary depending on the days' schedule. Additionally, students will have set barn duty assignments where they are required to stay in the barn. Each student is to check on his/her own animal ever hour. The primary responsibility of the student during the fair is to care for his/her animal as well as help other chapter members and support other species during the show.

If you have any questions please contact an advisor at 805-434-5850.
CMSF Exhibitor Contract/Information Sheet

Please detach this sheet from the rest of the packet. This paper is due to an Advisor by February 1st

Student Name: ___________________________ Phone: ___________________________

Parent Name: ___________________________ Phone: ___________________________

Parent Email Address: ___________________________

Student Email Address: ___________________________

Species to be shown: ___ Lamb ___ Steer ___ Heifer ___ Goat ___ Pig

I will need assistance in obtaining my animal: _____ Yes _____ No

If answered "no", I will be getting my animal from:

________________________________________

I will be housing my animal at the following location: (place an X next to one)

_____ School Farm (must submit school farm contract with this sheet)

_____ Other (Please list address below)

________________________________________

I understand and agree to the attached contract and realize that failure to follow these rules will result in my advisor not signing entry papers for my animal to be entered in the fair or my advisor may pull my entry papers.

________________________________________ Date

Student Signature

________________________________________

Parent/Guardian Signature Date

64 | Templeton FFA 2015-2016
Templeton FFA
Salinas Valley Fair Participation Contract

Understand that in order to participate in the SVF as a member of the Templeton FFA, you must meet the following requirements:

1. I must follow the Templeton High School eligibility for extra/co-curricular activities, and can be excluded from showing if on a 2 week suspension.

2. I must purchase or acquire an Official FFA jacket and tie/scarf.
   1. If showing for my second year with Templeton FFA I will purchase my own Official FFA Jacket.

3. I will participate in at least 10 FFA Activities during the school year.
   1. at least 2 being FFA monthly meetings.
   2. at least 2 being FFA Fundraisers.

4. I will not miss (unexcused) more than one weigh day or project visit from the time my animal is purchased through the end of the fair. If going to miss a practice, I will call my advisor at least 24 hours prior to the scheduled practice/weigh-in.

5. I will do the work involved on this project myself.

6. I will follow the recommendations for my project as set forth by the advisors and will consult with them regarding any changes made in the management of my project prior to making the change in management.

7. I will purchase insurance for my animal if it is kept at the THS School Farm.

8. I understand that I must maintain a 2.0 GPA with NO F’s or U’s at all times during this project. If I fail to maintain a 2.0 GPA with NO F’s or U’s, I will no longer be eligible to attend the fair with my animal and the financial implications will be my own responsibility.

9. Attendance irregularities (such as truancies) and/or disciplinary problems (including ag and other teachers) at school are sufficient cause for ineligibility to take an animal to the fair.

10. Project leaders may have additional rules and contracts.

Prior to receiving your fair check students must complete the following to the FFA advisor’s approval by June 1st:

- Complete/Up to Date FFA Record Book
- Buyer’s Thank You Letter
- Payment of any bills that have been incurred including feed costs, veterinary expenses, or animal loans.
- Cleaning of Templeton School Farm Facilities and fair equipment.
- Failure to submit information to Advisor by June 1st will allow check distribution to be made at the convenience of the Advisor.
Note: The Templeton High School Agriculture Department DOES NOT provide transportation to or from the fairgrounds, nor do they provide housing at the fair. It is the parents’ responsibility to provide this along with supervision of students during the fair. Agriculture teachers will be present for AM and PM feedings as well as on the premises throughout the day, but WILL NOT be responsible for caring for students the entire time. Feedings are typically at 6AM and 6PM but will vary depending on the days’ schedule. Additionally, students will have set barn duty assignments where they are required to stay in the barn. Each student is to check on his/her own animal ever hour. The primary responsibility of the student during the fair is to care for his/her animal as well as help other chapter members and support other species during the show.

If you have any questions, please contact an advisor at 805-434-5850.
SVF Exhibitor Contract/Information Sheet

Please detach this sheet from the rest of the packet. This paper is due to an Advisor by December 1st.

Student Name: __________________________ Phone: __________________________

Parent Name: __________________________ Phone: __________________________

Parent Email Address: __________________________

Student Email Address: __________________________

Species to be shown: __________ Lamb __________ Steer __________ Heifer __________

Goat

I will need assistance in obtaining my animal: ______ Yes ______ No

If answered “no”, I will be getting my animal from:

________________________________________

I will be housing my animal at the following location: (place an X next to one)

______ School Farm  (must submit school farm contract with this sheet)

______ Other (Please list address below)

________________________________________

I understand and agree to the attached contract and realize that failure to follow these rules will result in my advisor not signing entry papers for my animal to be entered in the fair or my advisor may pull my entry papers.

________________________________________

Student Signature

Date

________________________________________

Parent/Guardian Signature

Date
TEMPLETON UNIFIED SCHOOL DISTRICT
VOCA TIONAL AGRICULTURE DEPARTMENT
SCHOOL FARM AGREEMENT

This is an agreement between ___________________________ and Templeton High School concerning the market lamb project to be kept on the Templeton High School Farm Laboratory grounds.

The project will consist of ___________________________ for the California Mid-State Fair or Salinas Valley Fair (circle one) and will be kept on the School Farm grounds from the time of purchase until the fair.

Upon entering into this agreement, the student is advised that any project carried out on the school farm must meet exemplary standards and necessitates as much or more work than the same project would at home. Templeton High School agrees to provide the following to the project owners:

1. Provide quality animal for show.
2. Space for the project and where possible, a pen or other suitable enclosure for livestock projects.
3. General cleaning utensils such as brooms, shovels, and hoses.
4. Free access to required water.
5. Livestock insurance paperwork to be paid for by student.
6. Supplements and de-wormers will be supplied to all School Farm livestock projects at a cost to be split evenly between all students housing their animal projects at the school farm. The balance to be owed at the conclusion of the project prior to the member receiving his/her fair check.

The student agrees to:
• Purchase animal with the assistance of the instructor.
• Pay for insurance program.
• Provide any necessary equipment and supplies in order to maintain the project at standards outlined by the Ag teacher involved.
• Feed the supplied feed and supplements as indicated by the agriculture instructor in the amounts recommended.
• Feed in a timely fashion between 7AM and 9AM in the mornings and 5PM and 7PM in the evening.
• Repair or replace any equipment damaged or destroyed excluding normal wear and tear use.
• Work on the School Farm grounds at maintenance and/or construction jobs for a minimum of two documented hours/month (in addition to regular project hours) as long as the project remains on the School Farm grounds.
• Have prior consent from the Ag teacher involved before bringing an animal on or off the School Farm grounds.
• Get permission before building or modifying any portion of the school farm property or equipment.
• Maintain the project on a daily basis (by the project owner) as instructed by the Ag teacher involved. For livestock, this includes (but is not limited to) proper shelter, removal of trash and hazards, appropriate feed and feeding procedures, medication, and clean water.
• Keep the project area clean at all times.
• Adhere to all normal operating procedures not specified here in as set forth by the project supervisor.
• Follow all rules and guidelines put forth by the Templeton Unified School District.

The student understands that failure to function under the guidelines and rules of this agreement will result in the following:

1st Incident: Student- Teacher Verbal Conference

2nd Incident: Student-Teacher-Parent Conference – Administration Alerted

3rd Incident: Immediate removal of project from the School Farm grounds.*

* Student will have 3 days to remove the animal/animals at their expense.

It is understood that although the school farm is typically locked and secured, many students, parents, and community members enter and leave the facility many times a day. Therefore, Templeton Unified School District cannot guarantee the safety of animals or equipment and strongly recommend obtaining livestock insurance. Templeton Unified School District accepts no responsibility for the project health, safety, finances or any other issues related to the project.

THE UNDERSIGNED HAVE READ AND AGREE TO THE TERMS OF THIS AGREEMENT:

_____________________________               ________________________
Student Project Owner               Date

_____________________________               ________________________
Parent or Guardian               Date

_____________________________               ________________________
Ag. Instructor               Date

PLEASE MAKE A COPY OF THIS CONTRACT
Market Steer Project Plan

Estimated Expenses:

Cost of Animal ........................................ $ 1,200
Feed ....................................................... $ 1,200
Veterinary Supplies .................................. $  25
Show Supplies ........................................ $  50
Insurance ............................................... $  25
Fair Entry Fees ....................................... $   9
Sales Commission ($2.50/lb @ 1200lb) .......... $ 120

Total Estimated Expenses ......................... $ 2,629

Estimated Receipts:

Sale of Animal ........................................ $ 3,000

(Auction averaged $2.50 / pound in 2012)

Estimated Net Profit ................................ $  371

Ally Reich showing her market steer at the 2015 California Mid-State Fair in Paso Robles, CA.
Replacement Heifer Project Plan

Estimated Expenses:

- Cost of Animal ........................................... $ 1,400
- Feed (6 months) ........................................ $ 600
- Veterinary Supplies ................................... $ 100
- Show Supplies .......................................... $ 30
- Miscellaneous Equipment ......................... $ 70
- Insurance ................................................. $ 25
- Fair Entry Fees .......................................... $ 6

Total Estimated Expenses ................................... $ 2,231

Estimated Receipts:

- Sale of Animal ........................................... $ 2,500
  *Sale Averaged $3,000 in 2012*

Estimated Net Profit ........................................... $ 669

Kaela Cooper answering showing her replacement heifer at the 2015 California Mid-State Fair.

Market Lamb Project Plan
Estimated Expenses:

Cost of Animal ........................................... $ 300
Feed ......................................................... $ 150
Veterinary Supplies ................................. $ 15
Show Supplies ........................................... $ 20
Insurance .................................................. $ 20
Fair Entry Fees .......................................... $  5

Total Estimated Expenses ................................. $ 510

Estimated Receipts:

Sale of Animal ........................................... $ 650
(Auction averaged $5.00/lb at 130lbs.)

Estimated Net Profit ...................................... $ 140

FFA Chapter group at the 2015 California Mid-State Fair. Left to Right: Kaci Walker, Jacob Madden, Caitlin Hopkins, Kristen Raminha, and Julia Aurignac.

Market Hog Project Plan
Estimated Expenses:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$300</td>
</tr>
<tr>
<td>Feed</td>
<td>$250</td>
</tr>
<tr>
<td>Veterinary Supplies</td>
<td>$15</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>$25</td>
</tr>
<tr>
<td>Miscellaneous Equipment</td>
<td>$50</td>
</tr>
<tr>
<td>Insurance</td>
<td>$20</td>
</tr>
<tr>
<td>Fair Entry Fees</td>
<td>$5</td>
</tr>
</tbody>
</table>

Total Estimated Expenses       $665

Estimated Receipts:

Sale of Animal: $875

*(Auction Averaged $3.50 / lb @ 250lbs)*

Estimated Net Profit: $210

Joseph Salcido in the 2015 FFA Market Class with his Yorkshire Gilt.

Market Goat Project Plan
Estimated Expenses:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Animal</td>
<td>$200</td>
</tr>
<tr>
<td>Feed</td>
<td>$120</td>
</tr>
<tr>
<td>Veterinary Supplies</td>
<td>$10</td>
</tr>
<tr>
<td>Show Supplies</td>
<td>$10</td>
</tr>
<tr>
<td>Insurance</td>
<td>$6</td>
</tr>
<tr>
<td>Fair Entry Fees</td>
<td>$6</td>
</tr>
<tr>
<td>Sales Commission ($7/lb @ 90 lbs)</td>
<td>$25</td>
</tr>
<tr>
<td><strong>Total Estimated Expenses</strong></td>
<td><strong>$377</strong></td>
</tr>
</tbody>
</table>

Estimated Receipts:

Sale of Animal ............................................................................... $630

*(Auction averaged $7.00 / pound in 2011)*

Estimated Net Profit ........................................................................ $253

2015 California Mid-State Fair Reserve Grand Champion and Grand Champion Meat Goat shown by Cori Walker and Kaela Cooper.

Templeton FFA
Chapter Constitution

Article 1  Name, Aims, and Purposes of the Organization

Section A  The name of the organization shall be the California Association, Future Farmers of America.” The Association shall be made up of the affiliated local chapters. Members and local chapters are herein after referred to as Future Farmers of America.

Section B  The primary aim of the Templeton FFA Chapter is the development of agricultural leadership, cooperation, and citizenship.

Section C  The purposes for which this organization is formed are as follows:

To be an integral part of the organized instructional program in agriculture, agribusiness, and renewable natural resources as qualify for assistance under federal vocational occupational education legislation.

To build the confidence of students in themselves and their work and developing desirable work habits and the effective uses of their time by learning to assume responsibilities and by developing personal and occupational competencies in communications, human relations, and social abilities leading to intelligent choices of careers and successful employment in agriculture.

To foster programs and activities, which will develop leadership, character, scholarship, and occupational pride, training for useful citizenship, patriotism, thrift, and improvement in community life by encouraging members to improve the home and its surroundings.

To recognize individual achievement in scholarship and occupational experience programs and other individual achievements by providing awards to deserving members.
To encourage members in the development of individual supervised agricultural practice programs and establishment in agriculture.

To develop knowledge and appreciation of our agricultural heritage and to encourage members' participation in worthy undertakings for the improvement of agriculture.

To advance the cause of vocational education in agriculture in the public schools of California.

Article II Membership

Section A Membership in this chapter shall be active, associate, and honorary.

Section B Active membership—Any student who is regularly enrolled in an all-day, day-unit, or part-time vocational agricultural class is entitled to active membership in this chapter. A former active member may retain his/her active membership for three years after leaving high school or completing his/her systematic instruction in vocational agriculture. Attendance at meetings and reasonable participation in activities is required.

Section C Associate Membership—After three years of active membership, a student of agriculture education may be elected to associate membership upon receiving a majority vote of the members present at any regular meeting of the chapter.

Section D Honorary Membership—Instructors, school principals, superintendents, business men, farmers, and others who are helping to advance vocational agriculture and the FFA may be elected to honorary membership by the majority vote of the members present at any regularly scheduled chapter meeting.

Article III Dues and Assessments
Section A  The annual dues will be paid out of the agriculture incentive funds.

Section B  Special assessments which may become necessary from time to time for such special activities that need extra support will be determined by the Executive Committee and collected by the Treasurer.

Article IV  Membership Grades and Privileges

Section A  There shall be four grades of membership based upon achievement. These grades are: Greenhand Degree, Chapter Degree, State Degree, and American Degree.

Section B  Qualifications for such degrees will follow the specifications outlined in the Official FFA manual.

Article V  Procedure

Section A  Parliamentary procedure in all meetings will be in accordance with Robert's Rules of Order.

Section B  Each regular chapter meeting will open and close with regular FFA opening and closing ceremonies.

Section C  Amendment may be made to this constitution by two-thirds vote at any regular meeting.

Article VI  Budget

Section A  A budget will be adopted by September 1st of each year and submitted to the Templeton High School Associated Student Body.

Article VII  Eligibility for Activities

Section A  Eligibility for participation in activities such as fairs, regional meetings, field days, and conventions during school hours will be in accordance with the TUSD eligibility policy. The policy states that all students must maintain a 2.0 grade point average with no F's.

Section B  In order to show any livestock project at the California Mid-State fair post graduation, exhibitor must be a recipient of the State FFA Degree.

Article VIII  Officers
Section A  There will be 6 official FFA Officers. They will be: President, Vice-President, Secretary, Treasurer, Reporter, and Sentinel

Section B  A nominating committee consisting of the current FFA Advisors and retiring senior officers will slate candidates based upon a written application and interview.

1. No more than two candidates will be slated for one position.
2. Two candidates will be slated for the office of President. The candidate who receives the greatest number of votes will be elected President and the other candidate shall be named Vice President.

Section C  Chapter membership will vote on the provided candidates by secret ballot at a regular chapter meeting. The ballots will be counted by the retiring President and FFA Advisors. Results will be sealed and announced at the end of the year Chapter FFA Banquet.
Support Material 8: Recruitment Program

As a department we have a fairly extensive recruitment program. Each Agriculture instructor spends class time talking about all of the department’s classes and the scheduling of those classes. We also provide all students with detailed handouts of courses offered and the prerequisites if applicable. The Agriculture leadership class spoke to all of the 8th grade science classes about the benefits of the program and the courses available to them. Furthermore, the ag leadership students and Ms. Crivello, also host Ag Info Day for all of the Kindergarten through second grade students in the district. The event takes places at the school farm and encourages the younger students to develop a passion for agriculture early on. Ms. Crivello and I along with some students also spoke with students and parents at the 8th grade orientation night. Lastly, we have created brand new pathway brochures to pass out to students and parents, in addition to posting them on our chapter website.
About US

- FFA Motto
  Living to Serve, Earning to Live, Doing to Learn, Learning to Do.
Temple Ornamental Horticulture

The Art and History of Formal Design
Applying Ornamental Horticulture
Horticulture Students Planning the New Plant
Following the QR code to learn more about our program including FPA, CDP, and SVE.

Temple Ornamental Horticulture

Careers in Ornamental Horticulture

Learn skills with a variety of electives in each of these areas: Plant Breeder/Cropper Horticulture Consultant Horticulture Industry Training Landscape Designer/Producer Ornamental Horticulture Professional Designer Professional Horticulturist Professional Landscape Horticulture Students Learning Ornamental Horticulture.

This pathway is intended to provide students with the basic skills to pursue a career in the field of ornamental horticulture. From a variety of electives in each of these areas, students will be prepared for a career in the field.

Courses in the Pathway

- Landscaping
- Taxonomy
- Chemistry
- Ornamental Horticulture
- Sun and Shade

Required Courses:

- Ornamental Horticulture
- Ornamental Horticulture Application
- Ornamental Horticulture Theory
- Ornamental Horticulture Practice
- Ornamental Horticulture Design
- Ornamental Horticulture Management
- Ornamental Horticulture History

Opportunities outside of class:

- Field trips to local nurseries and garden centers
- Internships at local landscapes and ornamental horticulture businesses
- Volunteering at local garden events
- Participation in local gardening clubs
- Opportunities to present research at academic conferences
Junior and Senior Courses

- Animal Science 2015 (Life Science)/ Vet Science 2016 (Life Science and
  Animal Science)
- 4H Wood I (Practical Art)
- 4H Welding I/II (Practical Art)
- 4H CAD I/II (Practical Art)

Open Sophomore Courses

- Animal Science 2015/2016 (Life Science)

Senior Year

Sophomore, Junior and

AG Courses Available

Benefits of AG Classes

- are required in AG classes
- College look for leadership abilities and experience in certain areas that
- include leadership qualities (e.g.,威信, Welding, etc.)
- Experience through leadership conferences, speaking competitions.
- You're automatically enrolled in FFA.

AG Leadership (Practical Art)
- Applied Commercial Horticulture (Physical Science)
- 4H Wood I (Practical Art)
- 4H Welding I/II (Practical Art)
- 4H CAD I/II (Practical Art)
- Art and History of Visual Design (Fine and Practical Art)
- Visual and Environmental Science (Life Science and Practical Art)
Art and History of Floral Design

This course presents students with the art and history of floral design by industry professionals. Students will create floral designs of their own and also learn about the precautions and instructions to do artistic and creative presentation. This course is designed for students who have an interest in the floriculture industry.
Leadership

This course includes 3D modeling and advanced drafting and editing software. Students will study integrated objectives using AutoCAD drafting systems. Students will also study integrated objectives using AutoCAD software. Students in this course will gain practice in the basic use of AutoCAD. This course provides students with the beginning foundation for any setting. This course provides students with the beginning foundation for any setting.

Viticulture

students graduate with the ability to communicate and apply knowledge and skills necessary to succeed in college and in the workforce. Viticulture students will learn about the emerging careers in the wine and grape industry. The course equips them with the knowledge and skills necessary to succeed in college and in the workforce.
Sophomore Courses:

- Ag CAD I
- Welding I *Intro to Ag Mechanics Recommended
- Ag Wood I
- Applied Ornamental Horticulture
- Art and History of Floral Design
- Agriculture Leadership

Junior and Senior Courses:

- Cad I/II
- Ag Welding II/III
- Ag Wood I
- Applied Ornamental Horticulture
- Art and History of Floral Design
- Viticulture and Environmental Science
- Agriculture Leadership
- School Farm Management
- Greenhouse Management

Agriculture Course FFA Requirements:

- 3 FFA Credits/Semester -

Opportunities to receive credits include meetings, fundraisers, community service, FFA activities, and leadership conferences that take place throughout the school year. It is not necessary to purchase an FFA jacket or exhibit a livestock animal to enroll in a course. You are encouraged to participate and become involved!
THS Agriculture Department
AgSTEM Certification Pathways

General Ag STEM

6 AgSTEM courses including:
- Ag Bio or CP Biology
- Intro to Ag Mechanics
- Chemistry
- Statistics
- Two additional courses listed in the specific strands below

The General Ag STEM Certification Pathway does not require an Internship or Senior Project. This is meant for students who would like a general background in agriculture with no specific area of focus. An SOE or internship may be substituted for one of the listed classes.

The Specialized Strands below are designed for students with an interest in a specific fields and require an Internship or SOE Project to be completed during the senior year. This requires a period of the student's day.

Animal Science

- Ag Biology or CP Biology
- Chemistry
- AP Biology
- Advanced Animal Science
- ROP Veterinary Science
- Statistics
- ROP Summer Livestock I or II

Horticulture Science

- Ag Biology or CP Biology
- Chemistry
- Applied Horticulture
- ROP Floral Design
- ROP Landscaping
- ROP Nursery Greenhouse Management
- Statistics

Ag Engineering - Welding

- Intro to Ag Mechanics
- Ag Welding
- ROP Welding I
- ROP Welding II
- ROP Ag Construction
- Physics
- CAD

Ag Engineering - Wood

- Intro to Ag Mechanics
- Ag Woodshop
- ROP Wood I
- ROP Wood II
- ROP Ag Construction
- Physics
- CAD

Students will complete the designated courses above. Students participating in a specialty strand will complete a SOE project or internship during their senior year. Transportation may be necessary and is not provided. This will be an actual period in the student's schedule.

All Pathways Require:
- Students need to be self-driven, motivated, and able to complete independent projects.
- Students will work with their teachers and advisors.
- Students maintain a minimum GPA of 3.0 in all classes (science and otherwise).
- Students cannot earn lower than a C- in any course (science or otherwise).
- Students receive a certificate at graduation and designation on their diploma showing their Certification in a particular AgSTEM field and special accolades at graduation. Students will be considered AgSTEM Certification Candidates until all courses are completed.

**All strands are subject to change due to staffing and availability.**
AgSTEM Certification Enrollment Form

Name: __________________________ Class of (circle one): 2017 2016

Ag/Science courses completed: Semester 1 Grade Semester 2 Grade
__________________________
__________________________
__________________________
__________________________

Math courses completed: Semester 1 Grade Semester 2 Grade
__________________________
__________________________

Desired STEM Certification (check one):
_____ General AgSTEM (no SOE or Internship required)

Specialty Strands:
_____ Animal Science
_____ Horticulture Science
_____ Ag Engineering - Welding
_____ Ag Engineering - Wood

For those of you interested in a specialty strand, please answer the following on another page and attach to this form. This helps us guide you in your SOE projects and Internships. Limit your response to 1 page: What branches of agriculture interest you the most? What makes you passionate about agriculture?

Please read and sign below:
I understand that this is a program for dedicated, self-driven students. It is a challenging program that I am choosing to undertake; it is not a required program. I understand that I will only receive the certificate of completion and stamp on my diploma if I successfully complete all courses, projects, and internships necessary and that I meet all expectations, including overall GPA and individual course grade minimums described on the other side of this page. I understand that my teachers and advisors are there to support me, but that I am responsible for my own work and will be spending my time working independently.

__________________________ Student Signature
__________________________ Parent Signature
Support Material 9: Chapter Scrapbook

This year I was the advisor for the Chapter Scrapbook. Our chapter Parliamentarian took the lead on the scrapbook. We received 3rd place for the South Coast Region!

Next year, since we will not have a parliamentarian, the scrapbook responsibilities will be back to the Chapter Reporter. I have also decided that we will elect a committee to share these responsibilities. A list of all of our events will be given to the committee and chair. They will then need to come up with a plan of how to complete the pages for each of the events. Each page will be completed no more than 2 weeks after the date of the event.
Support Material 10: Summer Activities Calendar

Currently, we do not have a department wide summer calendar. I have created my own calendar, and hope to find time to merge it with my teaching partners’ calendars. My calendar consists of CATA Conference, curriculum and facilities work days, showmanship practices and weigh days, the CA Mid State Fair, and some personal vacation time.
Support Material 11: Graduate Follow Up Survey and Results

All graduates are mailed a “Graduate Follow-Up Survey.” Questions include their current employment or school enrollment. The data is used for R-2 submission as well as departmental statistics. We have decided as a department to create a digital survey and email it to students instead. We feel that this will be more effective and will gain a higher number of responses. I have included a copy of this new survey.
THS Graduate Follow-Up Survey

1. Name: 

2. Phone Number: 

3. Graduation Year: 

4. Employment Status: 
   Mark only one oval.
   - Part-Time Ag
   - Full-Time Ag
   - Part-Time Non-Ag
   - Full-Time Non-Ag
   - Currently Unemployed

5. School Status: 
   Mark only one oval.
   - 2 year college, Ag Major
   - 4 year college, Ag Major
   - 2 year college, Non-Ag Major
   - 4 year college, Non-Ag Major
   - Technical School
   - No School at this time

6. Which agriculture pathways did you follow? 
   Mark only one oval.
   - Agriculture Mechanics
   - Agriculture Science
   - Ornamental Horticulture
   - Animal Science
Please rate the following items on how they have helped you after graduation in your employment or continued education.

(1) No Value (5) Essential

7. Class Lectures
   *Mark only one oval*

   1  2  3  4  5
   No Value   Essential

8. Lab Activities
   *Mark only one oval*

   1  2  3  4  5
   No Value   Essential

9. Oral Presentations
   *Mark only one oval*

   1  2  3  4  5
   No Value   Essential

10. FFA/Leadership Activities
    *Mark only one oval*

    1  2  3  4  5
    No Value   Essential

11. Having an SAE project
    *Mark only one oval*

    1  2  3  4  5
    No Value   Essential

12. Record Keeping Skills Taught
    *Mark only one oval*

    1  2  3  4  5
    No Value   Essential
13. **Advice and Counseling by Teachers**  
*Mark only one oval.*

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**Essential**

14. **Overall Program**  
*Mark only one oval.*

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**Essential**

15. **Department Facilities**  
*Mark only one oval.*

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**Essential**

Powered by  
Google Forms
## Graduate Follow-up Report

Filing Year=2015

# CA0245  Templeton  
Templeton HS  
1200 Main St.  
Templeton, CA  93465  

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<td>Total Seniors having completed 3 or more years of Ag Instruction:</td>
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### Program Completer Status

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Graduate Follow-up

# CA0245 Templeton
Templeton HS
1200 Main St.
Templeton, CA 93465
Graduates for Spring:

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<td>MacLauchlin</td>
<td>Kelly</td>
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<td>Lemos</td>
<td>Alyx</td>
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<td>Raminha</td>
<td>Stephanie</td>
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<tr>
<td>LaRue</td>
<td>Corryn</td>
<td>Four Year College-Ag Major</td>
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<tr>
<td>Ginder</td>
<td>Breann</td>
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<td>Joshua</td>
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<td>Tori</td>
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Count: 28
Support Material 12: Comprehensive Program Plan

Our Comprehensive Program Plan is on file with our regional supervisor. It has not been updated yet this year, but it will be one of my summer projects. It is included at the end of this document.
Support Material 13: Advisory Committee
Agendas, Minutes, and Constitution and Bylaws

The Agriculture Department holds Advisory Committee Meetings at least 2 times a year. The agendas are emailed out one to two weeks prior to the meeting. Minutes are generated and emailed out the day after the meeting is held by our committee secretary.

Currently, the committee does not have a set Constitution and Bylaws. As far as our department chair knows, there has never been one. It is my goal to have this by the end of the next school year.
Templeton High School
Agriculture Department
1200 Main Street * Templeton, CA 93465 * (805)434-5850

October 1, 2015

Dear Agricultural Advisory Committee Members:

We are in the midst of another busy school year. With that being said, we have scheduled our next Advisory Committee meeting for Tuesday, October 13th, at the Templeton High School Agriculture Department.

We plan to begin the meeting at 6:00pm with a welcome and introductions. Dinner will be served, so we will break when the food is ready and continue with a “working dinner”.

Our agenda aims at bringing you up to speed with all of the recent developments both with our students, school farm, and our third agriculture teacher. Erin Thompson Gorter was able to secure a large CDE grant for our Region and we will be discussing the use of this large sum of money. We are up for our Advisory Committee Agriculture Incentive Grant Review and are welcoming several new members to our committee. Current and new agriculture courses will be reviewed. We invite you to write, email, or call any of us to formally add a topic to the evening’s discussion.

Thank you for your continued support and commitment. We value your ideas and enjoy the positive discussions regarding Templeton High School’s agriculture program. We are looking forward to seeing you on the 13th.

Sincerely,

Chris Hildebrand  434-5837  childebrand@templetonusd.org
Brandi Crivello  434-5850  bcrivello@templetonusd.org
Erica Guido  434-5850  eguido@templetonusd.org
Agenda

Welcome and Introductions

Old Business

- Approval of February 24, 2015 minutes
- Third teaching position
- Department numbers/Classes/R-2 Student Report
- FFA student achievement
- Barn update and additional grant money from Newhall Foundation

New Business

- Ag Incentive Grant Advisory Committee review
- New CDE Grant
- New Courses
- New officers? - President and Secretary
- Additional items for discussion
- Date of next Advisory Meeting?
The meeting was called to order by President John Wright at 6:23PM. In attendance were members John Wright, Bob Cummings, Joanne Cummings, Jerry Clark, Brandi Crivello, Chris Hildebrand, Erica Guido, Dan Lassanske, and Erin Gorter. Guests included were Cal Poly AGED 350 and 303 students Veronica Lemus, Kayla Manning, Jennifer Tarke, Bailey Riedel, Alison Einolander, Jeff Klein, Kenna Sandberg, Kaci Mott, Riley Shannon, and Meagan Dunlap.

Approval of Minutes
Joanne Cummings moved to accept the minutes from the previous meeting. The motion was seconded and passed with a voice vote.

Old Business
- The third teaching position has been filled by Erica Guido. Her course load includes viticulture, floral horticulture and one section of technical theater. The technical theater class is a remnant of a retired ROP teacher’s schedule and should not be included in her load in the next year.
- Currently the department has 288 non-duplicated students enrolled in grades 9-12. The current crop of seniors has a persistence rate of 39% while the junior class is 5%. Jerry Clark asked about this discrepancy. Chris Hildebrand contributed it to a weak junior class.
- Brandi Crivello passed out a flier on student achievement highlighting events from the Mid-State Fair and Opening Closing Ceremonies. Chris Hildebrand commented that the chapter had 5 of the 6 FFA champions at the fair.
- An additional Henry Mayo Newhall grant in the amount of $54,000 was received last spring to finish the barn and help with the greenhouse at the school farm.

New Business
- Agriculture Incentive Grant Advisory Committee review
  - The committee reviewed the check list with the following points made:
    - 1H: All students are kept in the I-Recordbook system and will remain there until further information is decided regarding the AET system.
    - 2C: Students must participate in 3 activities each semester to earn 10% of their grade in each agriculture class.
    - 3A: Students must have an SAE each semester in order to earn 10% of their grade in each agriculture class. This is accounted for by students turning in a written report with pictures as well as updating their record book in the I-Recordbook system.
    - 3D: It is impossible for each student to be visited twice by a teacher annually. The department works on multiple project visits with extensive livestock projects and the teachers work to meet with students on campus regarding their projects.
    - 8A: In addition to the brochure, the program has a new website to also aid in recruitment and promotion.
    - 9B: The 5 year acquisition plan exists but may be short sited in lieu of grant funding the program will be received. The program will continue to work on adding to the list.
    - 10A: Student enrollment in shop classes is very close to the 20 student capacity which is a great improvement from previous years.
    - 12: The program meets the criteria for area 12.
- Dan Lassanske moved to recommend the advisory committee accept the Agriculture Incentive Grant Check list at reviewed. The motion was seconded and passed with a voice vote.
• New Courses
  o Brandi Crivello discussed the need for a 2nd year science course (Agriculture Chemistry) to retain students into their 10th grade year. Erin Gorton recommended the approved UCCI sequence of courses that were recently approved providing 3 years of laboratory science credit to agriculture students.
  o Erica Guido mentioned the re-introduction of Nursery Greenhouse Management and Landscaping into the plant science pathway.
  o Erin Gorton recommended the creation of a senior level work experience course to act as a capstone class to help with pathway completion.
• Chris Hildebrand informed the committee of the new site principal and her background which is lacking in CTE and agricultural education knowledge. Jerry Clark recommended an agriculturally savvy board member talk her out and talk to her. If that doesn't work, the committee may need to sit down and talk with her.
• The next meeting date was set for December 18th.
• Erin Gorton volunteered to remain committee secretary. There were no other persons interested in filling the position.
• Jerry Clark nominated himself for president. Dan Lassanske seconded the nomination and it passed with a voice vote.

The meeting was adjourned at 7:56PM by retiring President John Wright.
Support Material 14: Proficiency Standards

Each of our Agriculture courses have proficiency standards associated with them. In order to earn certificates they must meet these proficiencies. These standards can be located in our Comprehensive Program Plan, under Tab “L.”
Support Material 15: Teacher Credentials

I hold the following Teaching Credentials:

- Single Subject Teaching Credential in Agriculture
- Specialist Instruction Credential In Agriculture

Both of these are now cleared through the "Teacher Induction Program" (May 2016)
Erich Guido

This certificate is presented for:

TEACHER INDUCTION PROGRAM
San Luis Obispo County

Certificate of Completion

Date
May 2016

[Signatures]

[Text]

Erich Guido has successfully completed two years of participation in the Teacher Induction Program (TIP), during the 2015-2016 school years. Successful completion includes thoughtful and reflective engagement with a mentor, involvement in the New Teacher Center, formal assessment, completion of the results of formal assessment to promote and enhance teaching practices, and engagement in professional development based on the California Standards for the Teaching Profession.
### Renewal Requirements

Section 422.333, Education of Emigrants, as provided in Education Code, requires education of emigrants for emigration assistance. Emigration assistance is defined as the assistance provided by the governing body of the emigrant's destination in English, where the emigrant is fluent in English. The governing body of the destination must provide the emigrant with the necessary education and training to become fluent in English. Emigration assistance is the responsibility of the emigrant's destination.

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This document authorizes the holder to reach the subject of the document.

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The all documents shall be read by any authorized holder. If any discrepancy exists, review the document for any errors. Note: Please verify County of Employment is current.
Support Material 16: Calendar of Activities

The Calendar of Activities is put together by the FFA advisor and distributed at our FFA Officer Retreat. It is also uploaded to our department website and displayed in each of our classrooms. This year, I converted the document to an electronic calendar and shared it with my colleagues. This allowed it to sync with our school calendars and electronic devices.
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**May 2016**

- June 2016
- July 2016
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days

**June 2016**

- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days

**July 2016**

- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
- School Days
Templeton High School FFA 2015-2016 Calendar of Events

June 19th-24th CATA Conference, Cal Poly

July 22-August 2nd California Mid State Fair

September 12-13th Sectional Officer Leadership Conference, Atascadero

September 15th Templeton FFA Meeting/Ag Info Night, Ag Quad 6:30 pm
September 21st FFA Drive Thru BBQ 4:30pm-6pm
September 30th Sectional Opening and Closing, Morro Bay High School 4:00pm

October 6th Templeton FFA Meeting/Chapter Degree Ceremony, MPR 6:30pm

October 10th South Coast COLC Hollister, CA

October 15th Greenhand Conference, Paso Robles Fair Grounds

October 17th Templeton Agriculture Plant Sale

October 20th Local Project Competition

October 28th-Nov 1st National FFA Convention

November 2-6th SLO Section Project Competition

November 3rd Templeton FFA Meeting/Greenhand Degree Ceremony, MPR 6:30pm

November 16-20th Clothe the Needy Drive

November 11th Local Creed and BIG Competition, D6 3:30pm
November 17th  SLO CATA/SLO Section FFA Creed & Big Competition, Paso Robles  
3:30pm

November 10th  Project Competition Banquet, Vineyard Elementary 6:00pm

December 7th  FFA Drive Thru BBQ 4:30-6pm

December 1st  Templeton FFA Meeting/ Gingerbread Contest, MPR 6:30pm

December 7-11th  Toys for Tots Drive

December 14th  South Coast Region Roadshow, Cal Poly SLO

January 12th  Templeton FFA Meeting, MPR 6:30pm

January 14th  Local Public Speaking Competition, D6 3:30pm

January 22-23rd  MFE/ALA Leadership Conference, Monterey, CA

January 26th  SLO Section CATA/ State FFA Degree Scoring 3:330pm

January 30th  Hartnell College Field Hay, King City

February 2nd  Templeton FFA Meeting, MPR 6:30pm

February 4th  Sectional Speaking Competition, Templeton 4pm

February 9th  Tulare Farm Show

February 22nd  Section Parliamentary Procedure Competition, SLO High School

February 21-27th  National FFA Week

February 24th  Ice Cream Social, D6 2:00pm
February 25th  Teacher Appreciation Luncheon, D6 Lunch Hour
February 29th  CATA Spring Meeting

March 1st  Templeton FFA Meeting, MPR 6:30pm
March 5-6th  UC Davis Parliamentary Procedure Field Day
March 12-13th  Chico Field Day, Chico California
March 19th  Enchilada Sale, VES
March 18th  South Coast Region FFA Spring Meeting/Speaking Contest, King City
March 19th  Merced Livestock Field Day/Madera Welding Field Day

April 3rd  State Degree Banquet, Clark Center 3:30pm
April 2nd  Modesto Field Day, Modesto California
April 4th  Reedley College Field Day
April 5th  FFA Meeting, MPR 6:30pm
April 22-26th  California State FFA Conference, Fresno, CA
April 30th  Templeton FFA Project Auction, Paso Robles Fair Grounds 5:00pm

May 7th  State FFA Judging Finals, Cal Poly SLO
May 10th  Templeton FFA End of the Year Banquet, THS Gym
May 12th  Sectional Officer Elections, THS 4pm
May 18-22nd  Salina Valley Fair
May 27th  Ag Info Day
Support Material 17: Professional Growth and Development

For the past two years, I have participated in each of the following events:

- CATA Summer Conference
- New Professionals Institute
- CATA Roadshow
- Weekly, Professional Learning Community Meetings
- All Sectional and Regional CATA Meetings
- Weekly, Teacher Induction Program (TIP) Meetings, formerly known as BTSA
- Faculty and Staff Meetings

Additionally, I have participated in the following:

- Guided Language Acquisition by Design (GLAD) Training
- Conscious Classroom Management Seminar
- Leadership Team for the 2016-2017 School year
San Luis Obispo County Teacher Induction Program
TIP - Professional Development Log
Year 2015-2016

Teacher Name: Erica Guido
School/District: Templeton USD
Mentor: Amber Wickrham
Year of Participation: 2
Type of Credential: Induction Standard
Area of Focus:

<table>
<thead>
<tr>
<th>Name of Session</th>
<th>Date</th>
<th>Location</th>
<th>Total Hours</th>
<th>Mentors Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conscious Classroom Management By Grace Dearborn</td>
<td>11/9/15</td>
<td>San Luis Obispo High School</td>
<td>4</td>
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<tr>
<td>New Professionals Institute</td>
<td>11/19-11/20</td>
<td>Picadilly Inn, Fresno, CA</td>
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<td>CATA Roadshow</td>
<td>12/19/15</td>
<td>Cal Poly, San Luis Obispo</td>
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<td>CATA Spring Regional Meeting</td>
<td>3/21/16</td>
<td>San Luis Obispo HS</td>
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</table>

Teacher Signature: ____________________________
Mentor Signature: ____________________________
Date: ____________________________

Please keep this PD Log to upload to your NTC Tool Kit in May.

Updated 11-30-15
Support Material 18: R-2

Our department chair is responsible for submitting the R-2 Report. This report keeps track of the students in our program and classes.
Select a school: [ << Select a School >> ]

**Data for Year: 2015-2016**

**School:**
# CA0245  Templeton  
Templeton HS  
1200 Main St.  
Templeton, CA 93465  
Get Map

**Teachers:** 3

**Courses Offered:**

<table>
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<tr>
<th>Type</th>
<th>Course</th>
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<th>H.S. Grad Credit</th>
<th>UC Credit</th>
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<td>Ag Mechanics</td>
<td>CAD I and II</td>
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<td>Other</td>
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<td>Fine Arts</td>
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<td>Other Ag</td>
<td>Ag Leadership</td>
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<td>Other</td>
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**TOTAL:** 606  
**Average Class Size:** 22.4

**FFA Students by Pathway:**

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<th>Pathway</th>
<th>Count</th>
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https://calaped.csuchico.edu/2/Scripts/Reports/SchoolAtAGlance.asp
Ag Mech. 140
Agriscience 48
An. Science 62
Forestry/NR 12
O.H. 22
Plant/Soil Sci. 30

Total 314

FFA Students by Grade Level:

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FFA Students by Years in Ag:

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<td>12</td>
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<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>314</td>
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Average Years 1.8

Freshman Persistence:
Cohort Year: 2012-2013

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<th>Years in Ag Completed</th>
<th>Count</th>
<th>Percent</th>
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<td>1</td>
<td>13</td>
<td>30%</td>
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<tr>
<td>2</td>
<td>12</td>
<td>27%</td>
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<tr>
<td>3</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
<td>39%</td>
</tr>
</tbody>
</table>

Freshman Cohort Students 44
Average Years Completed 2.5

Ed Data provides demographic data for schools in California. To view this data click on the link.
View Ed Data

Congressional District 24
Assembly District 35
State Senate District 17
County San Luis Obispo
County-District-School Code 40688414037701
Support Material 19: Travel Requests

Every time we take students on a trip the following paperwork must be submitted:

- Field Trip Request Form: due 10 days prior to trip in county, otherwise 30 days for out of county
- Permission Slips for each student
- Ride Roster: Sent to all staff, students with failing grades may not attend trip
EXTENDED DAY/OVERNIGHT FIELD TRIP APPROVAL

DEADLINE FOR SUBMITTING EXTENDED DAY/OVERNIGHT FIELD TRIP APPROVAL FORM TO SUPERINTENDENT:
- In state trip outside San Luis Obispo, Santa Barbara, Monterey or Kern County - 1 month prior to departure
- Out of state - 3 month prior to departure - REQUIRES FORMAL BOARD APPROVAL

Please refer to BP/AR 6153 - School-Sponsored Trips and Events to ensure compliance. Incomplete or inaccurate requests will be returned to the trip organizer and may result in delayed approval.

TODAY'S DATE: 11/6/15
CELL PHONE #: 209-670-6593
TEACHER: Guido/Grivello
SITE: THS
CLASS/GROUP: FFA
GRADE: 10-12

DATES OF FIELD TRIP: 1/22-1/23
TIME OF DEPARTURE: 8am
ESTIMATED TIME OF RETURN:
4pm

NUMBER OF SCHOOL DAYS: 1
DISTRICT CALENDAR CONFLICTS:
☐ No ☐ Yes Specify:

LOCATION/DESCRIPTION: Embassy Suites, Monterey/ Made for Excellence Conference
ADDRESS: 61441 Canyon Del Rey Boulevard Seaside, CA 93955

<table>
<thead>
<tr>
<th>Date</th>
<th>From</th>
<th>To</th>
<th>Overnight Accommodations</th>
</tr>
</thead>
</table>

TRANSPORTATION ARRANGEMENTS: Check all that apply
☐ School Bus/Van (District Transportation Request form attached ☐)
☐ Private vehicle (Field Trip by Private Vehicle Authorization form attached ☐)
☒ Ag vehicle(s) Specify number of Ag vehicles: 2
☐ Charter bus – Site principal or designee acknowledgement – Initials: __________
☐ Airplane
☐ Other (specify)

# OF STUDENTS: 11
Male: 3
Female: 11

# OF CHAPERONES:
Male: 1
Female: 2

CHAPERONE:STUDENT RATIO: 1:7
CHAPERONE MEETING DATE: 1/15/15

TOTAL COST:
Costs are calculated ☐ Per person ☒ Total for the group
Other/Misc.: $

Entrance fees - $1600
Food - $
Transportation - $
Lodging - $
TOTAL - $

SUBSTITUTE TEACHER REQUIRED: ☒ Yes COST: $204 ☐ No

FUNDING SOURCE(S):
FFA-A&S

FUND RAISING ACTIVITIES: ☒ Yes ☐ No
(If yes, attach copy of Fund Raising Approval form.)

EDUCATIONAL VALUE OF TRIP/STANDARDS COVERED:
Students will attend the Made for Excellence and Advanced Leadership Academy conferences. Personal development starts with the individual. Self-discovery of talents, strengths, interests and personal character are emphasized as the individual is channeled to discover their passion in life. This conference focuses on "ME: one’s personal skills and development of the ability to be successful."
<table>
<thead>
<tr>
<th>WATER ACTIVITIES INVOLVED?</th>
<th>ANY OTHER ACTIVITIES REQUIRING SPECIAL TRAINING OR SUBJECT TO SUBSTANTIAL RISK?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pool?</td>
<td>☒ No ☐ Yes</td>
</tr>
<tr>
<td>Ocean/Lake</td>
<td>☒ No ☐ Yes</td>
</tr>
<tr>
<td>Boat?</td>
<td>☒ No ☐ Yes</td>
</tr>
<tr>
<td>Lifeguard?</td>
<td>☒ No ☐ Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SITE PRINCIPAL’S APPROVAL:</th>
<th>SUPERINTENDENT’S APPROVAL:</th>
<th>FORMAL BOARD APPROVAL REQUIRED?:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ Yes ☐ No</td>
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</table>

Yes - Specify:
TEMPLETON UNIFIED SCHOOL DISTRICT
FIELD TRIP/ACTIVITY WAIVER & MEDICAL AUTHORIZATION - MINOR
(Education Code Section 35330)

I hereby give my permission for my child, _______________ to participate in the MFE ALA Leadership
Conferences field trip/activity as part of his/her regular school program. This trip is to be held from 8:00-5:00pm on
Friday, January 22nd & 23rd.

I fully understand that my child is to abide by all rules and regulations outlined in the District's Student Discipline Code at all
times during the field trip/activity. It is understood that any child determined to be in violation of these behavior standards may
be sent home at the parent's or guardian's expense.

I acknowledge that, as the parent/guardian of the above-named student, I have taken steps to ensure items brought by my
student are appropriate. Further, I agree that my student's luggage and/or backpack and/or purse and/or other such baggage
may be searched prior to departure on the field trip and at any time during the trip deemed necessary by the chaperon.
Failure of the student and/or parent/guardian to consent to such search will result in student's inability to participate in the trip
or immediate termination of the field trip for the student so declining. __________(PARENT/GUARDIAN'S INITIALS)

I understand and acknowledge that, as provided in Education Code Section 35330, by consenting to allow my child to
participate in this field trip, I shall, by law, be deemed to have given up all claims against the Templeton Unified School District
and each of its officers, employees and agents (hereinafter collectively referred to as "District") for any injury, accident, illness
or death occurring during or by reason of the field trip. I also agree to relieve the district of any responsibility for damage to or
loss of my child's property occurring during or by reason of the field trip.

In the event of any illness or injury, I hereby consent to whatever x-ray examination, anesthetic, medical, dental or surgical
diagnosis or treatment and hospital care from a licensed physician and/or surgeon as deemed necessary for the safety and
wellfare of my child. It is understood that the resulting expenses will be the responsibility of the parent(s), guardian(s), or
participant. Whenever possible, attempts will be made to contact the parent/guardian prior to taking any medical action.

Signature of Parent/Guardian       Date       Address       Home Phone

Signature of Student       Date       Father's Work Phone       Mother's Work Phone       Cell Phone

Parents' Health Insurance Co.       Policy Number

IN THE EVENT OF ILLNESS OR ACCIDENT AND IF UNABLE TO CONTACT ABOVE, PLEASE CONTACT:

Name       Address       Home Phone/Cell Phone

SPECIAL NOTE TO PARENT/GUARDIAN:

(1) Please list all medications your child takes and the reason: _________________________________

(2) List any medications your child will need to take with them on the field trip. _________________________________

You must provide an Authorization to Dispense Medication form for all prescription or over-the-counter medications and
comply with all of the requirements listed on that form. If you already have an authorization for the current school year,
please check with the office and they will make a copy for you.

(3) All medications, except for emergency medication that is authorized, must be kept and distributed by the staff.

(4) Check here if there are no special problems of which the staff should be aware and no medications are
required on the trip.

REMEMBER, THE SCHOOL DISTRICT'S STUDENT ACCIDENT INSURANCE IS SECONDARY TO THE
FAMILY'S INSURANCE.

Copies: Principal ☐ Teacher ☐ Director – MOTG&F ☐
**Bus Rider Roster for Students Attending Field Trip/Event**  
*Requires at least 24 hours notice to teachers*

<table>
<thead>
<tr>
<th>Teacher/Coach: Guido</th>
<th>Principal's Approval:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Destination: MFE/ALA</strong></td>
<td>Date of Field Trip: 1/22-1/23</td>
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</table>

**Duration:** 2 days  
**Dismissal Time:** 8am  
**Return Time:** 5pm

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>ON</th>
<th>OFF</th>
<th>ON</th>
<th>OFF</th>
<th>Phone</th>
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</tbody>
</table>

- Original Bus Rider Roster kept with teacher (copy for each vehicle)  
- Fax to MOT (434-2705)  
- Copy to Site Secretary  
- THIS ONLY: Copy to Attendance Office for Clearance  
- Copy to Athletic Office when Athletic Event

C:\Users\eguido\Desktop\THS Start-up Info\Field Trip Activity and Bus Rider Roster.doc  
Rev. 8/12/10
Support Material 20: CATA Membership

I have been a member of the CATA since 2012. My dues are paid through the 2016-2017 year. Unfortunately, I cannot locate my current 2015-2016 CATA Membership card.
Support Material 21: Report to Administration

This year, two of our chapter officers presented the Principal our Program of Activities. In doing so, they spoke with her about the benefits and opportunities in our program.

Additionally, five of our senior members presented our chapter's achievements to the school board.
Support Material 22: Five-Year Acquisition Plan

Our five year acquisition plan outlines the purchases for program growth that we would like to see over the next five years. In order to create this list, the three of us met and discussed what growth we would like to see for each pathway. Our five-year acquisition plan is attached.
Templeton High School Agriculture Department
Equipment and Materials Acquisition Schedule

2015-16 School Year

2015-2016
- Purchase new truck to replace #15
- Update Horticulture Facilities

2016-2017
- Purchase microscopes/science lab equipment
- Update school farm greenhouse
- Update facilities at school farm

2017-2018
- Purchase new ag vehicle to replace truck #14
- Update facilities at school farm

2018-2019
- Purchase new plasma cam – 5’ x 10’ table

2019-20
- Purchase and update shop equipment
Support Material 23: Current Operating Budget for Department

Departmental budgeting is established by our department chair, Chris Hildebrand, during the summer prior to the school year. Each department member reports to Chris what their needs will be during the school year and he does his best to allocate monies accordingly. During the summer chapter officer retreat, the students develop the FFA budget. This budget must be submitted to the high school ASB office for approval. Attached are the current operating budgets for the Agriculture Incentive Grant and the FFA (ASB) Account.
## Vocational Agriculture - Hildebrand

<table>
<thead>
<tr>
<th>Date</th>
<th>PurRec</th>
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2015-2016 Templeton FFA Budget

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<td><strong>Sub Total</strong></td>
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| **Chapter Banquet**                    | $800     |        |
| **Sub Total**                          | **$800** |        |

| **Leadership**                         |          |        |
| CDE/Judging Team Support               | $400     | $400   |
| Officer Retreats                       | $400     |        |
| Go for the Gold Games                  | $40      |        |
| COLC                                   | $350     |        |
| Sectional Dues                         | $200     |        |
| Greenhand Conference                   | $540     | $340   |
| State Conference                       | $5,000   | $5,000 |
| MFE/ALA                                | $1,200   | $600   |
| National Convention                    | $500     |        |
| Program of Activities                  | $30      |        |
| Sectional Events                       | $800     | $750   |
| Opening Closing                        | $400     |        |
| FFA Week Dance                         | $150     |        |
| Ice Cream FFA Week                     | $75      |        |
| Incentive Points Trip                  | $500     |        |
| Chapter Apparel                        | $1,100   | $1,000 |
| Greenhand Jackets                      | $200     |        |
| State Degree Ceremony                  | $350     | $350   |
| Hero Day                               | $325     |        |
| **Sub Total**                          | **$12,560** | **$8,440** |

| **Supplies**                           |          |        |
| Scrapbook Supplies                     | $300     |        |
| Postage                                | $50      |        |
| Kitchen Supplies                       | $300     |        |
| **Sub Total**                          | **$650** |        |

| **Fundraisers**                         |          |        |
| Fall Drive Thru BBQ                    | $4,000   | $7,000 |
| Spring Drive Thru BBQ                  | $4,000   | $7,000 |
| Cutting Horse Show                     |          | $500   |
| **Sub Total**                          | **$8,000** | **$14,500** |

| Grand Totals                           | **$22,885** | **$22,940** |
| Grand Totals                           | **$22,885** | **$22,940** |
| Contingency                            | **$55**    |        |
Support Material 24: Budget Processes

All budgets are coordinated through Chris Hildebrand, Department Chair. Budget requests are placed during the Summer and discussed at departmental meetings. Once the budgets have been set, requisitions are submitted to Chris for approval and final submission. Purchase requisitions are passed on for administrative approval and then on to the District Office where a purchase order number is generated. Upon receipt of items ordered using the purchase order number, receipts must be submitted back to the site secretary to be processed for payment.
## SECTION A - COMPLETE AND SUBMIT TO SITE ADMINISTRATOR:

- **DATE:** 8/14/2015
- **FUNDING SOURCE:** Ag Incentive
- **REQUESTED BY:** Erica Guido
- **PREPARED BY:** Laura K. Clark
- **VENDOR:** Crop Production Services
  - 2502 Oakwood St.
  - Paso Robles, California 93446
- **TELEPHONE:** (805) 238-3825
- **FAX:**

<table>
<thead>
<tr>
<th>Qty</th>
<th>Unit</th>
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<td>Open PO to purchase soil fertilizer supplies for OH Class</td>
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## SECTION B - INSTRUCTIONS:

- Mail PO
- FAX PO - EXPEDITE
- Hand Carry
- Phone in Order

**TOTAL FROM PAGE 2**
- **ESTIMATED COST:** $500.00
- **7.50% TAX**
- **EST. SHIPPING COST**
- **TOTAL COST:** $500.00

## SECTION C - COMPLETE AND FORWARD TO DISTRICT OFFICE:

**BOARD GOAL:** 1-Student Achievement

**APPROVED BY:**

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<tr>
<th>FUND</th>
<th>RESOURCE</th>
<th>YEAR</th>
<th>OBJECT</th>
<th>GOAL</th>
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## SECTION D - FOR DISTRICT OFFICE ONLY:

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<th>FUNDS AVAILABLE</th>
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<tbody>
<tr>
<td>NO FUNDS AVAILABLE / BUDGET TRANSFER</td>
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**AUTHORIZED SIGNATURE:**

Aaron Aspund, Business Manager/Dr. Joe Koski, Superintendent
I am not the department chairperson this year. Chris Hildebrand is our department chair. He is in charge of departmental meetings and budgets. Additionally, he attends a monthly department chair meeting and relays that information to us.
Meeting Date: 11/13/15

Attendance:

- X  Brandi Crivello  - X  Erica Guido  - X Chris Hildebrand

Agenda:

- CTEIG:
  - Matching Funds?
  - Big Ticket Items.... What is our 3-6 year vision? - Will discuss with Advisory Committee, how to make our graduate more employable.

- Creed and BIG: Nov. 17th- 7 students

- Vineyard and Orchard:
  - Plan? - Meeting with Lassanske for Orchard today after school, will call Scott Weicher today to set up time to meet.
  - Need perimeter space for tractor? How wide? Able to make turn?
  - 15' apart, on center
  - Orchard behind potting area, vineyard at school farm next to cattle pens?
  - Ground prep/Irrigation? Hort/vit responsibility? School farm management? maintenance?

- National Convention (Recap)
  - Reimbursements

- MFE/ALA:
  - One Spot Remaining (Cory DeLisle?)
  - Registration Complete
    - Field Trip Request Done
    - Payment? Crivello?
    - Vans Reserved (1 Ag, 1 Camp)
    - Guido- Finalize registration with student names
    - Student payment? $50

- Public Speaking:
  - Prepared, Extemp, Impromptu, Job Interview
    - Start dates?
    - Info to announce to classes
      - Guido- Extemp- See before Thanksgiving

- CDE Judging Teams
  - Livestock, Welding, Parli Pro, Vet Sci, Vine Pruning, Floral
    - Start dates?
  - Info to announce to classes
    - Guido- Vine Pruning meeting Tuesday at Lunch (D-1)
      - Registered for St. Helena, Field Trip Request submitted, hotel reserved
    - Guido- Floral
      - See me before Thanksgiving break if interested
    - Hildebrand- Livestock
      - Meeting right after Thanksgiving break
    - Hildebrand- Welding, After break
    - Crivello- Parli Pro
Templeton High School
Agriculture Department

- Next week Advanced (novice later)
  - When we need to start registering?
    - Davis Mar. 4th and 5th
    - Chico
    - Merced
    - Modesto
    - Reedly
    - Fresno

- New Professionals:
  - Crivello and Guido, Gone Thursday & Friday, Hildebrand will hold down the fort

- December Meeting:
  - Need anything? Chapter Degree Apps need to go out
  - Guido, Advisor? Yes, memorize advisor part
  - Officer meeting? Tuesday Morning Officer Meeting, 7AM SHARP, Joe's
  - Food/Snacks? Ginger bread house contest, Christmas cookies, etc

Upcoming Events:

Nov. 13th: CTE Incentive Grant Meeting: Guido, Hildebrand
Nov. 16th- 20th: Clothe the Needy Drive, Drop off in Crivello’s Room
Nov. 17th: SLO Section B.I.G. and Creed Contests, CATA Meeting- Crivello, Guido, Hildebrand
Nov. 19th- 20th: New Professionals Conference - Crivello, Guido
Nov. 21st- Smoked Turkey Pick Up (9-11)- Crivello, Hildebrand
Nov. 30th- CTEIG Part 1 Due
Dec. 1st: FFA Meeting, Greenhand Degree Ceremony- Crivello, Guido (MPR) Hildebrand (Parent support)
Dec. 5th: CATA Holiday Social - Crivello, Guido, Hildebrand
Dec. 7th- 11th: Toys for Tots Drive- Crivello, Guido, Hildebrand
Dec. 11th: CTEIG Part 2 Due
Dec. 14th: CATA Regional Road Show- Crivello, Guido, Hildebrand
Dec. 18th: Advisory Committee Meeting- Crivello, Guido, Hildebrand
Support Material 26: Chart of Responsibilities

Each year before school starts the department sits down and discusses the chart of responsibilities. During this time, we elect who will be the “lead” advisor for each of our events.
## 2015-2016 THS Agriculture Department

### Staff Assignments

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### Accounting

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<th>Hildebrand</th>
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<td>FFA Project Auction</td>
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<tr>
<td>Drive Thru BBQ</td>
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</table>
Support Material 27: Substitute Teacher Procedure and Plans

The policy for obtaining a substitute teacher is as follows:

- Create an absence using "Aesop," our online system
- Complete the "Request for Leave" form
- Submit form to Site Secretary for approval

I take pride in leaving very detailed sub plans every time I'm gone. I keep all of my sub plans and reports in my "Sub Binder." The binder consists of seating charts, medical info, attendance rosters, and the appropriate plans for each day. If there are worksheets associated with the lesson then they are left in clearly labeled/colored folders next to the binder. Attached is an example of my sub plans and behavior sheet.
Monday April 25th, 2016

To: Substitute
From: Erica Guido
Date: April 25 & 26 2016

Good Morning!

**Substitute Plans:**

Thank you so much for volunteering to sub my classes! Below are the detailed plans for each class. If you have any questions you can ask any advisor in the agriculture department, or dial 9 and call the office number above to reach administration.

Please do not hesitate to send any disrespectful student(s) out of the classroom to Nancy Needham-Vice Principal. If their disrespectful behavior does not stop after a verbal warning, send them out — please do not hesitate. I will write them up upon my return. They know the routine and are expected to be respectful students.

**Schedule: (note: W-1 and G-3 are in different rooms than all other classes)**

25th: W-1 Floral Design (Room D-6)  W-2 Floral Design (Room D-1)  W-3 Floral Design (Room D-1)
26th: G-1 Floral Design (Room D-1)  G-2 Floral Design (Room D-1)  G-3 Floral Design (Room D-2)

25th: White 1, 2, 3: Floral Design

**PLEASE ASK AMANDA BOURGAULT TO WATER ALL OF THE PLANTS OUTSIDE**

**General Overview: Floral** – Students will be working on their Wedding Fair Projects.

**Game Plan:**

1) Students should work with their partner on their wedding fair projects. They are allowed to use the laptops but are **NOT ALLOWED** in the CAD lab (some will ask)
   a. If students are “done” they should be working on something else productive (tutorial).
2) Inform students that they may listen to music but cannot use electronic devices for anything else.
   a. PLEASE CONFISCATE DEVICES IF THEY ARE USING THEM! They know better.
3) Pass out Floral Wedding Fair Budgets to each team. Remind them it is one of the components of their binder.
4) Monitor student progress. Playing games or watching movies on the chromebooks is not allowed either.
5) Make sure all chromebooks are put back into the cart and plugged in!
6) **REMINd STUDENTS THAT BINDERS AND POSTER BOARDS ARE DUE ON FRIDAY!**
To: Substitute  
From: Erica Guido  
Date: April 25 & 26 2016

Good Morning!

**Substitute Plans:**

Thank you so much for volunteering to sub my classes! Below are the detailed plans for each class. If you have any questions you can ask any advisor in the agriculture department, or dial 9 and call the office number above to reach another agriculture advisor.  

Please do not hesitate to send any disrespectful student(s) out of the classroom to Nancy Needham-Vice Principal. **If their disrespectful behavior does not stop after a verbal warning, send them out – please do not hesitate.** I will write them up upon my return. They know the routine and are expected to be respectful students.

**Schedule:** (note: W-1 and G-3 are in different rooms than all other classes)  
25th: W-1 Floral Design (Room D-6)  W-2 Floral Design (Room D-1)  W-3 Floral Design (Room D-1)  
26th: G-1 Floral Design (Room D-1)  G-2 Floral Design (Room D-1)  G-3 Floral Design (Room D-2)  

26th: Green 1, 2, 3: Viticulture, Horticulture, Tech Theater  

**General Overview:** See specific class plans  

**Game Plan:**  

**Viticulture:**  
1) Pass out Reflection Worksheet to each student  
2) Require students to complete the activity individually and silently (10 min)  
3) Then require students to share their reflections with their Tasting Lab teammates (10-15 min)  
4) Students need to add to their reflections in a different color after discussing with their team  
5) Students need to write a page summary about the Tasting Lab experience and their reflections (30 min)  

6) Play PLANET EARTH movie for the remainder of the period. Student should be quite and attentive.  
   a. Please leave notes for me if they are not on task  

(See Reverse Side for rest of Plan)
Horticulture:

- PLEASE ASK AMANDA BOURGAULT TO WATER ALL OF THE PLANTS OUTSIDE

1) Pass out vocab worksheets to students. Instruct students to make flashcards of each of the vocab work.
   
i. Sign off on vocab cards when students finish, in order to move on to the next assignment
2) After signing off on their vocab cards, instruct students to complete the invasive plant presentation
   a. They should use Google Slides on the Chromebooks
   b. Be sure to pass out the assignment sheet to each kid
   c. Presentations are to be shared with me by the end of the period.
3) If students complete both tasks, they can work on other class assignments

Tech Theater: Class will read the Macbeth Script aloud

1) Pass out a copy of the Macbeth Script to each student.
2) Let students choose roles to read aloud.
3) If students don’t choose then assign parts to them. This is their participation for the day!
4) Read and work through the play with the class. Take time to discuss what is going on in each scene. Ask them to describe the scenes: What are they seeing, feeling, etc.
5) This should take the entire class period.

Thank you! I hope you have a wonderful day! Please call me with any questions or concerns.
White 1
Floral Design

Attendance / Behavior: *
Seating chart is enclosed.
*
Please take the time to write out absences and/or tardies on this sheet.

Students Tardy:
1. ____________________________
2. ____________________________

Students Absent:
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________

Disruptive / Disrespectful Students
1. ____________________________
2. ____________________________

Helpful/On Task Students
1. ____________________________
2. ____________________________

Summary:

Overall Behavior:

Please describe the class behavior and atmosphere on a scale of 1 (poor) – 10 (excellent).

Score: ______________________
Support Material 28: Program Completer

Currently our requirement for program completers is that they have been active in our program for all 4 years. My goal is to define this requirement much more specifically for next year. All program completers receive and FFA sash to wear at graduation.
Support Material 29: 2+2 Agreements

This year, Chris Hildebrand was able to create two, 2+2 agreements with Cuesta College. The first agreement is for welding and the second is for CAD. Brandi Crivello is working on an agreement with Modesto Junior College for her animal and vet science classes. I have started the discussion with Merced Community College to make agreements for Ornamental Horticulture and Greenhouse Management. If we are successful with all of the agreements, we will have six classes that offer our students college credit. We do not have any of the current agreements on file yet.
Support Material 30: Reimbursement Process

There are three different ways we can get reimbursed for expenses. The first is through our Parent Support Club. We have 6000 dollars budgeted for Student and Staff Support. This can be spent on classroom expenses, judging teams or other charges as long as they are approved by our Support Club.

The second way to get reimbursed is through our various ASB accounts. All expenses associated with a club (FFA) must be pre-approved in the official club minutes with additional minutes for the actual request of the check. Other accounts such as Floral or Horticulture, just need to be approved by the primary advisor on the check request.

Lastly, for large conference expenses such as National Convention, we can be reimbursed through the district account. This kind of reimbursement requires paperwork prior to and after the trip. Each person is allotted a certain amount of money to spend on food each day in addition to having the conference expenses, parking, hotel, etc covered.
CHECK REQUEST

Club Name: ____________________ ASB Account Code ____________________

Make Check Payable to:
Name: _______________________
Address: _____________________

Phone #: _____________________
SS# or Tax ID #: ______________

In the Amount of:
Subtotal: ____________________
Sales Tax: ___________________
Shipping: ____________________

Itemized Description:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Checks will NOT be issued if supporting documentation is not attached. ie: itemized receipts, copy of minutes, invoices, packing slips, etc.

Invoice # ____________________
Attach packing slips, invoices, itemized receipts

Club/Class Signatures
Primary Advisor: ______________ Date: ______________
Student Officer __________________ Date: ______________

ASB Council Signatures
ASB Treasurer: ________________ Date: ______________
ASB Advisor: ________________ Date: ______________

Administrators Signature
Principal: ________________ Date: ______________

Check #: ____________________
Amount: _____________________
Date Issued: ________________

Need Check By: ____________________
☐ Will Pick Up Check
☐ Mail Check To Payee
☐ Put Check In My Box __________

ASB Bookkeeper: ____________________ Date: ______________
1099 on File ____________________
TEMPLETON UNIFIED SCHOOL DISTRICT
INSTRUCTIONS FOR COMPLETING TRAVEL/CONFERENCE
APPROVAL AND EXPENSE CLAIM FORM

This form is to be used by Templeton Unified School District employees and representatives in connection with travel for
district business. For travel where only mileage charges will be incurred, a "Claim For Reimbursement" form is to
be used.

Part A, the upper section, is your request for the required prior approvals to attend the conference or meeting. Part B, the
lower section provides for an itemized and/or reimbursement of expenses incurred, after the activity has occurred.

PART A: INSTRUCTIONS - PLEASE PROVIDE COMPLETE INFORMATION. Incomplete and inaccurate information
can delay the processing of your claim. This section should be completed prior to travel/conference.

1. Please print your name as it is shown on district employee records. Do not use nicknames. Include your school site or department.

2. State the name, place, and dates of conference. Attach a copy of the brochure or agenda.

3. Check the appropriate boxes for substitute requests. You are responsible for requesting your own substitute. Sub costs are normally $102/day ($90/day plus benefits).

4. Estimate the maximum cost of the trip (including hotel expenses, airline tickets, car rental, meals, sub costs, etc). 
   Indicate appropriate and valid budget codes with sufficient balances. Invalid budget codes and budget codes with insufficient balances will delay the processing of your request.

5. If you are requesting a check or purchase order from the District Office for payment directly to an organization for registration fees or hotel costs, please ensure to generate a purchase requisition and include the requisition number and related backup with this request.

6. Send your request to the District Office for further processing. No travel is to be made without obtaining the required approvals from the District Office. Upon approval by District personnel, the original will be returned to you for completion of Part B after your return.

PART B: ITEMIZED EXPENSES. Submit to Business within two (2) weeks after return from trip.

1. Indicate dates for the days of the conference (Day 1, 2/27). Dates shown here must be in agreement with those on the conference brochure and those shown in Part A.

2. Receipts for meals are required. Meals should be claimed at actual amount spent, including tax and tip, not to exceed limits of $10.00 for breakfast, $15.00 for lunch, and $26.00 for dinner (pursuant to Administrative Regulation #3350).

3. Reimbursement for lodging is allowed for Templeton Unified School District authorized travelers only.

4. Original receipts must be attached to the form where required. This includes itemized hotel bills, conference registration receipts, airline tickets, etc.

5. If charges are made to the employee’s personal account via credit card or personal check, an acceptable receipt is still required (e.g. credit card charge slip, credit card bill, cancelled check, etc.)

OTHER:

1. REIMBURSEMENT FOR ALCOHOLIC BEVERAGES IS NOT ALLOWED.

2. If a personal/private vehicle is used, mileage reimbursement, at current mileage rate at the time of travel, may be requested (varies per contractual agreements).

3. Reimbursement is allowed only for actual and necessary expenses, pursuant to Administrative Regulation #3350.
## TEMPLETON UNIFIED SCHOOL DISTRICT
TRAVEL/CONFERENCE APPROVAL & EXPENSE CLAIM FORM

### PART A – REQUEST TO ATTEND CONFERENCE
TO BE COMPLETED 10 WORKING DAYS PRIOR TO TRAVEL/CONFERENCE

<table>
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<th>Date Submitted:</th>
<th>Name:</th>
<th>Employee #</th>
<th>Work Site:</th>
<th>Conference Registration Fee</th>
<th>Personal Check</th>
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<tbody>
<tr>
<td>Date</td>
<td>Chief Business Officer or Designee</td>
<td>Encumbered</td>
<td>Conference</td>
<td>$</td>
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<tr>
<td>Date</td>
<td>Other Authorized Expenses</td>
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<td>Date</td>
<td>TOTAL ESTIMATED EXPENSES TO APPROVE</td>
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### FUNDING SOURCES/BUDGET CODES:

**Conference:**

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<th>Object</th>
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**Substitute:**

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<th>Function</th>
<th>School</th>
<th>Disc</th>
<th>Disc 2</th>
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</table>

**Budget Approval:**

---

### PART B – STATEMENT OF TRAVEL & EXPENSES
TO BE COMPLETED AND SUBMITTED FOR REIMBURSEMENT WITHIN TWO (2) WEEKS AFTER CONFERENCE

***Alcoholic beverages are not reimbursable***

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<th>Day 1</th>
<th>Day 2</th>
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**TOTAL ITEMIZED EXPENSES**

(Should not exceed estimate in Part A)

Reimbursement Due to Employee

---

I hereby certify that the above statement represents the actual and necessary expenses in connection with my attendance at the above meetings/conferences.

expenses in connection with my attendance at the above meetings/conferences.

Expenses:

Business Department Approval of

---

*Employee Signature:* 

*Site Administrator Signature:* 

---

*Fill out PRIOR TO Conference*

*Fill out AFTER Conference*
# Table of Contents:

A: Job Market Description  
B: Targeted Occupations  
C: Total Program Goals and Objectives  
D: Program Description  
E: Course Outlines  
F: Program Completion Standards  
G: Description of Facilities and Major Equipment  
H: 5 Year Facility and Equipment Acquisition Schedule  
I: Staff Assignments  
J: FFA Program of Activities  
K: School and Department Policies  
L: Proficiency Standards for Program Completers  
M: Teacher Data Sheets and Credentials  
N: Roster of Agriculture Advisory Committee  
O: Advisory Committee Minutes  
P: Current Year Budget  
Q: Evidence of Articulation  
R: Graduate Follow-Up System and Results  
S: List of Active Placement Sites  
T: Recruitment Activities and Materials  
U: Staff In-Service Record  
V: Staff Minutes  
W: Department Inventory
Templeton High School
Agriculture Department

Job Market Description for Program Completers

Templeton is located in the northern portion of San Luis Obispo County. Our students draw on the job market throughout the county. Most of the placement opportunities are in the northern portion of the county but, some students will travel to San Luis Obispo and the south county for job placements. Many seek additional training at Cuesta College and Cal Poly, while others attend universities and colleges outside the county boundaries.

Our departmental approach is to view all post-secondary “placements” as our job market for our students, and therefore consider advanced training in job training seminars, technical institutes, and traditional 2 and 4 year college programs to be viable job market alternatives.

Relating to our direct or ultimate placement in San Luis Obispo County, the following job areas exist:

1. **Agricultural Mechanics:** Welding fabrication, structural welding, production based welding, farm structure design and construction, farm maintenance, farm power, equipment operator, cabinet making, architecture design and planning.

2. **Ornamental Horticulture:** Landscape design and installation, landscape maintenance, wholesale and retail nurseries and plant production, interiorscaping, turf management, floral design and retail sales.

3. **Agricultural Production:** Livestock production and management, equine management, sheep and swine production, poultry, fruit and vineyards, field crops, sales and winery job opportunities.

All of these areas encompass specific job titles, which are included in our plan. The agriculture department identifies various occupations and their qualifications in each of our curricular areas. Students understand that various strata of employment exists in each area, some of which are entry level jobs, while others require considerable continuing education.
Templeton High School  
Agriculture Department  
Targeted Occupations

Templeton High School lies within the northern boundaries of San Luis Obispo County. The community has a diverse agriculture industry that revolves around viticulture, livestock production, architecture design, welding and fabrication, steel fabrication, landscape installation and maintenance, production shops, floral design and retail shops, pipeline and fence construction, commercial and residential construction, and supporting agribusiness enterprises. California Polytechnic University is 25 miles from the campus, and Cuesta’s North County Campus is eight miles away (the North County Welding Classes are based out of Templeton’s Ag Welding Shop).

The department has three distinctive occupational strands for students to pursue and provides introductory, intermediate, and advanced training in each area.

In the area of Agriculture Mechanics/Technology targeted occupations include:

1. Welder
2. Architectural Design and Planning
3. Construction Worker
4. Equipment Operator
5. Draftsman
6. Engineer
7. Sales and Service
8. Agricultural Education

In the area of Horticulture/Plant Science targeted occupations include:

1. Retail Florist Shop
2. Floral Design
3. Landscape Installation
4. Landscape Maintenance
5. Equipment Operator
6. Sales and Service
7. Agricultural Education

In the area of Agriculture Science, targeted occupations include:

1. Ranch Worker
2. Feed and Supply Stores
3. Agricultural Production Major
4. Agricultural Education
5. Livestock Producer
6. Sales and Service
7. Winery Worker
8. Food Industries Worker
Templeton High School Vo-Ag Department
Program Goals and Objectives

- Continue to offer a quality agriculture program for all students that include classroom instruction, FFA and SAE.

- Provide training and experiences to increase employment/placement opportunities for students in the entire agriculture department program areas.

- Provide seamless transitions from THS to post-secondary institutions through rigorous curriculum and challenge exams.

- Increase student participation in leadership activities and award programs by continued involvement in FFA events and implementation of committee structure.

- Work closely with the district technology committee to provide up-to-date technology for students in the agriculture program.

- Develop and implement new courses as needed to strengthen career pathways and meet industry/student demand.

- Continue to offer ROP classes as the capstone course for appropriate program areas.
COURSE DESCRIPTION: Veterinary Science is a course designed to provide students an applied scientific study in the area of animals and veterinary care. This course focuses on the application of animal anatomical and physiological knowledge to the maintenance and improvement of animal health to include; clinical diagnosis of disease and parasites, administration of medications, and common surgical procedures. Biological applications will include studies in cells, genetics, evolution, and ecology as they pertain to the animal/veterinary field. Participation in FFA and Supervised Agriculture Experience is required.

COURSE GRADE BREAKDOWN: Your grades will be entered using the following percentages.

<table>
<thead>
<tr>
<th>Component</th>
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</thead>
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MISCELLANEOUS RULES AND PROCEDURES:

Late Work-Is not accepted except in the case of excused absences.
Tardiness-Is defined as not being in your seat working on Bellwork when the bell rings.
Respect-Is what each student and teacher should show each at all times.
Prepared-Is what each student should be for each class each day. This includes materials and attitude.
Cheating-Is what losers do.
Whining-Is very unattractive.

SAE PARTICIPATION: By being enrolled in ANY agriculture education class in the state of California, students are required to take their learning outside of the classroom and apply it towards something that interests them. Each student is required to spend 10 hours of outside of class time per semester on his/her SAE Project. In order to receive credit, each student will need to take pictures of their project and submit an Official FFA Record Book each semester. More handouts will following showing you specifically what you will need to submit each semester.
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First Semester
- September
- October
- November
- December

Second Semester
- March
- April

ACKNOWLEDGEMENT OF POLICIES: By signing below you are acknowledging your understanding of Ms. Thompson's classroom grading policies and agree to turn work in on time, be on time to class, be respectful to all members of the class, be prepared each day of class, do your own work, and not whine.

Student Signature

Parent Witness Signature
Advanced Animal Science

Templeton High School Agriculture Department
Ms. Thompson ethompson@templetonusd.org 434-5850

COURSE DESCRIPTION: Advanced Animal Science is designed to give students a closer look at the livestock industry by developing a deep understanding of production animal agriculture. Special emphasis will be given to physiology, production practices, and industry trends focusing on the various species of livestock which make up the vast agriculture complex of our nation. The class is called “ADVANCED Animal Science” and the material will be presented as such. Instruction will also be given in leadership and participation is required in departmental activities.

COURSE GRADE BREAKDOWN: Your grades will be entered using the following percentages.

- Class Participation 30% - Based on attendance, attitude, and cooperation.
- Projects 30% - Anything created in class falls in this category.
- Tests & Quizzes 10% - Will be given periodically to check progress.
- FFA Participation 10% - Based on 3 activities during semester.
- SAE Involvement 10% - Based on 10 hours of work and a record book.
- Final Exam 10% - At the end of each semester.

MISCELLANEOUS RULES AND PROCEDURES:
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**Fall Semester**
September  
October  
November  
December

**Spring Semester**
March  
April

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__________________________  ____________________________  
Student Signature          Parent Witness Signature
ROP CAD I/Intro to AG Tech CAD
Templeton High School Agriculture Department
Course Expectations

Course Description:
This is a basic course in computer aided drafting fundamentals. The student will be introduced to the concepts and techniques used by drafters and designers to create and modify computer generated drawings using AutoCAD. Students will learn the commands and functions necessary to input, process, and output working drawings to printers and plotters. They will also learn to construct simple models using architectural floor plans and elevations. Students will be involved with FFA activities and will have an SAE project.

Expectations for Student Learning:
Introduction to CAD using AutoCAD:
- Introduction to computer generated drawings
- Drawing Set-up and layout
- Setting parameters
- Drawing scale
- Borders and title blocks
- Templates
- Layering

Computer Generation of Drawings:
- Basic entry construction
- Geometric construction basics
- Construction and editing tools
- Object properties and organization
- Orthographic views in multi-view drawings
- Basic dimensioning and notes
- Plotting
- Auxiliary views and editing
- Section Views
- Assembly Drawings and Blocks
- Mechanical drawings
- Architectural drawings – floor plans and elevations

Architectural Models:
- Modeling tools and use
- Steps in constructing a simple architectural model

Careers in Architecture and Related Fields:
- Careers in architectural design
- Careers in construction related architectural design
- Careers in construction
- Preparing for a career in architecture

Materials and Resources Needed:
1. Three ring binder
2. Double sided folder (portfolio)
3. USB flash drive
COURSE GRADE BREAKDOWN: Your grades will be entered using the following percentages.

Assignments & Projects 60%  
Quizzes 10%  
Final Exam 10%  
FFA Participation 10%  
SAE Involvement 10%

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First Semester
- September
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Second Semester
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- April

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Student Signature

Parent Witness Signature
**Course Description:**
This is a continuation course in computer-aided drafting. Students will develop advanced skills in computer based drafting. Students will spend time reviewing and generating advanced AutoCAD drawings using AutoCAD Architectural and AutoCAD REVIT. In addition, students will spend time constructing architectural models and developing an in depth presentation and portfolio. A unit on architecture design and fundamentals will also be introduced. Students will be involved with FFA activities and will have an SAE project.

**Expectations for Student Learning:**

Review of AutoCAD:
- Mechanical drawings
- Architectural floor plans and elevations

Introduction of AutoCAD REVIT
- REVIT concepts
- Getting started in REVIT
- Basic object creation
- Creating 3-D models
- Creating section views and detail drawings
- Developing schedules

Architectural Models:
- Modeling tools and use
- Steps in constructing an architectural model
- Presentation methods

Architectural Design and Fundamentals
- Architecture Design Terminology
- Architecture Design Basics

Careers in Architecture and Related Fields:
- Careers in architectural design
- Careers in construction related architectural design
- Careers in construction
- Preparing for a career in architecture

**Materials and Resources Needed:**
1. Three ring binder
2. Double sided folder (portfolio)
3. USB flash drive
**COURSE GRADE BREAKDOWN:** Your grades will be entered using the following percentages.

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_____________________________  _______________________________
Student Signature              Parent Witness Signature
ROP Agriculture Leadership

Templeton High School Agriculture Department
Ms. Thompson ethompson@templetonisd.org 434-5850

COURSE DESCRIPTION: ROP Agriculture Leadership is an elective course designed to build leaders in the field of agriculture. The course is designed to address five areas of leadership building: Communication skills, group processes, managerial skills, self awareness, and human relations. It focuses on public speaking and communication, the importance of public perception, group dynamics, problem solving techniques, delegation of authority, increased self-esteem, the importance of values and positive reinforcement, good sportsmanship, and team building. In addition, this class will broaden your horizons in the history of FFA and what FFA offers your future. Students will be required to complete FFA activities and will keep an accurate and up to date computerized FFA Record Book for their chosen Supervised Agriculture Experience Project.

GRADE BREAKDOWN: Your grades will be entered using the following percentages.

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<td>25%</td>
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<tr>
<td>Class Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Special Projects</td>
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Prepared- Is what each student should be for each class each day. This includes materials and attitude.

Cheating- Is what losers do.

Whining- Is very unattractive.

Food- Is not allowed. Only water or coffee please.

Bathroom Visits- Are at the teachers’ discretion.

SAE PARTICIPATION: By being enrolled in ANY agriculture education class in the state of California, students are required to take their learning outside of the classroom and apply it towards something that interest them. Each student is required to spend 15 hours outside of class time per semester on his/her SAE project. In order to receive credit, each student will need to take picture of their project and submit an official FFA Record Book each semester. More handouts will follow showing you specifically what you will need to submit each semester.
FFA PARTICIPATION: By being enrolled in ANY agriculture education class in the state of California, students are automatically members of the National FFA Organization. 

Templeton FFA prides itself on being one of the leading chapters in the state of California. Being involved in FFA is rewarding to all students and also counts as part of their grade in all agriculture classes. YOU are the leaders of Templeton FFA, thus you are expected to go the extra mile in your FFA involvement and exemplify leadership through your actions and participation. To obtain the full 25% of your grade, you must participate in at least 10 FFA activities per semester from the following categories.

5 Credits must be from FFA Leadership Activities-This includes chapter meetings, contests, and leadership conference.
3 Credits must be from fundraisers-This includes selling tickets for events or working at them.
2 Credits must be from community service-This includes any toy, food, or supply drives. Agriculture Information Day also counts in the Spring.

Additionally, students are expected to compete in Opening & Closing Ceremonies in the Fall semester as well as compete on a Career Development Team or in a Public Speaking Contest (sectional level) in the Spring. Chapter officers are required to compete in both a CDE Team and a Public Speaking event.

Behavior: You are a leader, so act like one! Not participating, bad attitudes, not cleaning up, being disrespectful, using cell phones in class, working on other homework, excessive whining/complaining, etc...is not allowed! You will be held accountable for your actions not only by Ms. Thompson but by the rest of “your team” as well. It will be like Judge Judy but with a jury of your peers, whom you have let down!

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______________________________  ________________________________
Student Signature              Parent Witness Signature
Applied Horticulture

Templeton High School Agriculture Department
Ms. Thompson ethompson@templetonusd.org 434-5850

COURSE DESCRIPTION: Applied Horticulture gives basic background information on horticulture practices. Special attention will be paid to plant identification and usage, pest management, plant propagation, pruning techniques, irrigation, and landscape maintenance. Instruction will be given in leadership and participation is required in departmental activities. This course counts as a physical science graduation requirement for Templeton High School.

COURSE GRADE BREAKDOWN: Your grades will be entered using the following percentages.

- Class Participation/HW/Notes: 40% - Based on completion, attitude, and cooperation.
- Projects: 15% - Anything created in class falls in this category.
- Tests & Quizzes: 15% - Will be given periodically to check progress.
- FFA Participation: 10% - Based on 3 activities during semester.
- SAE Involvement: 10% - Based on 10 hours of work and a record book.
- Final Exam: 10% - At the end of each semester.

MISCELLANEOUS RULES AND PROCEDURES:
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Student Signature

Parent Witness Signature
ROP ART & HISTORY OF FLORAL DESIGN
Templeton High School Agriculture Department
Ms. Thompson ethompson@templetonusd.org 434-5850

COURSE DESCRIPTION. ROP Art & History of Floral Design is an elective course designed to give its students hands-on practical experience in the floral industry while gaining them the UC/CSU Visual and Performance Arts entrance requirement. Instructional units will include: Plant Identification, Flower Anatomy & Physiology, Elements and Principles of Design, Careers in Floriculture, Fresh Flower Processing, as well as event planning, and design history.

Additionally, students enrolled in the course will also be members of the FFA and will receive instruction in Leadership and Agriculture Education. Each student is also required to implement a Supervised Agriculture Experience Project of their choice throughout the duration of the semester.

COURSE GRADE BREAKDOWN. Your grades will be entered using the following percentages.

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credit, each student will need to take pictures of their project and submit an Official FFA Record Book each semester.

More handouts will following showing you specifically what you will need to submit each semester.

**ORATORY FEE.** This course requires extensive materials and supplies. We ask that a laboratory fee is paid for in the ASB office in the amount of $25 by October 1st. By paying this fee, each student will bring home the arrangements listed below. By not paying the fee, each student will still get to construct and arrangement, but will not be able to take one home on their own. If the fee is not paid by October 1st, the student will not be able to take the following arrangements home with them.

- October Halloween Arrangement ($10 value)
- December Holiday Arrangement ($10 value)
- March St. Patty's Day Arrangement ($10 value)
- May Mother's Day Arrangement ($10 value)
- Miscellaneous Boutonnieres and Corsages ($10 value)

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__________________________
Student Signature

__________________________
Parent Witness Signature
Agriculture Biology

Templeton High School Agriculture Department
Ms. Thompson ethompson@templetonusd.org 434-5850

COURSE DESCRIPTION: This course emphasizes biological processes from cells to organisms to ecosystems. Students will be actively engaged in laboratory investigations, concept activities and projects. A major part of the course involves learning the scientific method through research and experimental technique. A research paper and long-term experiment may be required. Departmental instruction in record keeping and leadership will be given through FFA projects and activities. This course meets the UC/CSU Laboratory Science Entrance Requirement.

COURSE GRADE BREAKDOWN: Your grades will be entered using the following percentages.

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<td>Tests &amp; Quizzes</td>
<td>15%</td>
<td>-Will be given periodically to check progress.</td>
</tr>
<tr>
<td>FFA Participation</td>
<td>10%</td>
<td>-Based on 3 activities during semester.</td>
</tr>
<tr>
<td>SAE Involvement</td>
<td>10%</td>
<td>-Based on 10 hours of work and a record book.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>-At the end of each semester.</td>
</tr>
</tbody>
</table>

CELLANEOUS RULES AND PROCEDUERES:

Late Work- Is only excepted with excused absences or special circumstances pre-arranged with the teacher.
Tardiness- Is defined as not being in your seat, on task, when the bell rings.
Respect- Is what each student and teacher should show each at all times.
Prepared- Is what each student should be for each class each day. This includes materials and attitude.
Cheating- Is what losers do.
Whining- Is very unattractive.
Food- Is not allowed. Only water or coffee please.
Bathroom Visits- Are at the teachers’ discretion.

SAE PARTICIPATION: By being enrolled in ANY agriculture education class in the state of California, students are required to take their learning outside of the classroom and apply it towards something that interests them. Each student is required to spend 10 hours of outside of class time per semester on his/her SAE project. In order to receive credit, each student will need to take pictures of their project and submit an Official FFA Record Book each semester. More handouts will following showing you specifically what you will need to submit each semester.
FFA PARTICIPATION: By being enrolled in ANY agriculture education class in the state of California, students are automatically members of the National FFA Organization. Templeton FFA prides itself on being one of the leading chapters in the state of California. Being involved in FFA is rewarding to all students and also counts as part of their grade in all agriculture classes. In order to receive the full 10% of their grade allotted for FFA Participation, each student must participate AT LEAST 1 CHAPTER MEETING, and 2 other activities which could be meetings, community service activities, fundraising activities, leadership contests, etc. It is important to recognize that unlike in previous years, 1 of the activities MUST BE A CHAPTER MEETING. 2013-2014 Chapter meetings are held in the following months:

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>March</td>
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<tr>
<td>October</td>
<td>April</td>
</tr>
<tr>
<td>November</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
</tr>
</tbody>
</table>

ACKNOWLEDGEMENT OF POLICIES: By signing below you are acknowledging your understanding of Ms. Thompson’s classroom grading policies and agree to turn work in on time, be on time to class, be respectful to all members of the class, be prepared each day of class, do your own work, and not whine.

_____________________________  ________________________________
Student Signature             Parent Witness Signature
Ms. Thompson

DESIGN
LANDSCAPE
ROP

Parent Signature

Student Signature

1. Be on time all the time.
2. Be responsible for my materials and my attire.
3. Take a willingness to learn.
4. Come to class prepared with a positive attitude.

I agree to abide by the golden rules of Mr. Thompson
(Student Name)
will be a part of the course.

Ungraded participation in class discussion, attendance, and completion of WebCT assignments will be included in your grade.

Course Description:

This course will cover basic surveying techniques and land management principles. You will learn how to measure distances, calculate areas, and understand land surveying concepts.

Learning Objectives:

1. Understand basic surveying principles.
2. Perform simple measurements and calculations.
3. Interpret surveying data and apply it to real-world scenarios.

Course Content:

- Surveying Basics
- Distance Measurement
- Area Calculations
- Land Management

Assessment:

- Midterm Exam (40%)
- Final Exam (30%)
- Assignments (20%)
- Participation (10%)

Attendance Policy:

Attendance is mandatory for all class sessions. Late arrivals will be recorded and may affect your final grade.

Late Work Policy:

Late assignments will be accepted, but they will receive a penalty of 5% per day.

Grading Policy:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

Course Materials:

- Textbook
- Handouts
- WebCT

Additional Information:

- All assignments must be submitted through WebCT.
- Class discussion will be an integral part of the learning process.
- Active participation is encouraged to enhance understanding and retention.

LATE WORK

The bell rings, but you're not ready. You miss the last minute because you will love the organization.

The following points deductions will result in

Your grade will start off with 100 points for attendance.

FINISHING UP

The bell rings, but you're not ready. You miss the last minute because you will love the organization.

The following points deductions will result in

Your grade will start off with 100 points for attendance.

FINISHING UP
Intro To Ag Mechanics
Templeton High School Agriculture Department

Course Description:
This course is designed to give the beginning shop student a strong foundation in the use of woodworking, welding and CAD Drafting. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hands-on learning will be stressed. The course includes instruction in basic wood and project fabrication, measuring, safety, welding, cutting processes and the basic use of AutoCAD. Additionally, students will design, fabricate, and build wood projects after acquiring skills needed during the first semester. Students will be involved with FFA activities and will have an SAE project as part of this class.

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

- Demonstrate proper safety procedures throughout the shop.
- Demonstrate an understanding of welding and woodshop equipment.
- Safely operate woodshop equipment such as table saws, radial arm saws, miter saws, routers, planers, band saws, and jig saws.
- Be able to accurately use measuring devices such as squares and tape measures.
- Know and perform varied wood joining techniques.
- Be able to identify and use a number of wood fasteners.
- Be proficient in welding machine set-up and use.
- Be able to identify proper welds.
- Perform stick arc welding using various electrodes and fit-ups (SMAW).
- Be proficient at GMAW – gas metal arc (mig) welding.
- Calculate a Bill of Materials.
- Perform basic drawings for project construction.
- Construct metal and wood projects using all previously learned techniques.
- Know basic AutoCAD commands and how to draw and dimension simple drawings.
- Record and maintain proper records.
- Demonstrate an understanding of careers in welding.
- Have an active SAE project and FFA record book (see attachment).
- Participate in a minimum of three FFA activities per semester (see attachment).
- Demonstrate character, work ethic, and leadership of a THS student.

Class Expectations:
1. Be in class everyday and be on time. You need to be in class to participate.
2. Respect yourself and others.
3. Cooperate with other people in the class.
4. Always give every task your best effort.
5. Take care of the welding shop and equipment. We are very fortunate to have such nice facilities.

**Grading:**

- Participation/work ethic.......................... 35%
- Completion of assignments and class work............. 35%
- Notebook, tests, quizzes............................ 10%
- FFA participation.................................... 10%
- SAE Project.......................................... 10%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.00 - 100%</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>C+</td>
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</tr>
<tr>
<td>C</td>
<td>72.00 - 77.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70.00 - 71.99%</td>
</tr>
<tr>
<td>D</td>
<td>60.00 - 69.99%</td>
</tr>
<tr>
<td>F</td>
<td>59.99% and below</td>
</tr>
</tbody>
</table>

**Materials and Resources:**

**Required:**
1. Three ring binder

**Recommended:**
1. Coveralls
2. Tape measure

**Shop Fee (Donation):**
There will be a $25.00 shop fee/donation that will include safety glasses and materials for building wood projects during first semester.

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

Student: ___________________________  Date: ________________

Parent: ___________________________  Date: ________________
ROP Welding/Construction
Templeton High School Agriculture Department

Course Description:
This course is designed to give the welding student a strong foundation in the use of welding and cutting processes. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hands-on learning will be stressed. The course includes instruction in the five major welding and two cutting processes. Additionally, students will design, fabricate, and build metal projects after passing their required welds. Any student interested in becoming certified in welding will have that opportunity available to them. Students will be involved with FFA activities and will have an SAE project in this class.

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

- Demonstrate proper safety procedures throughout the shop.
- Demonstrate an understanding of welding equipment in our shop.
- Be proficient in welding machine set-up and use.
- Be able to identify proper welds.
- Perform oxy-acetylene welding and cutting operations.
- Perform stick arc welding using various electrodes and fit-ups.
- Be proficient at shielded metal arc (mig) welding.
- Learn flux core and dual shield welding.
- Be introduced to TIG welding.
- Learn plasma cutting and machine set-up.
- Be introduced to the use and capabilities of the plasma cam.
- Calculate a Bill of Materials.
- Perform basic drawings for project construction.
- Construct metal projects using all previously learned techniques.
- Record and maintain proper records.
- Demonstrate an understanding of careers in welding.
- Have an active SAE project and FFA record book (see handout).
- Participate in a minimum of three FFA Activities (see handout).
- Demonstrate character, work ethic, and leadership of a THS student.

Class Expectations:
1. Be in class everyday and be on time. You need to be in class to participate.
2. Respect yourself and others.
3. Cooperate with other people in the class.
4. Always give every task your best effort.
5. Take care of the welding shop and equipment. We are very fortunate to have such nice facilities.
Grading:

- Participation/work ethic .......................................................... 35%
- Completion of assignments and class work .......................... 35%
- Notebook, tests, quizzes ......................................................... 10%
- FFA participation ..................................................................... 10%
- SAE Project .............................................................................. 10%

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<td>60.00 - 69.99%</td>
</tr>
<tr>
<td>F</td>
<td>59.99% and below</td>
</tr>
</tbody>
</table>

Materials and Resources:

Required:
1. Three ring binder
2. Safety glasses

Recommended:
1. Coveralls
2. Tape measure
3. Pliers/cutters

Shop Fee/donation:
There will be a $25.00 shop fee/donation that will include safety glasses, welding gloves, and pliers.

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

Student: ________________________________ Date: __________________

Parent: ________________________________ Date: __________________
Basic Welding
Templeton High School Agriculture Department

Course Description:
This course is designed to give the welding student a strong foundation in the use of welding and cutting processes. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hands-on learning will be stressed. The course includes instruction in Arc (SMAW) and Mig (GMAW) welding processes. Additionally, students will design, fabricate, and build metal projects after passing their required welds. Students will be involved with FFA activities and will have an SAE project.

Expectations for Student Learning:
Each student who completes this course will be able to:
- Demonstrate proper safety procedures throughout the shop.
- Demonstrate an understanding of welding equipment in our shop.
- Be proficient in welding machine set-up and use.
- Be able to identify proper welds.
- Perform oxy-acetylene cutting operations.
- Perform stick arc welding using various electrodes and fit-ups (SMAW).
- Be proficient at GMAW – gas metal arc (mig) welding.
- Learn plasma cutting and machine set-up.
- Be introduced to the use and capabilities of the plasma cam.
- Calculate a Bill of Materials.
- Perform basic drawings for project construction.
- Construct metal projects using all previously learned techniques.
- Record and maintain proper records.
- Demonstrate an understanding of careers in welding.
- Have an active SAE project and FFA record book (see attachment).
- Participate in a minimum of three FFA activities per semester (see attachment).
- Demonstrate character, work ethic, and leadership of a THS student.

Class Expectations:
1. Be in class everyday and be on time. You need to be in class to participate.
2. Respect yourself and others.
3. Cooperate with other people in the class.
4. Always give every task your best effort.
5. Take care of the welding shop and equipment. We are very fortunate to have such nice facilities.
Grading:

- Participation/work ethic ................................................. 35%
- Completion of assignments and class work .................. 35%
- Notebook, tests, quizzes .................................................. 10%
- FFA participation ......................................................... 10%
- SAE Project ................................................................. 10%

A = 92.00 - 100%
A- = 90.00 - 91.99%
B+ = 88.00 - 89.99%
B = 82.00 - 87.99%
B- = 80.00 - 81.99%
C+ = 78.00 - 79.99%
C = 72.00 - 77.99%
C- = 70.00 - 71.99%

D = 60.00 - 69.99%
F = 59.99% and below

Materials and Resources:
Required:
1. Three ring binder
2. Safety glasses

Recommended:
1. Coveralls
2. Tape measure
3. Pliers/cutters

Shop Fee/donation:
There will be a $25.00 shop fee/donation that will include safety glasses, welding gloves, and pliers.

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

Student: _______________________________ Date: _________________

Parent: _______________________________ Date: _________________
TEMPLETON HIGH SCHOOL

VOCATIONAL AGRICULTURE

COURSES OF STUDY
TEMPLETON HIGH SCHOOL

COURSE TITLE: AG Science Laboratory Technician

DEPARTMENT: Agriculture

DURATION: One Year

GRADE LEVEL: 11 or 12 (grade 10 with approval)

PREREQUISITES: Must have successfully completed one lower division AG Science course.

NUMBER OF SEMESTERS FOR CREDIT: 2

GRADUATION REQUIREMENT: Elective credit requirement

COURSE DESCRIPTION: AG Science Laboratory Technician is an elective course that will develop skills necessary to work in the applicable industry. Students will employ knowledge gained in other science classes as well as develop practical technical knowledge in setting up labs, assisting with lab work, and maintaining the laboratory. The course will be limited to five students per year, only one lab tech per class, in the areas of animal and horticultural science and school farm management.

OBJECTIVES:

Students will:

1.0 Follow and emulate safety procedures in the lab.

2.0 Set up and maintain the relevant lab area to include the care of plants and animals, while keeping an activity record/time card

3.0 Develop and carry out a personal laboratory project, with a written report at the conclusion of the project.

4.0 Assist in monitoring and cleaning the lab area, facilities and equipment

5.0 Demonstrate basic knowledge in the relevant curricular area necessary to successfully carry out lab tech duties
COURSE TITLE: Introduction to AG Science

DEPARTMENT: Agriculture

DURATION: One Year

GRADE LEVEL: 9 - 12

PREREQUISITES: None

NUMBER OF SEMESTERS FOR CREDIT: 2

GRADUATION REQUIREMENT: Practical Arts, elective credit or Science (Life) requirement

COURSE DESCRIPTION: This course will explore the various aspects of California and U.S. agriculture—the economic and social relations of agriculture to our society. Brief units will be covered in many areas of agriculture to include basic plant and animal information and terminology, with emphasis on career planning and employment opportunities. Students will develop introductory knowledge of cattle, dairy cattle, sheep, swine, ornamental horticulture, rope work, Future Farmers of America (FFA), farm records, leadership training and parliamentary procedure.

OBJECTIVES:

Students will:

1.0 Learn terms, breeds and parts of beef, sheep, swine and dairy

2.0 Learn basic parts of the plant and their functions

3.0 Demonstrate ten rope work proficiencies

4.0 Survey the various kinds of agriculture in the United States, California, and San Luis Obispo County

5.0 Understand the aims and purposes, history and functioning of the FFA organization

6.0 Demonstrate five parliamentary procedure skills

7.0 Develop plans for an acceptable Supervised Occupational Experience Program (SOEP)
TEMPLETON HIGH SCHOOL

COURSE TITLE: AG Tech Agriculture Mechanics
DEPARTMENT: Agriculture
DURATION: One Year
GRADE LEVEL: 9 - 12
PREREQUISITES: None
NUMBER OF SEMESTERS FOR CREDIT: 2

GRADUATION REQUIREMENT: Practical Arts or elective credit requirement

COURSE DESCRIPTION: Provides the student with an opportunity to survey and experiment in certain areas of mechanics which are common to production agriculture and to urban and rural home environment.

OBJECTIVES:

Students will learn about:

1.0 Farm and shop safety
   1.1 Identify basic shop procedures in safety, conduct, and clean up.
   1.2 Understand the necessity for safe working habits for his/her safety as well as others.
   1.3 Demonstrate proper and safe work in the various agricultural mechanic skills.

2.0 Tool and equipment identification and care

3.0 Skills in the following areas:
   3.1 Electricity
   3.2 Woodworking
   3.3 Plumbing
   3.4 Carpentry
   3.5 Concrete

4.0 Conservation

5.0 Practice leadership skills and gain an understanding of the FFA.
   5.1 Give an oral presentation to the class.
   5.2 Maintain records of their individual time and resources used as a part of the class.
   5.3 Demonstrate a basic understanding of the FFA.
TEMELETON HIGH SCHOOL

COURSE TITLE: AG Tech - Welding

DEPARTMENT: Agriculture

DURATION: One Year

GRADE LEVEL: 9 - 12 grade

PREREQUISITES: None

NUMBER OF SEMESTERS FOR CREDIT: 1-6

GRADUATION REQUIREMENT: Practical Arts or elective credit requirement

COURSE DESCRIPTION: Welding will expose the student to shielded arc, oxyacetylene, MIG and TIG welding processes which are common in the welding and agricultural industries.

OBJECTIVES:

Students will:

1.0 Gain instruction in welding safety.
   1.1 Identify safe practices for shielded arc welding processes.
   1.2 Identify safe practices for oxyacetylene welding processes.
   1.3 Identify safe practices for MIG welding processes.
   1.4 Identify safe practices for TIG welding processes.

2.0 Become familiar with shielded arc welding processes.
   2.1 Describe the shielded arc welding process.
   2.2 Explain the AWS identification system for welding.
   2.3 Describe the properties of welding rods used in the shop.
   2.4 Identify the four positions used in welding.
   2.5 Identify the basic joints used in shielded arc welding.

3.0 Become familiar with oxyacetylene welding processes.
   3.1 Describe the oxyacetylene welding process.
   3.2 List the types of rods used in the shop for the oxyacetylene welding process.
   3.3 Describe and perform the process of cutting with the oxyacetylene system.
   3.4 Perform the oxyacetylene process on basic joints.

4.0 Become familiar with the MIG welding processes.
4.1 Describe and perform the MIG process.
4.2 Identify the parts of the MIG process.
4.3 Use the MIG process on basic joints.

5.0 Become familiar with TIG welding processes.
5.1 Describe the TIG process.
5.2 List uses of the TIG process.

6.0 Become familiar with FCAW, dual shield arc welding and plasma.
6.1 Describe and use FCAW.
6.2 Describe and use dual shield arc weld.
6.3 Describe and use plasma.

7.0 Practice leadership skills and gain an understanding of the FFA.
7.1 Give an oral presentation to the class.
7.2 Maintain records of their individual time and resources used as a part of the class.
7.3 Demonstrate a basic understanding of the FFA.
AG Tech Wood I

Agriculture

One Year

9 - 12

Ability to perform basic mathematical operations.

1 - 2

Practical Arts or elective credit requirement.

Introduces use of basic woodworking tools and machines. Emphasizes safety in the use of tools and materials. Develops appreciation of good design and craftsmanship. Includes related technical knowledge, general information, and overview of the occupations in the woodworking field. Provides opportunities to discover interest and abilities in the area of woodworking.

Students will:

1.0 Develop an understanding of the characteristics, sources and uses of common woods and wood products.

2.0 Develop an understanding of the place and function of wood materials, processes, and products in modern society.

3.0 Develop skills in the correct usage of tools, machines, and materials that are common to the woodworking industry.

4.0 Develop individual self-realization through creative thinking, experiences, and skill development.

5.0 Practice leadership skills and gain an understanding of the FFA.

5.1 Give an oral presentation to the class.

5.2 Maintain records of their individual time and resources used as a part of the class.

5.3 Demonstrate a basic understanding of the FFA.
**COURSE TITLE:** AG Tech Wood II  
**DEPARTMENT:** Agriculture  
**DURATION:** 1 - 4 semesters  
**GRADE LEVEL:** 10 - 12  
**PREREQUISITES:** Wood I  
**NUMBER OF SEMESTERS FOR CREDIT:** 2  
**GRADUATION REQUIREMENT:** Practical Arts or elective credit requirement  

**COURSE DESCRIPTION:** Introduces advanced woodworking to students who have passed the Wood I skills. Emphasizes safety, the proper use of tools, and knowledge needed to be successful in the woodworking industry. Students will learn the proper techniques to design a project, order material, and properly construct a large project in class. Students will learn a multitude of skills needed to be successful at building cabinetry and furniture.

**OBJECTIVES:**

Students will:

1.0 **Develop skills that will advance the students' woodworking ability and creative thinking.**

2.0 **Develop skills and the knowledge to create a multitude of wood connections and fasteners for building cabinetry, indoor furniture, and outdoor furniture.**

3.0 **Develop a knowledge of the woodworking industry. Allowing the student to explore the possible careers available in the industry.**

4.0 **Develop skills in the correct usage of tools and machines that are common in the woodworking industry.**

5.0 **Practice leadership skills and gain an understanding of the FFA.**  
5.1 **Give an oral presentation to the class.**  
5.2 **Maintain records of their individual time and resources used as a part of the class.**  
5.3 **Demonstrate a basic understanding of the FFA.**
<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>AG Tech ROP Building Trades</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>Agriculture</td>
</tr>
<tr>
<td>DURATION:</td>
<td>One year</td>
</tr>
<tr>
<td>GRADE LEVEL:</td>
<td>11 and 12</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Successful completion of Welding or Wood, and/or teacher approval</td>
</tr>
<tr>
<td>NUMBER OF SEMESTERS FOR CREDIT:</td>
<td>1 - 4</td>
</tr>
<tr>
<td>GRADUATION REQUIREMENT:</td>
<td>Practical Arts or elective credit requirement or fourth year math/science requirement; C.S.U.</td>
</tr>
<tr>
<td>COURSE DESCRIPTION:</td>
<td>This course will enable students to gain basic knowledge of the building trades occupations and prepare them for employment. Building skills learned will include carpentry, plumbing, electrical, painting, lathing, plastering, drywall, roofing, concrete work, blueprint reading, and an introduction to building codes.</td>
</tr>
</tbody>
</table>

OBJECTIVES:

Students will:

1.0 Gain an overview of the construction industry including job classifications and career opportunities.

2.0 Review basic course materials, particularly in welding and fabrication.

3.0 Learn terminology common to construction.

4.0 Learn proper job safety.

5.0 Become familiar with the different types of tools, equipment, and materials. Some examples are hand tools, power tools, materials, categories, properties, and sources (suppliers).

6.0 Learn the fundamentals of planning and design including drawing plans and reading blueprints.

7.0 Study measurement, calculation and scheduling including measuring for plans and construction, calculating materials and times, estimating costs, projecting production time, and ordering materials.
8.0 Learn the basics of project construction preparation including selecting materials, measuring, reviewing plans, and layout.

9.0 Study the basics of project construction preparation including surface preparation, fillers, abrasives, and coatings.

10.0 Review and research basic employment skills including job application and resume preparation, job search, interview techniques, and work habits.

11.0 Research and discuss work attitudes including responsibility, reliability, integrity, loyalty, and the ability to get along with others.

12.0 Research and discuss the importance of work appearance, reading work directions and instructions, writing clearly and accurately, oral expression for clear and effective communication, and correct computation and measurements.

13.0 Make visits to construction sites.

14.0 Practice leadership skills and gain an understanding of the FFA.
   14.1 Give an oral presentation to the class.
   14.2 Maintain records of their individual time and resources used as a part of the class.
   14.3 Demonstrate a basic understanding of the FFA.
### TEMPLETON HIGH SCHOOL

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>AG Science ROP Landscaping</th>
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<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>Agriculture</td>
</tr>
<tr>
<td>DURATION:</td>
<td>1 year</td>
</tr>
<tr>
<td>GRADE LEVEL:</td>
<td>11 and 12</td>
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<tr>
<td>PREREQUISITES:</td>
<td>Ornamental Horticulture and/or teacher approval</td>
</tr>
<tr>
<td>NUMBER OF SEMESTERS FOR CREDIT:</td>
<td>2</td>
</tr>
<tr>
<td>GRADUATION REQUIREMENT:</td>
<td>Practical Arts, elective credit or fourth year Math/Science requirement</td>
</tr>
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</table>

**COURSE DESCRIPTION:**

This course will enable students to gain basic knowledge of the landscaping industry and prepare them for entry-level positions in the work force.

**OBJECTIVES:**

Students will:

1.0 Explore occupational opportunities in landscaping  
   1.1 Turf industry  
   1.2 Nursery industry  
   1.3 Landscape contracting  
   1.4 Landscape design  
   1.5 Arboriculture industry  
   1.6 Sales and services related to landscaping

2.0 Discover why interpersonal traits/skills are important for a successful career in landscaping  
   2.1 Working with others  
   2.2 Working outdoors

3.0 Explore career opportunities  
   3.1 General installer  
   3.2 Maintenance worker  
   3.3 Equipment operator  
   3.4 Sales and service  
   3.5 Job supervisor  
   3.6 Arborist  
   3.7 Landscape architect
3.8 Landscape designer
3.9 Groundskeeper
3.10 Golf course superintendent
3.11 Irrigation design and installation

4.0 Explore agencies of employment
4.1 Self-employed
4.2 Government agencies
4.3 Private landscapers
4.4 Special groups

5.0 Learn how to prepare for job entry
5.1 Education
   ∙ High school
5.2 Experience

6.0 Learn how to properly prepare for employment
6.1 Resume
6.2 Interview techniques

7.0 Learn to draw and understand landscape plans
7.1 Learn general landscaping terms

8.0 The basics of landscape design
8.1 Artistic effect
8.2 Enhancement of the environment

9.0 Learn what materials are needed to formulate plans
9.1 Methods used
9.2 Sequence of drawing

10.0 Learn the 20 basic rules of landscape drawing and design

11.0 Learn the most common errors of landscape design

12.0 Learn the nine principles of landscape design
12.1 The Principle of Contrast
12.2 The Principle of Balance
12.3 The Principle of Scale and Proportion
12.4 The Principle of Harmony
12.5 The Principle of Repetition
12.6 The Principle of Variety
12.7 The Principle of Simplicity
12.8 The Principle of Sequence
12.9 The Principle of Emphasis
13.0 Study three areas of landscaping for residences
   13.1 Public area
   13.2 Living area
   13.3 Service area

14.0 Learn how to plan with maintenance in mind
   14.1 Use of curves
   14.2 Lawns
   14.3 Grouping plants that require similar care

15.0 Learn how to prepare estimate sheets
   15.1 Land preparation
   15.2 Structures
   15.3 Plant materials
   15.4 Installation
   15.5 Labor
   15.6 Design costs
   15.7 Miscellaneous

16.0 Learn how to plan for unexpected costs

17.0 Learn of design time tables
   17.1 Visit site
   17.2 Design plan
   17.3 Deliver plan to customer
   17.4 Obtain all permits
   17.5 Purchase plant materials, lumber, soil amendments, seeds
   17.6 Soil preparation
   17.7 Rough carpentry
   17.8 Concrete works
   17.9 Specimen trees or shrubs
   17.10 Fencing
   17.11 Finish carpentry
   17.12 Shrubs and borders
   17.13 Sprinkler systems installed
   17.14 Lawn completion

18.0 Learn landscape soil preparation

19.0 Learn the functions of soil
   19.1 Supplies and stores nutrients
   19.2 Holds micro-nutrients
   19.3 Serves as a water reservoir
   19.4 Anchors plants
20.0 Learn how soil texture and size of the particle affects
20.1 Water-holding capacity
20.2 Nutrients in the soil
20.3 Drainage
20.4 Ease of working
20.5 Quality

21. Learn the basics of soil structure
21.1 Aspects of soil structure that affects its workability and fertility

22.0 Learn the basics of pH
22.1 How pH affects soil quality and the plants that grow in it
22.2 Testing for pH
22.3 Methods of adjusting pH

23.0 Study how to prepare the soil for planting
23.1 Seeded lawns
- Add top soil
- Acid or alkaline conditions
- Addition of nutrients
- Organic amendments
23.2 Trees and shrubs
- Rototill
- Mulch
- Dig hole
- Adjust pH if necessary

24.0 Learn about gardening and nursery tools
24.1 Soil preparation tools
- Shovel, rounded point
- Spading fork
24.2 Leveling tools
- Garden rake
- Garden hoe
- Leveling rake
24.3 Row preparation tools
- Garden hoe
- Garden rake
24.4 Cultivating tools
- #3 or #4 time the cultivator
24.5 Weeding and mulching tools
- Plantation hoe
- Garden hoe
- Rounded point shovel
24.5 Spading fork
  - Diamond hoe

24.6 Garden maintenance tools
  - Broom
  - Fan rake
  - Rubbish fork
  - Scoop shovel

24.7 Garden hand tools
  - Garden trowel
  - Hand hoe
  - Hand shears
  - Pruning shears
    - Anvil
    - Scissors
    - Loppers
    - Florist shears
  - Pruning saw
  - Pole pruning
  - Budding knife
  - Grafting knife

24.8 Transplant tools
  - Spade
  - Hand trowel
  - Rounded point shovel

24.9 Watering tools
  - Twin sprinkler
  - Adjustable nozzle
  - Fan sprinkler
  - Soaker hose
  - Water wand
  - Garden hose
  - Mist spray nozzle

24.10 Power equipment
  - Rototiller
    - Reel motor
    - Rotary mower
    - Lawn edger
    - Lawn aerator
    - Soil shredder
    - Chipper

24.11 Safety equipment
  - Dust mask
  - Respirator
  - Rubber gloves
25.0 Learn landscape irrigation techniques
25.1 Turf irrigation systems
   • Flood
   • Hose sprinkler
   • Permanent sprinkler
25.2 Turf soil relations
   • How water moves in soil
   • Infiltration rates
25.3 Determining when to irrigate
   • Manual touch
   • Soil probe
   • Tensiometer
   • Conductivity blocks
   • Photo cells

26.0 Learn the various types of irrigation equipment
26.1 Sprinklers
   • Bubblers
   • Flood bubblers
   • Stream bubblers
   • Lawn heads
26.2 Drip irrigation systems
26.3 Flood irrigation

27.0 Learn the parts of each irrigation system and their importance

28.0 Learn how to select and purchase plants and what factors to consider when buying trees and shrubs
28.1 Size
   • Height
   • Spread
   • Circumference of trunk
28.2 Framework
   • Distribution of branches
   • General symmetry, well-shaped
28.3 Pruning
   • Interfering branches and dead wood removed
   • Pruning cuts made properly
28.4 Vigor
   • Color of leaves
28.5 Health
   • Fungus and bacterial diseases
   • Insect pests
• Physiological diseases
• Mechanical injury
• Sunburn
• Frostburn
• Condition of the roots

29.0 Other factors to consider when purchasing any landscape plants
29.1 Seasonal sales
29.2 Discount opportunities
  • Contractor's discount
  • Cash payments
  • Quantity purchases
29.3 Bargaining
29.4 Interest on payments
29.5 Transportation of plants to job sites
  • Customer pick up
  • Delivery by seller

30.0 Learn to properly install plants in the landscape
30.1 Trees and shrubs
  • Planting hole
  • Soil condition and mulches
    ◦ Inorganic amendments
    ◦ Organic amendments
  • Planting soils

31.0 Investigate ground covers
31.1 Soil sterilization
  • Types of soil sterilization
31.2 Cultivate and amend soil
31.3 Grade for a 2% slope for drainage of excess water
31.4 Installation of sprinkler system
31.5 Planting procedure
  • Locate holes
  • Dig irregular holes
  • Remove plants so as to not disturb roots
  • Mulch for weed control and prevent water loss
31.6 Fertilize immediately

32.0 Learn about annuals and perennials
32.1 Same as ground covers above

33.0 Learn how to train trees and shrubs through proper pruning

34.0 Learn the reasons for pruning
34.1 Rejuvenated growth

35.0 Learn the different types and use of pruning equipment
35.1 Hand shears, scissor type
35.2 Hand shears, anvil type
34.1 Rejuvenated growth

35.0 Learn the different types and use of pruning equipment
   35.1 Hand shears, scissor type
   35.2 Hand shears, anvil type
   35.3 Hand loppers
   35.4 Pole loppers
   35.5 Hedge shears
   35.6 Pruning knife
   35.7 Hand saw
   35.8 Pole saw
   35.9 Power saw

36.0 Learn proper care of pruning equipment
   36.1 Cleaning
   36.2 Sharpening

37.0 Learn the factors which influence pruning methods
   37.1 Primary scaffolding training
   37.2 Trunk development

38.0 Style of pruning shrubs
   38.1 General shrub patterns
   38.2 Pruning of fast-growing plants that develop lateral growth

3/14/96
TEMPLETON HIGH SCHOOL

COURSE TITLE: Greenhouse Management

DEPARTMENT: Agriculture

DURATION: One year

GRADE LEVEL: 9 - 12

PREREQUISITES: Completion of Intro to AG recommended.

NUMBER OF SEMESTERS FOR CREDIT: 2

GRADUATION REQUIREMENT: Practical Arts, elective credit or Science (Life) requirement; C.S.U.

COURSE DESCRIPTION: The course covers plant identification, lists, categories and groupings. Plant physiology, propagation techniques, diseases and insect control, and the use of horticulture and greenhouse equipment will be covered. Also included are leadership training activities and instruction in agribusiness data management.

OBJECTIVES:

Students will:

1.0 Identify common house and landscape plants

2.0 Determine uses of plants

3.0 Identify plant parts and functions

4.0 Learn reproduction of plants

5.0 Identify insects and diseases and control techniques

6.0 Develop parliamentary procedure skills

7.0 Develop Vo-Ag record keeping systems
<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>Applied Ornamental Horticulture</th>
</tr>
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<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>Agriculture</td>
</tr>
<tr>
<td>DURATION:</td>
<td>One year</td>
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<tr>
<td>GRADE LEVEL:</td>
<td>9 - 12</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>Completion of Introduction to AG recommended.</td>
</tr>
<tr>
<td>NUMBER OF SEMESTERS FOR CREDIT:</td>
<td>2</td>
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<tr>
<td>GRADUATION REQUIREMENT:</td>
<td>Practical Arts, elective credit, or Science (Life) requirement</td>
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<tr>
<td>COURSE DESCRIPTION:</td>
<td>Greenhouse design, construction, and management. Creating appropriate soil mixes, selection and use of fertilizers. The study of irrigation systems and design, OH product promotion and marketing, identification of selected house and landscape plants, and cultural practices of potted plants. Parliamentary procedure and Vo-Ag record keeping systems will also be covered.</td>
</tr>
<tr>
<td>OBJECTIVES:</td>
<td>Students will:</td>
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</table>


COURSE TITLE: FLORAL DESIGN
CDE COURSE NUMBER: 2876
CBEDS TITLE: Ag Horticulture & Environment
CBEDS NUMBER: 4050
HOURS: 180
LOCAL COURSE NUMBER: 174-03
SECTION NUMBER: 1020

ORIGINAL BOARD APPROVAL DATE: March 26, 2003
GOVERNING BOARD APPROVAL DATE: September 24, 2008
ADVISORY COMMITTEE APPROVAL DATE: March 5, 2009
ADVISORY COMMITTEE COMPOSITION:
   Educators: 6
   Staff: 1
   Industry 7:

(O*Net Code must be included: //online.onetcenter.org)

JOB TITLES:  O*NET CODES  
Landscape Architects  17-1012  Floral Designer  27-1023
Floral Shop Manager  27-1023  Advertising/ Merchandising  27-1026
Wedding Coordinator/Florist  27-1023  Horticulturist  11-9011
Wholesale Florist  41-4012  Interior Designers  27-1025

PREREQUISITES:
- 11th or 12th grade or 16 years of age (9th or 10th grade students may enroll if class has been
  identified as one of a sequence of classes in a program of study forming a career plan for a 9th or
  10th grade student and Form 18 is completed)
- Any of the following: Introduction to OH/ Ag. Science II/ R.O.P. Landscape Maintenance

COURSE DESCRIPTION:
The Art and History of Floral Design provides an introduction to artistic and creative perception including
aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and
a variety of papers. Students are also introduced to the elements and principles of visual art design such
as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

**SUPPORT OF ACADEMIC AND CAREER PREPARATION STANDARDS:**

<table>
<thead>
<tr>
<th>Academic Standards</th>
<th>YES</th>
<th>NO</th>
<th>Career Preparation Standards</th>
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<td>Mathematics</td>
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<td>English Language Arts</td>
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<td>Interpersonal Skills</td>
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<td>Science</td>
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<td>Thinking/Problem Solving Skills</td>
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<tr>
<td>History-Social Science</td>
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<td>Communication Skills</td>
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<tr>
<td>Visual and Performing Arts</td>
<td>x</td>
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<td>Employment Literacy</td>
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<td>Technology Literacy</td>
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<table>
<thead>
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<td>Articulated with 2-year Community College</td>
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<td>Checked for Duplication</td>
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**COURSE DETAILS:**

**CLASSROOM HOURS:** Students receive up to 180 hours of classroom instruction.

**LABOR MARKET DEMAND:** Medium

**INDUSTRY-BASED CERTIFICATION OR LICENSE:** None

**FEDERAL CAREER CLUSTER:** 1 – Ag. Food and Natural Resources

**CTE INDUSTRY STANDARDS:** Ag and Natural Resources

**CAREER PATHWAY:** Ornamental Horticulture
# Course Outline

**Outline of Content and Suggested Time Allotment:**

**HOURS = Classroom**

<table>
<thead>
<tr>
<th>Unit of Instruction/Objectives</th>
<th>VPA Standards</th>
<th>Key Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit I: Introduction to Art</strong></td>
<td></td>
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</tr>
<tr>
<td>A. The Variety of Art</td>
<td>Aesthetic Valuing</td>
<td>Students will write an art evaluation on one of the below: Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazenberg, Georgia O’Keeffe, Pierre Renoir</td>
</tr>
<tr>
<td>1. Artistic perception</td>
<td>4.1, 4.3 Connections, Relationships, Applications</td>
<td>5.4</td>
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<tr>
<td>B. When is it Art?</td>
<td></td>
<td>Students will create an Interactive Notebook that will contain: class notes from lectures, drawings, and class exercises. Students will build upon this notebook through each unit of instruction utilizing both sides of the brain.</td>
</tr>
<tr>
<td>1. Philosophy of Arts</td>
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<tr>
<td>2. Aesthetic Value of Objects</td>
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<tr>
<td>3. Artistic Inspirations</td>
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<tr>
<td>4. Art Appreciation</td>
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<tr>
<td>5. The Art World</td>
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</tr>
<tr>
<td><strong>Unit I: Introduction to Art—continued</strong></td>
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<tr>
<td>C. Floral Symbolism</td>
<td>Artistic Perception</td>
<td>Students will research and write a description of the historical symbolism of specific flowers and foliage. Students will choose a flower or foliage, find the symbolism and</td>
</tr>
<tr>
<td>1. Identify flowers and foliage and their symbolism in art.</td>
<td>1.5 Historical &amp; Cultural Context</td>
<td></td>
</tr>
<tr>
<td>a. Historical and modern works of art</td>
<td>3.1, 3.3, 3.4</td>
<td></td>
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<tr>
<td>b. Cultural</td>
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<tr>
<td>c. Design</td>
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<tr>
<td>d. Ikebana</td>
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<tr>
<td>Aesthetic Valuing</td>
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<td>4.1</td>
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</table>

from it create a floral design.

- Add information, lecture notes, and drawings to Interactive Notebook on historical flower symbolism

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**Unit II: Historical Contributions and Cultural Dimensions**

A. Interpretation
   1. Interpretation
   2. The meaning of art
   3. Elements of Art History

B. History of Floral Art
   1. The Floral Art Designs of Ancient Civilizations
   2. Floral visual art design styles and their origination

C. Research the Influences of Floral Artists of the 20th and 21st Century
   1. Styles and techniques
   2. Artistic Inspirations
   3. Visual themes used in various cultures
   4. Artistic components of various time periods and cultures
   5. Time periods in floral art history
   6. Historical style and periods
   7. Floral art design: culture, ethnicity, time periods, and media
   8. Cultural Themes: religious, holiday, funeral and wedding
   9. Cultural Design
   10. Design alternatives
   11. Current industry trends

<table>
<thead>
<tr>
<th>Artistic Perception</th>
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<tbody>
<tr>
<td>1.3, 1.5, 1.6</td>
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<table>
<thead>
<tr>
<th>Creative Expression</th>
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<tbody>
<tr>
<td>2.4, 2.5, 2.6</td>
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<table>
<thead>
<tr>
<th>Historical &amp; Cultural Context</th>
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<tbody>
<tr>
<td>3.1, 3.2, 3.3, 3.4</td>
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<table>
<thead>
<tr>
<th>Aesthetic Valuing</th>
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<tbody>
<tr>
<td>4.1, 4.2, 4.3, 4.5</td>
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</table>

<table>
<thead>
<tr>
<th>Connections, Relationships, Applications</th>
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<tbody>
<tr>
<td>5.2</td>
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</table>

- Evaluation of art examples from various time periods
- Create a visual presentation on history of Floral Design
- Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles
- Create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Nouveau, and Modern Contemporary through the use of various media
- Practicum using a given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, and container arrangements
<table>
<thead>
<tr>
<th>Unit of Instruction/Objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit III: Aesthetic Valuing and Making Judgments on Individual Works of Art</strong></td>
<td>Creative Expression 2.2, 2.5, 2.6 Connections, Relationships, Applications 5.3, 5.4</td>
<td>• Complete a floral art three-dimensional Critique Sheet for historical periods • Create floral design arrangements with emphasis on elements and principles of design • Create verbal and written reflections for floral design project utilizing student's <em>Interactive Notebook</em> • Develop a portfolio including two-dimensional drawings, three-dimensional sculptures, and artworks' critiques. Minimum of five pieces required. • Demonstrate knowledge of influential art periods through a cultural and historical 3-5 page research paper. • Analyze and interpret student and others' work through critiques and rubrics. • Develop and convey floral art knowledge using visual art terminology in an oral presentation for floral art.</td>
</tr>
<tr>
<td><strong>Unit IV: Art Elements of Design</strong></td>
<td>Creative Expression 2.3, 2.6</td>
<td>• Complete worksheet for elements and principles of design • Create a design project</td>
</tr>
<tr>
<td><strong>A. Lines</strong></td>
<td></td>
<td>1. Implied and expressive use of line in visual art works</td>
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<tr>
<td>Unit of Instruction/Objectives</td>
<td>VPA Standards</td>
<td>Key Assignments</td>
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<tr>
<td><strong>Unit IV: Art Elements of Design-continued</strong></td>
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<tr>
<td><strong>D. Textures</strong></td>
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<tr>
<td>1. Visual and tactile components in floral art using line, medium, and course-textured media</td>
<td></td>
<td>• Add information, notes, and drawing to Interactive Notebook on color harmony, value, and schemes</td>
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<tr>
<td>2. Container and material components of floral art</td>
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<td>3. Flower and foliage use through arrangements</td>
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<td><strong>E. Value</strong></td>
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<tr>
<td>1. Light and dark in visual art designs</td>
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<tr>
<td>2. Light and dark change in floral art</td>
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<tr>
<td><strong>F. Space and Depth</strong></td>
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<tr>
<td>1. The use of space in two and three-dimensional visual art designs</td>
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<tr>
<td>2. Interpret space in our environment</td>
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<tr>
<td>3. The use of space in visual designs by applying angling and overlapping media in floral art designs</td>
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<tr>
<td>4. Significance of size and color of media in Floral Art</td>
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</tbody>
</table>
### Unit V: Principles of Art Design

#### A. Balance
1. Symmetrical and asymmetrical balance in floral art
2. Asymmetrical or symmetrical balance through developing floral art works
3. Radial and open balance in visual art designs

#### B. Proportion/Scale
1. Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, and flower to foliage, and arrangement to environment
2. Geometrical techniques in floral art and visual art designs

#### C. Emphasis
1. Visual floral art works
2. Other visual art works: convey understanding of location, size, pattern, framing, and isolation in floral art designs
3. Emphasis in floral designs by using line direction and directional facing

#### D. Rhythm
1. Floral art using repetition and eye movement
2. Transition and radiating line in floral art works

<table>
<thead>
<tr>
<th>Artistic Perception</th>
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<tbody>
<tr>
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<tr>
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<tbody>
<tr>
<td>4.2, 4.3</td>
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</table>

- Complete worksheet for elements and principles of design
- Create a design project utilizing all elements and principles of design
- Emotions and color influence project
- Create a Color Wheel
- Add information, notes, and drawing to Interactive Notebook on color harmony, value, and schemes
- Classroom Color Display Board
- Additions to student art and floral Portfolio Projects: applying focal point to student works

### Unit of Instruction/Objectives

#### E. Harmony and Unity
1. Harmony and unity through applying color combinations to visual designs
2. Placement, transition, and proximity in visual art works and critique student works in floral design

#### F. Contrast
1. Color schemes in floral art design using various media

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<td><strong>Unit V: Principles of Art Design-continued</strong></td>
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</tr>
<tr>
<td>E. Harmony and Unity</td>
<td></td>
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</tr>
<tr>
<td>1. Harmony and unity through applying color combinations to visual designs</td>
<td></td>
<td></td>
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<tr>
<td>2. Placement, transition, and proximity in visual art works and critique student works in floral design</td>
<td></td>
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<tr>
<td>F. Contrast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Color schemes in floral art design using various media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Two-Dimensional Media</td>
<td>Creative Expression</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout</td>
<td>2.1, 2.3, 2.6</td>
<td></td>
</tr>
<tr>
<td>2. Painting techniques for floral art through developing a color wheel and still life floral artwork</td>
<td><strong>Historical &amp; Cultural Context</strong> 3.1, 3.4, 3.5</td>
<td></td>
</tr>
<tr>
<td>3. Mosaic art designs for floral art using paper and tile</td>
<td><strong>Aesthetic Valuing</strong> 4.1, 4.2, 4.3, 4.4</td>
<td></td>
</tr>
<tr>
<td>4. Printmaking to floral art using pressed flowers</td>
<td></td>
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<tr>
<td>5. Photographic and graphic design through computer art</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| B. Three-Dimensional Sculptures                                                        |                                                                                 |
|----------------------------------------------------------------------------------------|                                                                                 |
| 1. Display flower and foliage media techniques for specific floral art: mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage |                                                                                 |
| 2. Mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media |                                                                                 |
| 4. Demonstrate the process of evaluation and refining floral art projects                |                                                                                 |

- Create a presentation board displaying basic drawing and layout skills
- Create mosaic art designs for floral art using paper and tile.
- Create and display flower and foliage media techniques for specific floral art: Mass Flower and Foliage, Filler Flower and Foliage, Line Flower and Foliage, Form Flower and Foliage, Fresh Flower and Foliage, Dry Flower and Foliage, and Artificial Flower and Foliage.
- Create a floral project applying mechanics, materials, and media through an introduction to proper care, proper usage, equipment and media.
- Create a floral project displaying specific artists' styles and techniques using Oriental, European, and Exhibition Styles
- Student will evaluate his/her floral art project and support a position regarding the aesthetic value of the project and either change or defend position after considering views of others
## Unit of Instruction/Objectives

### Unit VII: Connections, Relationships, and Applications Learned in Visual Art

#### A. Relationships to Other Disciplines

1. Compare and contrast works of art to other discipline areas

### VPA Standards

<table>
<thead>
<tr>
<th>Creative Expression</th>
<th>Historical &amp; Cultural Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>3.4</td>
</tr>
</tbody>
</table>

### Key Assignments

- Create a mosaic art design utilizing geometric shapes
- Emotional poetic, color influenced project designed visually for floral art
- Historical time periods and artistic works written three page report
- Design a floral advertisement using art elements, principles, and techniques to display student’s work at an art exhibition.
- Create a two-dimensional or three-dimensional design incorporating elements and principles as applied to a specific theme and culture.

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### FOUNDATION STANDARDS

The state formally adopted Career Technical Education (CTE) Model Curriculum Standards in 2005. These standards integrate California’s academic content standards with industry-specific knowledge and skills to prepare students both for direct entry into California’s industry sectors and post-secondary education. ROP course outlines must show alignment to academic standards where applicable.

**INDUSTRY SECTOR:** Ag and Natural Resources  
**CAREER PATHWAYS:** Ornamental Horticulture

### Course Goals and/or Major Student Outcomes

- Employ senses to perceive and apply the elements and principles of visual design through works of art, objects in nature, events, and the environment
- Explore the role of floral design in human history and culture through creative design concepts in two and three dimensional media, based on floral arranging
- Derive meaning from artworks and floral art designs, including floral symbolism, through analyzing, interpretations, and judgment of various pieces developed by renowned artists of different historical and contemporary periods
- Demonstrate skills in utilizing the language of visual arts design as the foundation for creating and analyzing the visual structures and functions of art
• Develop and create original artwork based on relating visual art design concepts and processes to their own personal experiences and lifelong learning.

**Course Objectives**

**ARTISTIC PERCEPTION**

• Develop Perceptual Skills and Visual Arts Vocabulary
  o 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
  o 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

• Analyze Art Elements and Principles of Design
  o 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
  o 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

• Impact of Media Choice
  o 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
  o 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

**2.0 CREATIVE EXPRESSION**

• Skills, Processes, Materials, and Tools
  o 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
  o 2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.
  o 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
  o 2.4 Review and refine observational drawing skills.

• Communication and Expression Through Original Works of Art
  o 2.5 Create an expressive composition, focusing on dominance and subordination.
  o 2.6 Create two or three-dimensional work of art that addresses a social issue.

**3.0 HISTORICAL AND CULTURAL CONTEXT**

• Role and Development of the Visual Arts
  o 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
  o 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

• Diversity of the Visual Arts
  o 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
  o 3.4 Discuss the purposes of art in selected contemporary cultures.

**4.0 AESTHETIC VALUING**

• Derive Meaning
  o 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
  o 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
- **Make Informed Judgments**
  - 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
  - 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
  - 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

5.0 **CONNECTIONS, RELATIONSHIPS, APPLICATIONS**
- **Connections and Applications**
  - 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

- **Visual Literacy**
  - 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition

- **Careers and Career-Related Skills**
  - 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aestheteician).

---

**CAREER PREPARATION:** (All career preparation skills are integrated into individual units in the course outline)

**Personal Skills** – *Students will understand how personal skill development affects their employability*

A. Positive attitudes
B. Self-confidence
C. Honesty
D. Responsibility
E. Initiative
F. Self-discipline
G. Personal hygiene
H. Time management
I. Lifelong learning

**Interpersonal skills** - *Students will understand key concepts on group dynamics, conflict resolution and negotiation.*

A. Work cooperatively
B. Accept supervision
C. Assume leadership
D. Show respect for others
E. Sexual harassment laws
F. Cultural diversity

**Thinking and problem-solving skills** – *Students will exhibit critical and creative thinking and problem-solving. Applying basic skills*

A. Calculating
B. Estimating
C. Measuring
D. Locate and organize information
E. Interpret and follow directions from manuals, labels
F. Analyze and evaluate information and solutions

**Communication skills** – *Students will understand principles of effective communication.*
A. Oral and written communication
B. Listening skills
C. Following and giving directions, asking direction

Employment literacy – Students will understand career paths and strategies for obtaining employment within their chosen field.
A. Resumes
B. Application forms
C. Cover Letters
D. Sources of employment information
E. Interviewing
F. Portfolio

Technology literacy – Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.
A. Role of technology

ADDITIONAL ITEMS

METHOD OF STUDENT EVALUATION:
- Homework assignments
- Projects
- Interactive notebook
- Essays and reports
- Art/Floral work portfolio
- Rubrics
- Participation

(x) Professional attitude
(x) Observation record of student performance
(x) Oral and written demonstrations
(x) Class participation
(x) Completion of classroom assignments and worksheets
(x) Demonstration of level of competency
(x) Teacher observations and evaluations

(x) Written Test
(x) Student Surveys
(x) Testing
(x) Attendance
(x) Objective quizzes and exams

METHOD OF INSTRUCTION:
- Project-based learning
- Cooperative learning
- Reading assignments
- Video and CD-ROM lessons
- Exhibitions of student art work
- Peer and teacher evaluation
- Interactive Notebook
- Art/Floral work portfolio
- Class discussions

(x) Lecture
(x) Demonstration
(x) Guest speakers

(x) Audio visual materials
(x) Learning activity packets/worksheets
(x) Direct instructions
INSTRUCTIONAL MATERIALS:
Floral Design textbooks, such as The Art of Floral Design, florist magazines, such as "Florist Review", and additional trade publications will be used as instructional materials for this course.

Art Talk, by Rosalind Ragans; pub Glencoe & McGraw-Hill
The Art of Floral Design, by Norah T. Hunter; pub Delmar
Art Fundamentals, by Otto Ocvirk; pub McGraw Hill
Discovering Art History, by Gerald F. Bromer; pub Davis
Exploring Visual Design: The Elements & Principles; pub Davis
The Visual Experience; pub Delmar
Essential Impressionist; pub Parragon
The Natural Way to Draw, by Kimon Nicolaides
Elements of Design (video); pub Crystal Productions

CERTIFICATES: ROP Certificate of Completion (grade of C or better).

DATE ORIGINATED or REVISED: March 2003, March 5, 2009

APPROVED BY:
Santa Lucia Regional Occupational Program Joint Powers Board of Trustees on March 26, 2003; May 27, 2009.

California Department of Education, ROC/P Unit May 27, 2003 (#174-03).
COURSE DESCRIPTION

COURSE TITLE: LANDSCAPE MAINTENANCE

CBEDS TITLE: Ag Horticulture & Environment

CBEDS NO: 4050

COURSE ID NO: 172-03

JOB TITLES:

Landscape Architects 17-1012
Landscape and Grounds Keeper Workers 37-3011
Grounds Maintenance Workers 37-3010
Pesticide Handlers, Sprayers, and Application Workers 37-3012
Tree Trimmers and Pruners 37-3013

PROGRAM GOALS

The goal of the program is to develop students’ academic and technical skills so they will be prepared for:

- Employment
- Opportunities for promotion
- College
- Advanced training

COURSE DESCRIPTION:

Student will be able to implement a general landscape maintenance program for the average residential landscape. The student will be able to prune, irrigate, fertilize and maintain most plant material common to California landscapes. In addition, the student will be able to make repairs on most common irrigation systems and also be familiar with the power maintenance equipment used in the industry. The emphasis will be on the maintenance and repair of existing landscaping, cultural requirements, scheduling of maintenance activities, irrigation, pruning and fertilizing, repair of irrigation systems, equipment maintenance and operation, and landscape maintenance industry careers.
HOURS/CREDIT
180 Hours

RECOMMENDED PREREQUISITES:
• One year of high school Biology or life science

DATE ORIGINATED/REVISED: March 5, 2003
# Landscape Maintenance

**Course Outline**

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

<table>
<thead>
<tr>
<th>INSTRUCTIONAL UNITS</th>
<th>Class Hrs / Comm Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. ORIENTATION AND GUIDANCE</td>
<td>8 hours</td>
</tr>
<tr>
<td>A. Surveying the Scope of American Agriculture</td>
<td></td>
</tr>
<tr>
<td>B. Methods, Procedures, and Content of Vocational Agriculture</td>
<td></td>
</tr>
<tr>
<td>C. Keeping Accurate Records</td>
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<tr>
<td>D. FFA and SOEP</td>
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<tr>
<td>E. Grading, Test and Classroom Procedures</td>
<td></td>
</tr>
<tr>
<td>II. PLANT SELECTION AND BUYING</td>
<td>15 hours</td>
</tr>
<tr>
<td>A. Identification of Plants</td>
<td></td>
</tr>
<tr>
<td>B. Sizing</td>
<td></td>
</tr>
<tr>
<td>C. Judging</td>
<td></td>
</tr>
<tr>
<td>D. Buying</td>
<td></td>
</tr>
<tr>
<td>III. SOIL</td>
<td>8 hours</td>
</tr>
<tr>
<td>A. Formation</td>
<td></td>
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<tr>
<td>B. Soil Temperature and Water</td>
<td></td>
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<tr>
<td>C. C, N, and S Cycles</td>
<td></td>
</tr>
<tr>
<td>D. Management</td>
<td></td>
</tr>
<tr>
<td>IV. TOOLS</td>
<td>15 hours</td>
</tr>
<tr>
<td>A. Types</td>
<td></td>
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<tr>
<td>B. Maintenance</td>
<td></td>
</tr>
<tr>
<td>C. Safety</td>
<td></td>
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<tr>
<td>V. PLANT INSTALLATION</td>
<td>15 hours</td>
</tr>
<tr>
<td>A. Annuals</td>
<td></td>
</tr>
<tr>
<td>B. Perennials</td>
<td></td>
</tr>
<tr>
<td>C. Amendments</td>
<td></td>
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<tr>
<td>D. Bareroots</td>
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<tr>
<td>E. Staking</td>
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<tr>
<td>F. Bracing</td>
<td></td>
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<tr>
<td>G. Cabling</td>
<td></td>
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<tr>
<td>H. Guying</td>
<td></td>
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<tr>
<td>VI. IRRIGATION AND WATERING</td>
<td>15 hours</td>
</tr>
<tr>
<td>A. Types of Systems</td>
<td></td>
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<tr>
<td>B. Equipment</td>
<td></td>
</tr>
<tr>
<td>C. Controls</td>
<td></td>
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<tr>
<td>D. Design</td>
<td></td>
</tr>
<tr>
<td>VII. PRUNING</td>
<td>20 hours</td>
</tr>
</tbody>
</table>
A. Equipment and Safety
B. Methods
C. Styles
D. Roses
E. Fruit Trees

VIII. FERTILIZATION
A. Nutrients
B. Types
C. Scheduling
D. Testing

IX. WEED CONTROL
A. Identification
B. Life Cycles
C. Types
D. Controls
E. Safety

X. INSECT CONTROL
A. Identification
B. Life Cycles
C. Types
D. Control
E. Safety

XI. DISEASE CONTROL
A. Identification
B. Types
C. Controls
D. Safety

XII. TURFGRASS
A. Vegetative Parts
B. Selection of Seed
C. Species and Uses
D. Ground Preparation
E. Diseases
F. Management

XIII. GROUNDCOVER
A. Types
B. Identification
C. Planting

XIV. SMALL GAS ENGINES
A. Trouble-Shooting
   1. Compression
   2. Ignition
   3. Fuel
B. Maintenance
   1. Oil
   2. Air

10 hours
8 hours
5 hours
5 hours
15 hours
16 hours
8 hours
XV. DRAWING/INTERPRETING LANDSCAPE PLANS
A. Equipment and Supplies
B. Principals of Landscape Design
C. Selection of Plant Material
D. Types of Landscapes
E. Data Sheets

TOTAL HOURS 180

ACADEMIC STANDARDS
State high school academic standards applicable to ROP Landscape Maintenance.

State of California High School Academic Standards Integral into this ROP Curriculum.

ENGLISH
Reading
Standard # 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
1.1 Students learn and use the literal and figurative meanings of words and understand word derivations, particularly of plant names, terms, and landscape terms.

2.0 Reading Comprehension:
2.1 Students read consumer material such as warranties, contracts, product information and instruction manuals related to nursery and landscape industry.
2.2 Students prepare bibliographies of reference materials for reports using consumer work place and public documents.
2.6 Students access internet sites as appropriate for career searches and project planning.

Writing
Standard # 1.0 Writing Strategies
1.0 Students use standard writing strategies to write coherent and well defined arguments. Their writing demonstrates student awareness, purpose, and progression.
1.3 Students use suitable research methods (e.g., library, electronic media, and personal interview) to present a written resume and cover letter.
1.5 Students use information from multiple to find different perspectives in various media (web sites, journals, product information brochures)
1.6 Students follow modern language association conventions for documentation in papers, projects and presentations.

Standard # 2.0 Writing Applications
2.3 Students write person resumes that include information and ideas from primary and secondary sources accurately to convey skills and abilities, and use technical terms and notations about their background and
2.5 Students write a cover letter for their resume and informational
letters to advisory businesses that
a. provide clear and purposeful information about
themselves and address the intended audience, by
using templates on a computer application program
such as Microsoft Word, and
d. follow a conventional style with formats, fonts and
spacing as determined by the traditional templates
that are available

Written and Oral English Language Conventions
Standard # 1.0

1.1 Demonstrates proper use of grammar, diction, and
paragraph and sentence structure and an understanding
of English usage.
1.4 Students produce legible work that shows accurate
spelling and correct punctuation and capitalization.

MATHEMATICS STANDARDS (GRADE 7)

Number sense
Standard # 1.0 Students know the properties of, and compute with, rational numbers
expressed in a variety of forms.

1.2 Students add, subtract, multiply and divide rational numbers when
they are calculating amounts and costs for projects and when
designing sales and landscape projects.
1.3 Students add, subtract, multiply and divide rational numbers when
they are calculating materials and cost for projects.
1.7 Students compute markups and profit from plant media sales.

Algebra and Functions:
Standard # 1.1 Students use expressions and equations to solve for quantities
needed in their projects, such as soil media and plant media and
equipment.

Measurement and Geometry:
Standard # 1.1 Students covert between and within measurement systems as
Appropriate such as cubic feet i.e. measuring soil media.
1.2 Students construct and read drawings and models made to scale.
2.0 Students compute the perimeter, area, and volume of plant and
ground cover media.
2.1 Students use formulas routinely for finding basic areas and volumes
used for plant and landscape projects.
2.2 Students use scale drawings to layout and design projects that the
teacher assigns or that they create.
3.5 Students construct two-dimensional patterns for three-dimensional
students projects. i.e. plant displays and landscapes
Statistics, Data Analysis, and Probability
Standard # 1.0 Students make decisions about how to approach problems.

Mathematical Reasoning:
Standard # 1.0 Students make decisions about how to approach mathematical problems in horticulture and landscape projects.
1.1 Students sequence information and the steps required for projects and identify important and/or missing information.
1.3 Students break down their horticulture projects into simpler parts so that they can complete their projects using appropriate steps.

2.0 Students use strategies, skills and concepts in finding solutions.
2.1 Students formulate budgets and verify by looking actual cost items.
2.2 Students typically move form simple to complex projects, such as scale up size in horticulture projects.
2.5 Students use a variety of methods such as words, numbers, symbols, diagrams, and models, to explain their projects layouts.
2.8 Students make precise calculations of volumes and areas for proper results in projects.

CAREER PREPARATION: (All career preparation skills are integrated into individual units in the course outline)

I. Personal Skills – Students will understand how personal skill development affects their employability
A. Positive attitudes
B. Self-confidence
C. Honesty
D. Responsibility
E. Initiative
F. Self-discipline
G. Personal hygiene
H. Time management
I. Lifelong learning

II. Interpersonal skills - Students will understand key concepts on group dynamics, conflict resolution and negotiation.
A. Work cooperatively
B. Accept supervision
C. Assume leadership
D. Show respect for others
E. Sexual harassment laws
F. Cultural diversity
G. Thinking and problem-solving skills – Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. Applying basic skills
   1. Calculating
   2. Estimating
   3. Measuring
   4. Locate and organize information
   5. Interpret and follow directions from manuals, labels
   6. Analyze and evaluate information and solutions
H. Communication skills – Students will understand principles of effective communication.
1. Oral and written communication
2. Listening skills
3. Following and giving directions, asking direction

I. Employment literacy – Students will understand career paths and strategies for obtaining employment within their chosen field.
1. Resumes
2. Application forms
3. Cover Letters
4. Sources of employment information
5. Interviewing
6. Portfolio

J. Technology literacy – Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.
1. Role of technology

ADDITIONAL ITEMS

ARTICULATION: No agreements have been developed to date.

ACADEMIC CREDIT
5 credits/semester

INSTRUCTIONAL STRATEGIES:
A variety of strategies and technologies are used, including:
- Lecture, Discussion, Demonstration
- Group and individual research projects using the internet and other resources
- Content based tests
- Field trips
- Guest Speakers

INSTRUCTIONAL MATERIALS:
Textbooks
- Introductory Horticulture Delmar, 2002
- Western Garden Book Sunset, 2002
- Landscaping Delmar 2002
- Ball Red Book Greenhouse Growing, 1991
- Greenhouse
- Shade House
- Hand gardening tools
- Horticulture power tools

CERTIFICATES:
ROP certification for this course.

DATE ORIGINATED/REVISED:
March 5, 2003

APPROVED BY:
Santa Lucia Regional Occupational Program Joint Powers Board of Trustees on March 26, 2003.
California Department of Education, ROC/P Unit May 27, 2003 (#172-03).
1. COURSE TITLE: AGRICULTURE LEADERSHIP

2. CBEDS TITLE: Ag Business Management and Marketing

3. CBEDS NUMBER: 4040

4. JOB TITLES: (O*Net Code must be included)
   - AGRICULTURAL LAWYER: 23-1011.00
   - AGRICULTURAL MARKETING AND SALES: 11-2011.00
   - SALES REP. WHOLESALE/MANUFACTURING: 41-4011.00
   - SCIENTIFIC PRODUCT REAL ESTATE AGENTS, AGRICULTURE: 41-9022.00

5. COURSE DESCRIPTION:

   The purpose of this course is to accent agriculture education and the Future Farmers of America (FFA) organization in developing young people to be premier leaders with a vision. Critical thinking and evaluation skills will be an important aspect of the curriculum. Just as important will be the incorporation of articulation skills, both written and verbal. Students will develop and enhance their leadership skills through self-enhancement, goal setting, cooperative learning, speech proficiency, parliamentary procedure, book reviews, and presentations. To maximize critical thinking skills, current events in agriculture will be brought in by the students and used in a decision-making forum. This process will incorporate both verbal and written skills.

6. COURSE DETAILS:

   CLASSROOM HOURS: Students receive up to 180 hours of classroom instruction.

   COMMUNITY COLLEGE ARTICULATION: None

   MEETS HIGH SCHOOL GRADUATION REQUIREMENT: Required or Elective
   (Indicate whether the course may be used for academic credit in any subject areas, and identify in which districts.)

   LABOR MARKET DEMAND: Medium
7. RECOMMENDED PREREQUISITES: None
8. DATE (ORIGINATED OR REVISED): March 2008
AGRICULTURE LEADERSHIP COURSE OUTLINE

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

9. **INSTRUCTION UNITS**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CLASS HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership Categories and Styles</td>
<td>10</td>
</tr>
<tr>
<td>2. Leadership Development</td>
<td>10</td>
</tr>
<tr>
<td>3. Self Concept Enhancement</td>
<td>10</td>
</tr>
<tr>
<td>4. Human Relations Development</td>
<td>15</td>
</tr>
<tr>
<td>5. Communication Skills</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>-Listening, Reading, Speaking, Writing</td>
</tr>
<tr>
<td>6. Evaluation of Agriculture Issues and Events</td>
<td>25</td>
</tr>
<tr>
<td>7. Agriculture Projects</td>
<td>30</td>
</tr>
<tr>
<td>8. FFA leadership activities</td>
<td>20</td>
</tr>
<tr>
<td>9. Employability Skills</td>
<td>20</td>
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<tr>
<td></td>
<td>-Career preparation portfolios</td>
</tr>
<tr>
<td></td>
<td>-Resume writing</td>
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<tr>
<td></td>
<td>-Job Applications</td>
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<td></td>
<td>-Guest Speakers</td>
</tr>
<tr>
<td>10. Parliamentary Procedures</td>
<td>5</td>
</tr>
<tr>
<td>11. Oral and written presentations in front of peers</td>
<td>5</td>
</tr>
<tr>
<td>12. Career Preparation standards</td>
<td>20</td>
</tr>
</tbody>
</table>

**OBJECTIVES/COMPETENCIES:**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Learn and understand the leadership categories and styles.</td>
</tr>
<tr>
<td>Understand the concept of leadership development.</td>
</tr>
<tr>
<td>Learn about human relations’ development.</td>
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<tr>
<td>Learn about and evaluate current agriculture issues through oral and written book reviews, discussion, and debates.</td>
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<tr>
<td>Learn how to communicate effectively in a meeting.</td>
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</tbody>
</table>
Communicate effectively in the area of public speaking. Students will participate in FFA speaking contests.

Enhance communication skills by participating in speeches, interviews, public relations, articles, introducing speakers, and cooperative learning exercises.

Enhance problem-solving and decision-making skills by participating in leadership activities in the FFA.

Enhance employability skills through career preparation portfolios consisting of: resume, cover letter, job application, and interview simulation.

PERSONAL SKILLS - Students will understand how personal skill development affects their employability.

Discuss importance of the following personal skills in the business environment:
- a. positive attitude
- b. self-confidence
- c. honesty
- d. perseverance
- e. self-management/work ethic
- f. pride in product/work
- g. dependability

Identify acceptable work attire.

Prioritize tasks and meet deadlines.

Understand the importance of initiative and leadership.

Understand the importance of lifelong learning in a world of constantly changing technology.

INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.

Identify and discuss behaviors of an effective team.

Explain the central importance of mutual respect in the workplace relations.

Discuss and demonstrate strategies for conflict resolution and negotiation, explain their importance within the business environment.

Work cooperatively, share responsibilities, accept supervision and assume leadership roles.

Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
**THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize informational data; interpret and follow directions from manuals, labels, other sources; analyze and evaluate information and solutions.

1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
2. Read, write, and give directions.
3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
   a. Work as a team member in solving problems.
   b. Diagnose the problem, its urgency, and its causes.
   c. Identify alternatives and their consequences.
   d. Explore possible solutions.
   e. Compare/contrast the advantages and disadvantages of alternatives.
   f. Determine appropriate action(s).
   g. Implement action(s).
   h. Evaluate results of action(s) taken.

**COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
   a. Prepare written material.
   b. Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
   a. Write, proofread, and edit work.
   b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
   c. Select and use appropriate forms of technology for communication.
9. Exhibit a proficiency in the use of reference books.
10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
**EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
2. Identify steps for setting goals and writing personal goals and objectives.
3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
   a. job application
   b. resume(s)
   c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.

**TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
Understand the importance of lifelong learning in adapting to changing technology.

**IMPORTANCE OF ETHICS** — Students will understand proper ethics in the workplace.
1. Discuss social and ethical responsibilities in the industry.
2. Demonstrate ethical choices in workplace situations.

**ACADEMIC STANDARDS**
State high school academic standards integrated into this ROP curriculum.

**English Language Arts**
2.0 Writing Applications (Genres and Their Characteristics)
2.5 Write business letters:
   a. Provide clear and purposeful information and address the intended audience appropriately.
   b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
   c. Highlight central ideas or images.
   d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents’ readability and impact.

**Listening and Speaking**
2.0 Speaking Applications (Genres and Their Characteristics)
Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
   a. Narrate a sequence of events and communicate their significance to the audience.
   b. Locate scenes and incidents in specific places.
   c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific
actions, movements, gestures, and feelings of characters.
d. Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener’s potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
a. Structure ideas and arguments in a coherent, logical fashion.
b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
d. Anticipate and address the listener’s concerns and counterarguments.

2.6 Deliver descriptive presentations:
a. Establish clearly the speaker’s point of view on the subject of the presentation.
b. Establish clearly the speaker’s relationship with that subject (e.g., dispassionate observation, personal involvement).
c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

CAREER PREPARATION: (All career preparation skills are integrated into individual units in the course outline)

Personal Skills – Students will understand how personal skill development affects their employability
A. Positive attitudes
B. Self-confidence
C. Honesty
D. Responsibility
E. Initiative
F. Self-discipline
G. Personal hygiene
H. Time management
I. Lifelong learning

Interpersonal skills - Students will understand key concepts on group dynamics, conflict resolution and negotiation.
A. Work cooperatively
B. Accept supervision
C. Assume leadership
D. Show respect for others
E. Sexual harassment laws
F. Cultural diversity
G. Thinking and problem-solving skills – Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. Applying basic skills
1. Calculating
2. Estimating
3. Measuring
4. Locate and organize information
5. Interpret and follow directions from manuals, labels
6. Analyze and evaluate information and solutions

Communication skills – Students will understand principles of effective communication.
1. Oral and written communication
2. Listening skills
3. Following and giving directions, asking direction

Employment literacy – Students will understand career paths and strategies for obtaining employment within their chosen field.
1. Resumes
2. Application forms
3. Cover Letters
4. Sources of employment information
5. Interviewing
6. Portfolio

Technology literacy – Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.
1. Role of technology

10. ADDITIONAL ITEMS

INSTRUCTIONAL STRATEGIES: Lecture, cooperative group learning, demonstration, modeling, multi-media aids


CERTIFICATES: ROP Certificate

DATE ORIGINATED or REVISED: March 2008

APPROVED BY:
Santa Lucia Regional Occupational Program Joint Powers Board of Trustees on ____________
California Department of Education, ROC/P Unit ____________
COURSE DESCRIPTION

COURSE TITLE: LIVESTOCK MANAGEMENT I
CBEDS TITLE: Agriculture Animal Science
CBEDS NO: 4020
COURSE ID NO: 163-03

JOB TITLES:
Operation Manager 11-1021
Supervisor, farming, fishing, & forestry 45-1000
Natural Science Manager 11-1021
Accountant, Auditors 13-2011
Writers & Editors 27-3040
Teachers, Secondary 25-2000
Agriculture Financing and Consulting 13-2050

PROGRAM GOALS
The goal of the program is to develop students’ academic and technical skills so they will be prepared for:

- Employment
- Opportunities for promotion
- College
- Advanced training

COURSE DESCRIPTION:

Purpose of the Course
This course will provide the student with training in skills for the targeted job classifications related to livestock production and marketing. This training supplements the basic training provided in the high school agricultural programs.

Instructional Strategy
This course will be open to all students 16 years of age or older, up to one year after high school;
and adults who are or have recently been enrolled in one of the high school preparatory agriculture courses, and who are continuing a supervised occupational project related to the training in this course.

Community Classroom
The instructor shall prepare an individual training plan for each student reflecting the student's educational needs (see training plan form attached). The community classroom component provides the student with time to develop an individual livestock project. Community classroom sites shall meet one of the following specifications:

1. **Commercial Livestock** – A place where a major portion of the income produced is from the sale or management of livestock.

2. **Commercial Agriculture, Non-Livestock** – A farm or ranch where a major portion of the income produced is from agriculture other than livestock.

3. **Avocational Livestock** – A small acreage where there is income from the sale of livestock, but that income is not the primary source of income for the resident.

4. **Non-Income Livestock** – A place where livestock are kept for pleasure or personal consumption, but there is no income from sales of such livestock.

5. **School Farm** – A specified area on public school property designated for the care and maintenance of livestock under the general supervision of the high school agriculture teacher.

**HOURS/CREDIT:**
150 Hours/5 Units

**RECOMMENDED PREREQUISITES:** Life Science and Biology

**DATE ORIGINATED/REVISED:** March 5, 2003
Livestock Management I

COURSE OUTLINE

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

INSTRUCTIONAL UNITS

I. Introduction
   A. Careers in Livestock Management
   B. General Terminology
   C. Basic Skills and Competencies Overview

II. Safety
   A. Work Procedures
   B. Animal Protection
   C. Equipment Handling
   D. Personal Safety
   E. Common Safety Rules and Regulations
   F. Accident Emergency Procedures

III. Financing
   A. Loan Sources
      1. Banks
      2. Credit Unions
      3. Production Credit Association
      4. Private Loans
      5. Other
   B. How to Apply for a Loan
      1. Application for loan
      2. Qualifying for a loan
      3. Credit information
   C. Loan Agreements
      1. Terms
      2. Conditions
      3. Interests
      4. Payments
   D. Profit and Loss Statement
      1. Close out loan
      2. Calculate profit (loss)

IV. Selection
   A. Introduction
      1. Livestock preference
      2. Image of the ideal animal
      3. Logical analysis of current market trends
   B. Live Animal Evaluation

Class Hrs / Comm Hours

4
5
10
20
1. Factors determining value of live animal
2. Breeding versus market
3. Basic parts of the animal

C. Breeding Animal Evaluation
   1. Breed Characteristics
   2. Functional reproduction
      a. natural breeding
      b. artificial insemination
   3. Pedigree and genetic makeup/EPD’s

D. Meat Animal Evaluation
   1. Market animal judging terminology
   2. Conformation
   3. Finish
   4. Grade
   5. Cutability
   6. Yield

E. Meat Animal Selection
   1. Steps in evaluating the live animal
   2. Animal carcass evaluation and grading
   3. Special factors for different breeds

F. Calculating feed requirements
   1. Projecting rate of gain
   2. Estimating cost of feeding
   3. Calculate Feed Conversions

V. Purchasing Livestock
   A. Market Sources
      1. Breeder sales
      2. Private individuals
      3. Sales yards
      4. Other club members
      5. Chapter flocks
      6. Colleges

   B. Buying Livestock
      1. Methods of payment
      2. Bill of Sale
      3. Brand inspection
      4. Shipping and transportation
      5. Weight and age to purchase
      6. Survey of current market
      7. Out of State Procedures

   C. Insurance for Livestock
      1. Source of insurance agent
      2. Insurance duration
      3. Filing applications

VI. Livestock Facilities
A. Housing
B. Fencing
C. Feeders
D. Waterers
E. Chutes and Scales
F. Work and Exercise area

VII. Equipment and Supplies
A. Basic Equipment Commonly Used with all Species
B. Specially Equipment for Individual species
   1. Beef
   2. Sheep
   3. Swine
   4. Horse
   5. Goat
   6. Poultry
   7. Rabbits
C. Purchasing Equipment and Supplies
D. Proper Care of Equipment and Supplies

VIII. Management Practices
A. Daily Routines
B. Approved Scheduled Practices
C. Disease Prevention
   1. Common diseases
   2. Control of common diseases
   3. Use of veterinary equipment
      a. Using syringes
      b. Using a thermometer
      c. Reading medicine labels
      d. Giving oral medications
      e. Proper use of restraining devices
   4. Knowledge of common veterinary practices
      a. Castration
      b. Dehorning
      c. Docking
      d. Suturing
      e. Dressing wounds
      f. Debeaking
D. Parasite Prevention
   1. Common parasites
   2. Control of common parasites
   3. Use of veterinary equipment
      a. Worming equipment
      b. Spray equipment
   4. Forms of parasiticide precautions
E. Sanitary Practices
1. Fly control
2. Ventilation
3. Disinfecting
4. Manure disposal
5. Isolating sick animals
6. Dead animal disposal
7. Bedding materials
8. Drainage practices

F. When to call the Veterinarian
1. Animal has high temperature
2. Animal refuses to eat and refuses to move or get up
3. Animal is bleeding profusely and needs medical attention
4. Breeding animal has been in labor for several hours

G. Record Keeping
1. Importance of keeping good records
2. Using the California Vo-Ag record book
   a. Calendar of events and operations
   b. Business agreement
   c. Budget
   d. Journal
   e. Accounts and notes receivable and payable
   f. Financial statement
   g. Non-depreciable inventory
   h. Depreciable inventory
   i. Net income summary
   j. Recording, school, and community leadership activities
3. Filling out time cards and other important information for this course

ACADEMIC STANDARDS
State high school academic standards applicable to ROP Livestock Management I.

State of California High School Academic Standards Integrated into this ROP Curriculum.

Language Arts:

Reading
Standard #
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development.
   1.1 Students learn and use the literal and figurative meanings of words and understand word derivations, particularly of animal science, terms, and concepts.

2.0 Reading Comprehension:
   2.1 Students read consumer material such as contracts, product information and instruction manuals related to the livestock production industry.
   2.2 Students prepare bibliographies of reference materials for reports using consumer workplace and public documents.
   2.6 Student access internet sites as appropriate for career searches and project planning.

Writing
1.0 Writing Strategies:
1.0 Students use standard writing strategies to write coherent and well-defined arguments. Their writing demonstrates student awareness, purpose, and progression.
1.3 Students use suitable research methods (e.g., library, electronic media, and personal interview) to present a written resume and cover letter.
1.5 Students use information from multiple sources to find different perspectives in various media (web sites, journals, product information brochures).
1.6 Students follow modern language association conventions for documentation in papers, projects, and presentations.

2.0 Writing Applications
2.3 Students write personal resumes that:
   a) include information and ideas from primary and secondary sources accurately to convey skills and abilities, and
   f) use technical terms and notations about their background and abilities accurately.
2.5 Students write a cover letter for their resume and informational letters to advisory businesses that:
   b) provide clear and purposeful information about themselves and address the intended audience, by using templates on a computer application program such as Microsoft Word, and
   d) follow a conventional style with formats, fonts and spacing as determined by the traditional templates that are available.

1.0 Written and Oral English Language Conventions

1.1 Demonstrates proper use of grammar, diction, and paragraph and sentence structure and an understanding of English usage
1.4 Students produce legible work that shows accurate spelling and correct punctuation and capitalization.

BIOLOGY/LIFE SCIENCES CONTENT STANDARDS

Standard #

1 Cell Biology: Fundamental life processes of plants and animals depend on a variety of chemical reactions that are carried out in specialized areas of the organism’s cells.
1.b Students will understand that enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium. The activity of enzymes depends on the temperature, ionic conditions and pH of the surroundings as seen in feed formulations and ingredients. I.D.
Livestock Management II – Feeding Livestock

2 Genetics: Mutation and sexual reproduction lead to genetic variation in a population.
2.g Students will understand how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents. Application in breeding projects. Livestock Management I - Breeding Animal Evaluation

3 Multicellular Organism development: A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
3.a Students will understand how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance as demonstrated in selection of parents for breeding projects.
3.c Students understand how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes as demonstrated in selection of parents for breeding. Livestock Management I – Breeding Animal Evaluation

6 Ecosystem: Stability in an ecosystem is a balance between competing effects.
6.e Students will understand that a vital part of an ecosystem is the stability of its producers and decomposers as related to the composting and recycling of waste products from animals. L.M.I – Sanitary Practices

7 Gene Pooling: The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time.
7.a Students understand why natural selection acts on the phenotype rather than the genotype of an organism as demonstrated in their selection of the animal. L.M. I – Breeding Animal Evaluation

10 Disease: Organisms have a variety of mechanisms to combat disease.
10.b Students will understand the role of antibodies in the body’s response to infection as seen in student problem solving of animal sickness.
10.c Students will understand how vaccinations protects an individual from infectious diseases.
10.d Students understand there are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infections they cause. L.M. I – Disease Prevention

CAREER PREPARATION: (All career preparation skills are integrated into individual units in the course outline.)

I. Personal Skills – Students will understand how personal skill development affects their employability
   A. Positive attitudes
   B. Self-confidence
   C. Honesty
   D. Responsibility
   E. Initiative
   F. Self-discipline
   G. Personal hygiene
   H. Time management
   I. Lifelong learning

II. Interpersonal skills - Students will understand key concepts on group dynamics, conflict resolution and negotiation.
   A. Work cooperatively
   B. Accept supervision
   C. Assume leadership
   D. Show respect for others
   E. Sexual harassment laws
   F. Cultural diversity
   G. Thinking and problem-solving skills – Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. Applying basic skills
      1. Calculating
      2. Estimating
      3. Measuring
4. Locate and organize information
5. Interpret and follow directions from manuals, labels
6. Analyze and evaluate information and solutions

H. Communication skills -- Students will understand principles of effective communication.
   1. Oral and written communication
   2. Listening skills
   3. Following and giving directions, asking direction

I. Employment literacy -- Students will understand career paths and strategies for obtaining employment within their chosen field.
   1. Resumes
   2. Application forms
   3. Cover Letters
   4. Sources of employment information
   5. Interviewing
   6. Portfolio

J. Technology literacy -- Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.
   1. Role of technology

ADDITIONAL ITEMS

ARTICULATION:

No agreements have been developed to date.

ACADEMIC CREDIT:

5 Credits

INSTRUCTIONAL STRATEGIES:

A variety of strategies and technologies are used including:
- Lecture, Discussion, Demonstration
- Group and individual research projects using the internet and other resources
- Content based tests
- Field trips
- Guest speakers

INSTRUCTIONAL MATERIALS:

Textbooks – Modern Livestock and Poultry Production
- FFA Record Books
- School Farm
- Fairgrounds
- Breed magazines – Pacific Showcase
- Grooming Equipment
- Guest speakers – Feed Salesmen, Veterinarians, etc.
- Fitting and Showing videos

CERTIFICATES:

To earn ROP Certification for this course, the student must accomplish the competencies listed.

DATE ORIGINATED/REVISED:

March 5, 2003

APPROVED BY:
Santa Lucia Regional Occupational Program Joint Powers Board of Trustees on March 26, 2003.

California Department of Education, ROC/P Unit May 27, 2003.
COURSE DESCRIPTION

COURSE TITLE: LIVESTOCK MANAGEMENT II

CBEDS TITLE: Ag Animal Science

CBEDS NO: 4020

COURSE ID NO: 164-03

JOB TITLES:
- Management of livestock production enterprises 11-1020
- Veterinarians, technologists 29-1131
- Marketing Managing 11-2021
- Marketing and Sales 11-2020
- Vet assistants and Laboratory animal caretakers 29-1131
- Vocational Ed. Teachers 25-2023

PROGRAM GOALS

The goal of the program is to develop students' academic and technical skills so they will be prepared for:

- Employment
- Opportunities for promotion
- College
- Advanced training

COURSE DESCRIPTION:

Purpose of the Course

This course will provide the student with training in skills for the targeted job classifications related to livestock production and marketing. This training supplements the basic training provided in the high school agricultural programs.

Instructional Strategy

This course will be open to all students 16 years of age or older, up to one year after high school; and adults who are or have recently been enrolled in one of the high school preparatory
agriculture courses, and who are continuing a supervised occupational project related to the training in this course.

Community Classroom
The instructor shall prepare an individual training plan for each student reflecting the student's education needs (see training plan form attached). The community classroom component provides the student with time to develop an individual livestock project. Community classroom sites shall meet one of the following specifications:

1. **Commercial Livestock** – A place where a major portion of the income produced is from the sale or management of livestock.

2. **Commercial Agriculture, Non-Livestock** – A farm or ranch where a major portion of the income produced is from agriculture other than livestock.

3. **Avocational Livestock** – A small acreage where there is income from the sale of livestock, but that income is not the primary source of income for the resident.

4. **Non-Income Livestock** – A place where livestock are kept for pleasure or personal consumption, but there is no income from sales of such livestock.

5. **School Farm** – A specified area on public school property designated for the care and maintenance of livestock under the general supervision of the high school agriculture teacher.

**HOURS/CREDIT:**

150 hours

**RECOMMENDED PREREQUISITES:**

- Previously enrolled and completed one high school agriculture course
- One year of high school Biology or Life science

**DATE ORIGINATED/REVISED:** March 5, 2003
# LIVESTOCK MANAGEMENT II

## COURSE OUTLINE

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

### INSTRUCTIONAL UNITS

<table>
<thead>
<tr>
<th>I.</th>
<th>INTRODUCTION</th>
<th>Class Hrs / Comm Hours</th>
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<tbody>
<tr>
<td>A.</td>
<td>Career Opportunities in Livestock Production</td>
<td>3</td>
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<tr>
<td>B.</td>
<td>General Terminology</td>
<td></td>
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<tr>
<td>C.</td>
<td>Course Competencies Overview</td>
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<tr>
<td>II.</td>
<td>QUALITY ASSURANCE</td>
<td>8</td>
</tr>
<tr>
<td>A.</td>
<td>Safe Job Procedures</td>
<td></td>
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<tr>
<td>B.</td>
<td>Safe Animal Handling &amp; Ethical Practices</td>
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<tr>
<td>C.</td>
<td>Equipment Safety Practices</td>
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<td>D.</td>
<td>Industry Safety Rules and Regulations</td>
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<td>E.</td>
<td>Accident Emergency Procedures</td>
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<tr>
<td>F.</td>
<td>Quarantine of Animals (post-transport)</td>
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<tr>
<td>G.</td>
<td>Feed &amp; Medicine Withdraw</td>
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<tr>
<td>III.</td>
<td>FEEDING LIVESTOCK</td>
<td>43</td>
</tr>
<tr>
<td>A.</td>
<td>Basic Animal Nutrients that Affect Development</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>List basic nutrients</td>
<td></td>
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<tr>
<td>2.</td>
<td>Functions of nutrients on the animal</td>
<td></td>
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<tr>
<td>B.</td>
<td>Common Livestock Feeds</td>
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<tr>
<td>1.</td>
<td>List common feed stuffs</td>
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<tr>
<td>2.</td>
<td>Quality and pricing of feed stuffs</td>
<td></td>
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<tr>
<td>C.</td>
<td>Feeding Tools and Equipment</td>
<td></td>
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<tr>
<td>1.</td>
<td>Identifying tools and equipment</td>
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<tr>
<td>2.</td>
<td>Uses of tools and equipment</td>
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<tr>
<td>D.</td>
<td>Feed Rations</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Meaning of a ration</td>
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<tr>
<td>2.</td>
<td>Balanced rations</td>
<td></td>
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<tr>
<td>3.</td>
<td>Feed additives</td>
<td></td>
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<tr>
<td>E.</td>
<td>Weight Adjustment</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Weighing animals</td>
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<tr>
<td>2.</td>
<td>Calculating rate of gain</td>
<td></td>
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<tr>
<td>3.</td>
<td>Calculating feed conversion</td>
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<tr>
<td>4.</td>
<td>Weight control (shipping, etc.)</td>
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<tr>
<td>F.</td>
<td>Feeding Practices</td>
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<tr>
<td>1.</td>
<td>Time and frequency</td>
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<td>2.</td>
<td>Progressive feeding</td>
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<td>3.</td>
<td>Functional feeding</td>
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<tr>
<td>a.</td>
<td>Market animals</td>
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<tr>
<td>b.</td>
<td>Breeding animals</td>
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<tr>
<td>c.</td>
<td>Maintenance</td>
<td></td>
</tr>
</tbody>
</table>
IV. TRANSPORTING LIVESTOCK
   A. Preparing Animals for Transportation
      1. Feed requirements
      2. Electrolytes
   B. Methods of Transportation
      1. Types of transportation
      2. Types of equipment
   C. Market Considerations
      1. Time
      2. Distance
      3. Shrinkage
   D. Handling Animals for Transport
      1. Loading
         a. Equipment
         b. Procedures
      2. In transport
         a. Number of animals for space available
         b. Arrangement of animals
         c. Animal restraints
      3. Delivery
         a. Unloading procedures
         b. Containment and/or distribution
   E. Laws and Regulations En route

V. CARCASS EVALUATION AND YIELD
   A. Identification and Recording
   B. Classification
   C. Grading
   D. Measuring Cutsability
   E. Cuts of Meat
   F. Special Requirements by Species
   G. Ultrasound
   H. Effects of stress on carcass

VI. FITTING SHOW ANIMALS
   A. General Procedures
      1. Washing
      2. Brushing
      3. Trimming
      4. Clipping
      5. Exercising
   B. Specialty Treatment by Species
      1. Beef
      2. Swine
      3. Sheep
      4. Horse
      5. Goats
      6. Rabbits
      7. Poultry
   C. Grooming Supplies and Materials
   D. Grooming Equipment

VII. SHOWING LIVESTOCK
A. Animal Control
B. Entering the Show Ring
C. Personal Appearance of Showperson
   1. Dress
   2. Poise
   3. Attitude
D. Presenting the Animal
   1. Posing
   2. Moving in the show ring
   3. Animal condition, i.e., grooming
   4. Specially requirements by species
E. Show Ring Conduct
F. Show Ring Procedures
G. Judging Practices

VIII. SHOW AND FAIR REGULATIONS
A. State Rules
   1. General
   2. By Species
B. Show Dress/Uniform
C. Entry Rules
   1. Health papers
   2. Ownership
   3. Weight Divisions
D. Presentation of Exhibit
   1. Judging schedules
   2. Judging criteria
   3. Awards
   4. Displays
E. Fair Entries
   1. Registration procedures and dates
   2. Completing forms and applications
   3. Fees and schedules

IX. FAIR CONDUCT AND DRESS
A. Knowledge of Local Rules
B. Conduct on Fair Grounds

X. LIVESTOCK DISPLAY
A. Condition of Display
   1. Cleanliness
   2. Arrangement
   3. Equipment
   4. Seating
B. Display Signs and Posters
   1. Consumer information
   2. Project information
   3. Presenter information
C. Fire and Safety Control

XI. JUNIOR LIVESTOCK AUCTION
A. Pre-Fair Advertisement/Solicitation of Buyer
B. Consumer Information on Bidding
C. Quality of Exhibits
D. Auction Order
E. Displaying the Animal
F. Photographs of Animal
G. Notifying Buyers

XII. SHOW AND SALE OBLIGATIONS
A. Load-Out
B. Equipment Inventory and Maintenance
C. Publicity
D. Thank-You Letters

XIII. HOW TO APPLY FOR A JOB
A. Job Application
B. Personal Resume
C. Job Resources
D. What to Look for in a Job
E. How to Get Along on a Job
F. How to Quit a Job

Total Hours: 150 hours

ACADEMIC STANDARDS
State high school academic standards applicable to ROP Livestock Management II.

State of California High School Academic Standards Integrated into this ROP Curriculum.

ENGLISH

Standard # Description

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development.
   1.1 Students learn and use the literal and figurative meanings of words and understand word derivations, particularly of animal science, terms, and concepts.

2.0 Reading Comprehension:
   2.1 Students read consumer material such as contracts, product information and instruction manuals related to the livestock production industry.
   2.2 Students prepare bibliographies of reference materials for reports using consumer workplace and public documents.
   2.6 Student access internet sites as appropriate for career searches and project planning.

Writing

1.0 Writing Strategies:
   1.0 Students use standard writing strategies to write coherent and well defined arguments. Their writing demonstrates student awareness, purpose, and progression.
   1.3 Students use suitable research methods (e.g., library, electronic media, and personal interview) to present a written resume and cover letter.
   1.5 Students use information from multiple sources to find different perspectives in various media (web sites, journals, product information brochures).
1.6 Students follow modern language association conventions for documentation in papers, projects, and presentations.

2.0 Writing Applications
2.3 Students write personal resumes that:
   a) include information and ideas from primary and secondary sources accurately to convey skills and abilities, and
   f) use technical terms and notations about their background and abilities accurately.
2.5 Students write a cover letter for their resume and informational letters to advisory businesses that:
   b) provide clear and purposeful information about themselves and address the intended audience, by using templates on a computer application program such as Microsoft Word, and
d) follow a conventional style with formats, fonts and spacing as determined by the traditional templates that are available.

1.0 Written and Oral English Language Conventions

1.1 Demonstrates proper use of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.4 Students produce legible work that shows accurate spelling and correct punctuation and capitalization.

MATHEMATICS
Standard #

Number Sense
1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.
1.2 Students add, subtract, multiply and divide rational numbers when they are calculating amounts and costs for projects and when designing sales and livestock projects to include beef, sheep, swine, goats, horses, poultry, and rabbits.
1.3 Students add, subtract, multiply and divide rational numbers when they are calculating materials and costs for projects.
1.7 Students compute markups and profit from livestock sales.

Algebra and Functions:
1.1 Students use expressions and equations to solve for quantities needed in their projects, such as feed, tack, housing, and equipment.

Statistics, Data Analysis, and Probability
1.0 Students make decisions about how to approach problems.
1.3 Students will understand the meaning of mean, median, and mode in reference to average daily gain, average feed consumption, and feed conversion to get an animal market ready.
3.2 & 3.3 Students compute feed conversions, feed to gain ratios, and average daily gains.

Mathematical Reasoning
1.0 Students make decisions about how to approach mathematical problems in livestock projects.
1.1 Students sequence information and the steps required for projects and identify important and/or missing information.
1.3 Students break down their livestock projects into simpler parts so that they can complete their
projects using appropriate
2.0 Students use strategies, skills, and concepts in finding solutions.
2.1 Students formulate budgets and verify by looking actual cost items.
2.2 Students typically move from simple to complex projects, such as scale up size in livestock projects.

BIOLOGY/LIFE SCIENCES CONTENT STANDARDS

Standard #1 Cell Biology: Fundamental life processes of plants and animals depend on a variety
of chemical reactions that are carried out in specialized areas of the
organism's cells.
1.b Students will understand that enzymes are proteins and catalyze
biochemical reactions without altering the reaction equilibrium. The
activity of enzymes depends on the temperature, ionic conditions and pH
of the surroundings as seen in feed formulations and ingredients. I.D.
Livestock Management II - Feeding Livestock

Standard #2 Genetics: Mutation and sexual reproduction lead to genetic variation in a population.
2.g Students will understand how to predict possible combinations of
alleles in a zygote from the genetic makeup of the parents. Application
in breeding projects. Livestock Management I - Breeding Animal
Evaluation

Standard #3 Multicellular Organism development: A multicellular organism develops from a
single zygote, and its phenotype depends on its genotype, which is
established at fertilization.
3.a Students will understand how to predict the probable outcome of
phenotypes in a genetic cross from the genotypes of the parents and
mode of inheritance as demonstrated in selection of parents for breeding
projects.
3.c Students understand how to predict the probable mode of inheritance
from a pedigree diagram showing phenotypes as demonstrated in
selection of parents for breeding. Livestock Management I - Breeding
Animal Evaluation

Standard #6 Ecosystem: Stability in an ecosystem is a balance between competing effects.
6.e Students will understand that a vital part of an ecosystem is the stability
of its producers and decomposers as related to the composting and
recycling of waste products from animals. L.M.I - Sanitary Practices

Standard #7 Gene Pooling: The frequency of an allele in a gene pool of a population depends on
many factors, and may be stable or unstable over time.
7.a Students understand why natural selection acts on the phenotype rather
than the genotype of an organism as demonstrated in their selection of
the animal. L.M. I - Breeding Animal Evaluation

Standard #10 Disease: Organisms have a variety of mechanisms to combat disease.
10.b Students will understand the role of antibodies in the body's response
to infection as seen in student problem solving of animal sickness.
10.c Students will understand how vaccinations protects an individual from
infectious diseases.
10.d Students understand there are important differences between bacteria
and viruses, with respect to their requirements for growth and replication,
the primary defense of the body against them, and effective treatment of
infections they cause. L.M. I - Disease Prevention
CAREER PREPARATION: (All career preparation skills are integrated into individual units in the course outline)

I. Personal Skills – Students will understand how personal skill development affects their employability
   A. Positive attitudes
   B. Self-confidence
   C. Honesty
   D. Responsibility
   E. Initiative
   F. Self-discipline
   G. Personal hygiene
   H. Time management
   I. Lifelong learning

II. Interpersonal skills - Students will understand key concepts on group dynamics, conflict resolution and negotiation.
   A. Work cooperatively
   B. Accept supervision
   C. Assume leadership
   D. Show respect for others

   E. Sexual harassment laws
   F. Cultural diversity
   G. Thinking and problem-solving skills – Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. Applying basic skills
      1. Calculating
      2. Estimating
      3. Measuring
      4. Locate and organize information
      5. Interpret and follow directions from manuals, labels
      6. Analyze and evaluate information and solutions

   H. Communication skills – Students will understand principles of effective communication.
      1. Oral and written communication
      2. Listening skills
      3. Following and giving directions, asking direction

   I. Employment literacy – Students will understand career paths and strategies for obtaining employment within their chosen field.
      1. Resumes
      2. Application forms
      3. Cover Letters
      4. Sources of employment information
      5. Interviewing
      6. Portfolio

   J. Technology literacy – Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.
      1. Role of technology

ADDITIONAL ITEMS

ARTICULATION: None

ACADEMIC CREDIT: 5 Credits/Semester
**INSTRUCTIONAL STRATEGIES:**
A variety of strategies and technologies are used including:
- Lecture, Discussion, Demonstration
- Group and individual research projects using the internet and Other resources
- Content based tests
- Field trips
- Guest speakers

**INSTRUCTIONAL MATERIALS:**
Textbooks – Modern Livestock and Poultry Production
- FFA Record Books
- School Farm
- Fairgrounds
- Breed magazines – Pacific Showcase
- Grooming Equipment
- Guest speakers – Feed Salesmen, Veterinarians, etc.
- Fitting and Showing videos

**CERTIFICATES:**
To earn ROP Certification for this course, the student must accomplish the following: (the competencies are attached)

**DATE ORIGINATED/REVISED:**
March 5, 2003

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APPROVED BY:
Santa Lucía Regional Occupational Program Joint Powers Board of Trustees on March 26, 2003.

California Department of Education, ROC/P Unit May 27, 2003.
COURSE DESCRIPTION

COURSE TITLE: LIVESTOCK MANAGEMENT III
CBEDS TITLE: Ag Animal Science

PROGRAM GOALS
The goal of the program is to develop students' academic and technical skills so they will be prepared for:

- Employment
- Opportunities for promotion
- College
- Advanced training

COURSE DESCRIPTION:

Purpose of the Course
This course will provide the student with training in skills for the targeted job classifications related to livestock production and marketing. This training supplements the basic training provided in the high school agricultural programs.

Instructional Strategy
This course will be open to all students 16 years of age or older, up to one year after high school; and adults who are or have recently been enrolled in one of the high school preparatory
agriculture courses, and who are continuing a supervised occupational project related to the training in this course.

**Community Classroom**

The instructor shall prepare an individual training plan for each student reflecting the student’s education needs (see training plan form attached). The community classroom component provides the student with time to develop an individual livestock project. Community classroom sites shall meet one of the following specifications:

1. **Commercial Livestock** – A place where a major portion of the income produced is from the sale or management of livestock.

2. **Commercial Agriculture, Non-Livestock** – A farm or ranch where a major portion of the income produced is from agriculture other than livestock.

3. **Avocational Livestock** – A small acreage where there is income from the sale of livestock, but that income is not the primary source of income for the resident.

4. **Non-Income Livestock** – A place where livestock are kept for pleasure or personal consumption, but there is no income from sales of such livestock.

5. **School Farm** – A specified area on public school property designated for the care and maintenance of livestock under the general supervision of the high school agriculture teacher.

**HOURS/CREDIT:**

150 hours

**RECOMMENDED PREREQUISITES:**

- Previously enrolled and completed one high school agriculture course
- One year of high school Biology or Life science

**DATE ORIGINATED/REVISED:** June 1, 2009
# LIVESTOCK MANAGEMENT III

## COURSE OUTLINE

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

<table>
<thead>
<tr>
<th>INSTRUCTIONAL UNITS</th>
<th>Class Hrs / Comm Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I.  INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>A. Career Opportunities in Livestock Production</td>
<td>5</td>
</tr>
<tr>
<td>B. General Terminology</td>
<td></td>
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<tr>
<td>C. Course Competencies Overview</td>
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<tr>
<td><strong>II. QUALITY ASSURANCE</strong></td>
<td>15</td>
</tr>
<tr>
<td>A. Safe Job Procedures</td>
<td></td>
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<tr>
<td>B. Safe Animal Handling &amp; Ethical Practices</td>
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<tr>
<td>C. Equipment Safety Practices</td>
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<tr>
<td>D. Industry Safety Rules and Regulations</td>
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<tr>
<td>E. Accident Emergency Procedures</td>
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<tr>
<td>F. Quarantine of Animals (post-transport)</td>
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<tr>
<td>G. Feed &amp; Medicine Withdrawal</td>
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<tr>
<td><strong>III. ANIMAL BEHAVIOR</strong></td>
<td>20</td>
</tr>
<tr>
<td>A. Patterns in animal behavior</td>
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<tr>
<td>1. Diagnosing disorders</td>
<td></td>
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<tr>
<td>B. Anatomical systems role in behavior</td>
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<tr>
<td>1. Neural</td>
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<td>2. Endocrine</td>
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<tr>
<td>C. Facilities management</td>
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<tr>
<td><strong>IV. ANATOMY &amp; PHYSIOLOGY</strong></td>
<td>50</td>
</tr>
<tr>
<td>A. Digestive System</td>
<td></td>
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<tr>
<td>1. Monogastric systems</td>
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<td>2. Ruminant systems</td>
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<td>3. Modified-monogastric systems</td>
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<td>4. Avian systems</td>
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<td>5. Disorders</td>
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<tr>
<td>B. Circulatory &amp; Respiratory Systems</td>
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<tr>
<td>1. Cardiac function</td>
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<td>2. Blood</td>
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<td>3. Disorders</td>
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<tr>
<td>C. Kidney/Renal Systems</td>
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<tr>
<td>1. Function of urinary tract</td>
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<tr>
<td>2. Kidney function</td>
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<td>3. Disorders</td>
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<tr>
<td>D. Nervous System</td>
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<tr>
<td>1. Function of CNS and PNS</td>
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<td>2. Disorders</td>
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<tr>
<td>E. Skin, Skeletal &amp; Muscular Systems</td>
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</tbody>
</table>
1. Support
2. Muscle function
3. Skin protection

F. Reproduction & Endocrine Systems
   1. Endocrine control
   2. Animal development
   3. Anatomy

V. Breeding
A. Artificial Insemination
   1. Semen handling & thawing
   2. Insemination
   3. Pros & cons
B. Natural Breeding
   1. Management of sire
   2. Pros & cons
C. Embryo Transfer
   1. Processes
   2. Cloning techniques
   3. Management of donor animals
   4. Management of recipient animals
   5. Estrus synchronization

VI. SHOW AND SALE OBLIGATIONS
A. Load-Out
B. Equipment Inventory and Maintenance
C. Publicity
D. Thank-You Letters

VII. HOW TO APPLY FOR A JOB
A. Job Application
B. Personal Resume
C. Job Resources
D. What to Look for in a Job
E. How to Get Along on a Job
F. How to Quit a Job

Total Hours: 150 hours

ACADEMIC STANDARDS
State high school academic standards applicable to ROP Livestock Management III.

State of California High School Academic Standards Integrated into this ROP Curriculum.

ENGLISH

Standard # Description

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development.
   1.1 Students learn and use the literal and figurative meanings of words and understand word
derivations, particularly of animal science, terms, and concepts.
2.0 Reading Comprehension:
  2.1 Students read consumer material such as contracts, product information and instruction manuals related to the livestock production industry.
  2.2 Students prepare bibliographies of reference materials for reports using consumer workplace and public documents.
  2.6 Student access internet sites as appropriate for career searches and project planning.

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1.0 Writing Strategies:
  1.0 Students use standard writing strategies to write coherent and well defined arguments. Their writing demonstrates student awareness, purpose, and progression.
  1.3 Students use suitable research methods (e.g., library, electronic media, and personal interview) to present a written resume and cover letter.
  1.5 Students use information from multiple sources to find different perspectives in various media (web sites, journals, product information brochures).
  1.6 Students follow modern language association conventions for documentation in papers, projects, and presentations.

2.0 Writing Applications

2.3 Students write personal resumes that:
   a) include information and ideas from primary and secondary sources accurately to convey skills and abilities, and
   f) use technical terms and notations about their background and abilities accurately.

2.5 Students write a cover letter for their resume and informational letters to advisory businesses that:
   b) provide clear and purposeful information about themselves and address the intended audience, by using templates on a computer application program such as Microsoft Word, and
   d) follow a conventional style with formats, fonts and spacing as determined by the traditional templates that are available.

1.0 Written and Oral English Language Conventions

  1.1 Demonstrates proper use of grammar, diction, and paragraph and sentence structure and an understanding of English usage
  1.4 Students produce legible work that shows accurate spelling and correct punctuation and capitalization.

**MATHEMATICS**

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**Number Sense**

1.0 Students know the properties of, and compute with, rational numbers expressed in a variety of forms.

  1.2 Students add, subtract, multiply and divide rational numbers when they are calculating amounts and costs for projects and when designing sales and livestock projects to include beef, sheep, swine, goats, horses, poultry, and rabbits.

  1.3 Students add, subtract, multiply and divide rational numbers when they are calculating materials and costs for projects.

  1.7 Students compute markups and profit from livestock sales.
Algebra and Functions:
1.1 Students use expressions and equations to solve for quantities needed in their projects, such as feed, tack, housing, and equipment.

Statistics, Data Analysis, and Probability
1.0 Students make decisions about how to approach problems.
1.3 Students will understand the meaning of mean, median, and mode in reference to average daily gain, average feed consumption, and feed conversion to get an animal market ready.
3.2 & 3.3 Students compute feed conversions, feed to gain ratios, and average daily gains.

Mathematical Reasoning
1.0 Students make decisions about how to approach mathematical problems in livestock projects.
1.1 Students sequence information and the steps required for projects and identify important and/or missing information.
1.3 Students break down their livestock projects into simpler parts so that they can complete their projects using appropriate strategies.
2.0 Students use strategies, skills, and concepts in finding solutions.
2.1 Students formulate budgets and verify by looking actual cost items.
2.2 Students typically move from simple to complex projects, such as scale-up size in livestock projects.

BIOLOGY/LIFE SCIENCES CONTENT STANDARDS
Standard #1 Cell Biology: Fundamental life processes of plants and animals depend on a variety of chemical reactions that are carried out in specialized areas of the organism's cells.
1.b Students will understand that enzymes are proteins and catalyze biochemical reactions without altering the reaction equilibrium. The activity of enzymes depends on the temperature, ionic conditions and pH of the surroundings as seen in feed formulations and ingredients. I.D. Livestock Management II – Feeding Livestock

Standard #2 Genetics: Mutation and sexual reproduction lead to genetic variation in a population.
2.g Students will understand how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents. Application in breeding projects. Livestock Management I – Breeding Animal Evaluation

Standard #3 Multicellular Organism development: A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
3.a Students will understand how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance as demonstrated in selection of parents for breeding projects.
3.c Students understand how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes as demonstrated in selection of parents for breeding. Livestock Management I – Breeding Animal Evaluation

Standard #6 Ecosystem: Stability in an ecosystem is a balance between competing effects.
6.e Students will understand that a vital part of an ecosystem is the stability of its producers and decomposers as related to the composting and recycling of waste products from animals. L.M.1 -- Sanitary Practices

Standard #7 Gene Pooling: The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time.

7.a Students understand why natural selection acts on the phenotype rather than the genotype of an organism as demonstrated in their selection of the animal. L.M.1 -- Breeding Animal Evaluation

Standard #10 Disease: Organisms have a variety of mechanisms to combat disease.

10.b Students will understand the role of antibodies in the body's response to infection as seen in student problem solving of animal sickness.

10.c. Students will understand how vaccinations protects an individual from infectious diseases.

10.d Students understand there are important differences between bacteria and viruses, with respect to their requirements for growth and replication, the primary defense of the body against them, and effective treatment of infections they cause. L.M.1 -- Disease Prevention

CAREER PREPARATION: (All career preparation skills are integrated into individual units in the course outline)

I. Personal Skills – Students will understand how personal skill development affects their employability
   A. Positive attitudes
   B. Self-confidence
   C. Honesty
   D. Responsibility
   E. Initiative
   F. Self-discipline
   G. Personal hygiene
   H. Time management
   I. Lifelong learning

II. Interpersonal skills - Students will understand key concepts on group dynamics, conflict resolution and negotiation.
   A. Work cooperatively
   B. Accept supervision
   C. Assume leadership
   D. Show respect for others
   E. Sexual harassment laws
   F. Cultural diversity
   G. Thinking and problem-solving skills – Students exhibit critical and creative thinking skills, logical reasoning, and problem-solving. Applying basic skills
      1. Calculating
      2. Estimating
      3. Measuring
      4. Locate and organize information
      5. Interpret and follow directions from manuals, labels
      6. Analyze and evaluate information and solutions
   H. Communication skills – Students will understand principles of effective communication.
      1. Oral and written communication
      2. Listening skills
      3. Following and giving directions, asking direction
I. Employment literacy – Students will understand career paths and strategies for obtaining employment within their chosen field.
   1. Resumes
   2. Application forms
   3. Cover Letters
   4. Sources of employment information
   5. Interviewing
   6. Portfolio

J. Technology literacy – Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.
   1. Role of technology

ADDITIONAL ITEMS

ARTICULATION: None

ACADEMIC CREDIT: 5 Credits/Semester
Can be repeated for credit

INSTRUCTIONAL STRATEGIES: A variety of strategies and technologies are used including:
   - Lecture, Discussion, Demonstration
   - Group and individual research projects using the internet and Other resources
   - Content based tests
   - Field trips
   - Guest speakers

INSTRUCTIONAL MATERIALS:
   Textbooks – Modern Livestock and Poultry Production
   - FFA Record Books
   - School Farm
   - Fairgrounds
   - Breed magazines – Pacific Showcase
   - Grooming Equipment
   - Guest speakers – Feed Salesmen, Veterinarians, etc.
   - Fitting and Showing videos

CERTIFICATES: To earn ROP Certification for this course, the student must accomplish the following: (the competencies are attached)

DATE ORIGINATED/REVISED: June 1, 2009
Advanced Animal Science

Class Schedule and Units

The amount of time spent on the following units may vary depending on student progress and interests.

1. Overview of the livestock industry
2. Equine Husbandry
3. Cattle Husbandry
4. Swine Husbandry
5. Sheep Husbandry
6. Goat Production
7. Rabbit Husbandry
8. Chicken Production.
9. Specialty Animals

All units will address skeletal systems, digestive systems, selection, genetics, management practices, equipment, disease and parasite control, feeding, breeding, marketing and meat processing (if applies to species). Each unit will offer multiple hands on labs.
Templeton High School

Course Outline

Advanced Animal Science

A. Supervised Agriculture Experience
   1. Student Data Sheets
   2. Record Keeping
   3. Economics

B. FFA
   1. Leadership Activities
   2. Competitive Activities
   3. Advanced Degrees
   4. Project Proficiencies

C. Career Awareness
   1. Careers in Animal Science
   2. Resumes and Cover Letters

D. Beef
   1. Skeletal System
   2. Digestive System
   3. Selection
   4. Genetics
   5. Management Practices
   6. Equipment
   7. Disease and Parasite Control
   8. Feeding
   9. Breeding
   10. Marketing and Meat Processing
   11. Industry Trends

E. Sheep
   1. Skeletal System
   2. Digestive System
   3. Selection
   4. Genetics
   5. Management Practices
   6. Equipment
   7. Disease and Parasite Control
   8. Feeding
   9. Breeding
   10. Marketing and Meat Processing
   11. Industry Trends

F. Swine
   1. Skeletal System
2. Digestive System
3. Selection
4. Genetics
5. Management Practices
6. Equipment
7. Disease and Parasite Control
8. Feeding
9. Breeding
10. Marketing and Meat Processing
11. Industry Trends

G. Equine
   1. Skeletal System
   2. Digestive System
   3. Selection
   4. Genetics
   5. Management Practices
   6. Equipment
   7. Disease and Parasite Control
   8. Feeding
   9. Breeding
   10. Industry Trends

H. Goat
   1. Skeletal System
   2. Digestive System
   3. Selection
   4. Genetics
   5. Management Practices
   6. Equipment
   7. Disease and Parasite Control
   8. Feeding
   9. Breeding
   10. Marketing and Meat Processing
   11. Industry Trends

I. Poultry
   1. Skeletal System
   2. Digestive System
   3. Selection
   4. Genetics
   5. Management Practices
   6. Equipment
   7. Disease and Parasite Control
   8. Feeding
   9. Breeding
   10. Marketing and Meat Processing
   11. Industry Trends

J. Rabbit
1. Skeletal System
2. Digestive System
3. Selection
4. Genetics
5. Management Practices
6. Equipment
7. Disease and Parasite Control
8. Feeding
9. Breeding
10. Marketing and Meat Processing
11. Industry Trends
Intro to Ag Mechanics- Wood and Metal

Class Schedule and Units

The amount of time spent on the following units may vary depending on student progress and abilities.

1. FFA
2. Safety
3. Measuring
4. Reading and drawing project plans.
5. Electricity
6. Woodworking Skills
7. Welding and Oxyacetylene Cutting Skills
8. Plumbing
9. Equipment operation
10. Recordkeeping
11. Shop maintenance
12. Finals

All units will have a safety, tool and parts identification sub unit. Practical projects will also be incorporated into each unit.
Intro to Ag Mechanics - Wood

Class Schedule and Units

The amount of time spent on the following units may vary depending on student progress and abilities.

1. FFA
2. Safety
3. Measuring
4. Reading and drawing project plans.
5. Electricity
6. Woodworking Skills
7. Plumbing
8. Equipment operation
9. Recordkeeping
10. Shop maintenance
11. Finals

All units will have a safety, tool and parts identification sub unit. Practical projects will also be incorporated into each unit.
Templeton High School
Course Outline

Intro to Agriculture Mechanics

A. Supervised Agriculture Experience
   1. Student Data Sheets
   2. Record Keeping
   3. Economics

B. FFA
   1. Leadership Activities
   2. Competitive Activities
   3. Advanced Degrees
   4. Project Proficiencies

C. Career Awareness
   1. Careers in the Agriculture Mechanics Field
   2. Resumes and Cover Letters

D. Tool Safety
   1. Identification
   2. Safety
   3. Operation
   4. Maintenance

E. Measuring
   1. Common measuring methods
   2. Calculation Square Feet

F. Wood Selection
   1. Common Wood Products
   2. Lumber Types and Sizes
   3. Lumber Defects

G. Project Design
   1. Reading Plans
   2. Stock Layout
   3. Developing a bill of materials and cut list.
   4. Selecting Materials

H. Joining Stock
   1. Identify
   2. Select
   3. Implement

I. Finishing
   1. Sanding
   2. Staining
   3. Polishing a finish

J. Electricity
   1. Understand what is AC and DC
   2. Safety
3. Wire a Single Pole Switch

K. Plumbing
   1. Types
   2. Systems

L. Welding
   1. Safety
   2. Types
   3. ARC
Ag Mechanics- Woodshop
Class Schedule and Units

The amount of time spent on the following units may vary depending on student progress and abilities.

1. FFA
2. Safety
3. Measuring
4. Wood selection
5. Reading and drawing project plans.
6. Woodworking Skills
7. Equipment operation
8. Recordkeeping
9. Shop maintenance
10. Finals

All units will have a safety, tool and parts identification sub unit. Practical projects will also be incorporated into each unit.
Templeton High School

Course Outline

Wood I

A. Supervised Agriculture Experience
   1. Student Data Sheets
   2. Record Keeping
   3. Economics

B. FFA
   1. Leadership Activities
   2. Competitive Activities
   3. Advanced Degrees
   4. Project Proficiencies

C. Career Awareness
   1. Careers in the Woodworking Field
   2. Resumes and Cover Letters

D. Hand Tool Safety
   1. Identification
   2. Safety
   3. Operation
   4. Maintenance

E. Power Tool Safety
   1. Identification
   2. Safety
   3. Operation
   4. Maintenance

F. Measuring
   1. Common measuring methods
   2. Calculating Board Feet
   3. Calculation Square Feet

G. Wood Selection
   1. Common Wood Products
   2. Lumber Types and Sizes
   3. Lumber Defects

H. Project Design
   1. Reading Plans
   2. Stock Layout
   3. Developing a bill of materials and cut list.
   4. Selecting Materials

I. Joining Stock
   1. Identify
   2. Select
   3. Implement

J. Finishing
   1. Sanding
   2. Staining
   3. Polishing a finish
ROP Ag Construction - Wood
Class Schedule and Units

The amount of time spent on the following units may vary depending on student progress and abilities.

1. Overview of the Construction Industry
2. Safety
3. Industry Interviews (Guest speakers from the industry)
4. Measuring and basic math associated with construction.
5. Reading and drawing project plans.
6. Wood Selection
7. Electricity
8. Woodworking Skills
9. Plumbing
10. Equipment Operation
11. Recordkeeping
12. Shop Maintenance
13. Finals

All units will have a safety, tool and parts identification sub unit. Practical projects will also be incorporated into each unit.
Templeton High School

Course Outline

ROP Construction

A. Supervised Agriculture Experience
   1. Student Data Sheets
   2. Record Keeping
   3. Economics

B. FFA
   1. Leadership Activities
   2. Competitive Activities
   3. Advanced Degrees
   4. Project Proficiencies

C. Career Awareness
   1. Careers in the Construction Field
   2. Resumes and Cover Letters

D. Hand Tool Safety
   1. Identification
   2. Safety
   3. Operation
   4. Maintenance

E. Power Tool Safety
   1. Identification
   2. Safety
   3. Operation
   4. Maintenance

F. Measuring
   1. Common Measuring Methods
   2. Calculating Square Feet
   3. Calculating Lumber Volume

G. Wood Selection
   1. Common Wood Products
   2. Lumber Types and Sizes
   3. Lumber Defects

H. Project Design
   1. Reading Plans
   2. Stock Layout
   3. Developing a bill of materials and cut list.
   4. Selecting Materials

I. Steps to Building
   1. Plans, Specifications, and Codes
   2. Foundations
   3. Framing
   4. Roofing
5. Exterior Finishing

J. Electricity
   1. Tools
   2. Safety
   3. Basic Electrical Wiring Theory
   4. Installing the Service

K. Plumbing
   1. Tools
   2. Product Selection
   3. Systems
COURSE DESCRIPTION

COURSE TITLE: WELDING
CBEDS TITLE: Welding: Combination
CBEDS NO: 5616
COURSE ID NO: 168-03

JOB TITLES:
- Welder, Cutters, Solderers, and Brazers 51-4120
- Structural Metal Fabricators and Fitters 51-2040
- Tack Welder
- Production SMA Welder
- Production GTA Welder
- Production GMA Welder
- Production Machine Operator
- Construction Welder
- Welder Assembler
- Welder Fitter
- Maintenance Welder
- Owner/Operator Welder
- Welder Craftsperson
- Welding Foreman
- Welding Technician
- Welding Sales

COURSE DESCRIPTION:
The purpose of this course is to expand and enrich the welding curriculum and training in a sequence of welding instruction in the high schools. It provides the student a vocational approach to welding and is especially designed for those who have career interest in this field.

Students will have an opportunity to develop skill in a variety of welding processes common to this area. TIG, MIG, stainless steel, hard facing, cast iron, pipe, oxy-acetylene and plasma arc cutting are examples of units of instruction. Additional units offered are project design and layout, calculating bills of materials, and project fabrication.
# WELDING

## COURSE OUTLINE

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

<table>
<thead>
<tr>
<th>Class Hrs / Comm Hour</th>
</tr>
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<tbody>
<tr>
<td>10 hours</td>
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<td>20 hours</td>
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<td>30 hours</td>
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<td>5 hours</td>
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<tr>
<td>10 hours</td>
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<tr>
<td>180 hours</td>
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</tbody>
</table>

| I. Shop Safety         | 10 hours               |
|                       |                       |
| II. Arc Welding (SMAW) | 20 hours               |
| A. Review Basic Welding Applications/Positions |                       |
| B. Advanced Positions and Joints |                       |
| C. Welding Common Metals |                       |
| D. Electrodes |                       |
| III. Oxy-Acetylene Welding (OAW) | 20 hours               |
| A. Review Basic Techniques |                       |
| B. Brazing |                       |
| IV. Metal Inert Gas Welding (MIG) | 20 hours               |
| A. Principles and Set-Up |                       |
| B. Practice Basic Joints |                       |
| C. Spray, Globular, and Short Arc Transfer |                       |
| V. Tungsten Inert Gas Welding (TIG) | 34 hours               |
| A. Principles and Set-Up |                       |
| B. Practice Basic Joints |                       |
| C. Welding Aluminum, Magnesium, Stainless, Steel, and Cast Iron |                       |
| VI. Cutting Methods | 15 hours               |
| A. Flame Cutting |                       |
| B. Plasma Arc Cutting |                       |
| VII. Effects of Heat | 6 hours                |
| A. Distortion |                       |
| B. Heat Affected Zones |                       |
| VIII. Project Design | 30 hours               |
| A. Drawing and Interpreting Plans |                       |
| B. Material Selection |                       |
| C. Bill of Material Calculations |                       |
| D. Layout |                       |
| IX. Shop Procedures and Management | 10 hours               |
| X. Applied Mathematics | 5 hours                |
| XI. Careers | 10 hours               |
| XII. On the Job Training | 180 hours              |
A. Project Construction in Simulated Workplace Environment
B. Off Site Job Placement in Community Classroom

TOTAL HOURS 360 hours

CAREER PREPARATION: (All career preparation skills are integrated into individual units in the course outline)

I. Personal Skills - Students will understand how personal skill development affects their employability
   A. Positive attitudes
   B. Self-confidence
   C. Honesty
   D. Responsibility
   E. Initiative
   F. Self-discipline
   G. Personal hygiene
   H. Time management
   I. Lifelong learning

II. Interpersonal skills - Students will understand key concepts on group dynamics, conflict resolution and negotiation.
   A. Work cooperatively
   B. Accept supervision
   C. Assume leadership
   D. Show respect for others
   E. Sexual harassment laws
   F. Cultural diversity
   G. Thinking and problem-solving skills - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. Applying basic skills
      1. Calculating
      2. Estimating
      3. Measuring
      4. Locate and organize information
      5. Interpret and follow directions from manuals, labels
      6. Analyze and evaluate information and solutions
   H. Communication skills - Students will understand principles of effective communication.
      1. Oral and written communication
      2. Listening skills
      3. Following and giving directions, asking direction
   I. Employment literacy - Students will understand career paths and strategies for obtaining employment within their chosen field.
      1. Resumes
      2. Application forms
      3. Cover Letters
      4. Sources of employment information
      5. Interviewing
      6. Portfolio
   J. Technology literacy - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.
      1. Role of technology
ARTICULATION:
2+2 agreement with Cuesta College Welding program

ACADEMIC CREDIT:
N/A

INSTRUCTIONAL STRATEGIES:
Methods of instruction to include lecture, illustrated lecture, lecture discussion, demonstrations, directed study, video instruction, guest speakers, laboratory practicum, and the use of industrial welding technology.

Additional career skills will be emphasized through the implementation of a Supervised Occupational Experience Project. This will involve project fabrication for community orders, off site work experience projects, and welding maintenance of site equipment.

INSTRUCTIONAL MATERIALS:

2. Current/Up to date safety instruction videos.
3. Properly functioning/maintained welding equipment supporting the curricular areas which have been outlined.

CERTIFICATES:
All student completers receiving an 80 percent or higher grade evaluation, will receive a Certificate of successful completion indicating occupational competencies.

DATE ORIGINATED/REVISED:
January 27, 2003

APPROVED BY:
Santa Lucia Regional Occupational Program Joint Powers Board of Trustees on March 26, 2003.

California Department of Education, ROC/P Unit May 27, 2003.
Special equipment available for student use include: TIG, MIG, AC and DC welding machines, automatic and manual OAW cutting machines, and oxy-acetylene heating torches.

Upon satisfactory completion of group instruction students may be placed out in the community in businesses where commercial welding processes occur. Professional experience will be gained by working collectively with a skilled technician. Unique and individual techniques can be achieved by becoming involved daily with the operations in commercial welding industries. In addition to the experience gained, numerous references and contacts will be attained for future employment.

HOURS/CREDIT: 360-Hours

RECOMMENDED PREREQUISITES:

- Survey of Technology (Introduction to Welding)
- Principles of Welding Technology (Intermediate Welding Courses)

DATE ORIGINATED/REVISED: January 27, 2003
SANTA LUCIA REGIONAL OCCUPATIONAL PROGRAM

COURSE TITLE: COMPUTER AIDED DRAFTING
CBEDS TITLE: Computer Aided Drafting/Design
CBEDS NO: 5705
COURSE ID NO: 1702387

JOB TITLES:

<table>
<thead>
<tr>
<th>DOT NO.</th>
<th>JOB TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>017.281-014</td>
<td>Drafter, Apprentice</td>
</tr>
<tr>
<td>001.261-010</td>
<td>Drafter, Architectural</td>
</tr>
<tr>
<td>005.281-010</td>
<td>Drafter, Civil</td>
</tr>
<tr>
<td>017.261-026</td>
<td>Drafter, Commercial</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:

This program prepares students for an entry level position in CAD. Computer Aided Drafting replaces conventional drafting equipment with modern computer technology, reducing repetition and increasing production. Students in this class will spend the first semester involved in systematic exercises to develop understanding of CAD concepts and processes. The second semester will be spent completing advanced work to increase skills.

The class is recommended for juniors and seniors who have successfully completed one year of Basic Drafting and are interested in pursuing a drafting career.

HOURS/CREDIT: 180 Hours

RECOMMENDED PREREQUISITES:

- Required Coursework: Beginning Drafting

DATE ORIGINATED/REVISED: March, 2001

ATASCADERO@COAST UNION@LUCIA MAR@SHANDON@PASO ROBLES@ SAN LUIS COASTAL@TEMPLETON
SANTA LUCIA REGIONAL OCCUPATIONAL PROGRAM

COMPUTER AIDED DRAFTING

COURSE OUTLINE:

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment:

Class Hrs / Comm Hours

1. Orientation
   a. Course Description
   b. General Operating Procedures

2. Computer Aided Drafting Overview
   a. Introduction to CAD
   b. Basic System Operations

3. Coordinate Systems
   a. Cartesian
   b. Polar

4. Basic Entity Creation
   a. Lines
      1) solid
      2) broken
      3) center
   b. Circles
      a) Arcs
      b) Fillets

5. Entity Modification and Editing

6. Screen Control Commands

7. Dimensioning Techniques

8. Grids

9. Plotting

10. Entity Verification and Measurement

11. Moving, Rotating, and Mirroring
    a. Move Copy
    b. Mirror Copy
    c. Rotate Copy Angle
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>12.</td>
<td>Layering</td>
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<tr>
<td>13.</td>
<td>Symbol Libraries</td>
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<tr>
<td>14.</td>
<td>3-D CAD Survey</td>
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<tr>
<td>15.</td>
<td>Work World</td>
</tr>
<tr>
<td>a.</td>
<td>Job acquisition skills</td>
</tr>
<tr>
<td>b.</td>
<td>Employability</td>
</tr>
<tr>
<td>c.</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>16.</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td>a.</td>
<td>Logic</td>
</tr>
<tr>
<td>b.</td>
<td>Leadership</td>
</tr>
<tr>
<td>c.</td>
<td>Life-long learning</td>
</tr>
<tr>
<td>d.</td>
<td>Adaptability</td>
</tr>
</tbody>
</table>

Total Hours: 180

Student Evaluation
- Plates and Assignments
- Daily Work Record
- Quizzes and Tests
- Worker Value in the Workplace
- Extra Credit

CAREER PREPARATION: (All career preparation skills are integrated into individual units in the course outline)

I. Personal Skills—Students will understand how personal skill development affects their employability
   A. Positive attitudes
   B. Self-confidence
   C. Honesty
   D. Responsibility
   E. Initiative
   F. Self-discipline
   G. Personal hygiene
   H. Time management
   I. Lifelong learning

II. Interpersonal skills—Students will understand key concepts on group dynamics, conflict resolution and negotiation.
   A. Work cooperatively
   B. Accept supervision
C. Assume leadership
D. Show respect for others
E. Sexual harassment laws
F. Cultural diversity
G. Thinking and problem-solving skills – *Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. Applying basic skills:*
   1. Calculating
   2. Estimating
   3. Measuring
   4. Locate and organize information.
   5. Interpret and follow directions from manuals, labels
   6. Analyze and evaluate information and solutions
H. Communication skills – *Students will understand principles of effective communication:*
   1. Oral and written communication
   2. Listening skills
   3. Following and giving directions, asking direction
I. Employment literacy – *Students will understand career paths and strategies for obtaining employment within their chosen field:*
   1. Resumes
   2. Application forms
   3. Cover Letters
   4. Sources of employment information
   5. Interviewing
   6. Portfolio
J. Technology literacy – *Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance:*
   1. Roll of technology

**ADDITIONAL ITEMS**

**ARTICULATION:**
Lucia Mar – articulated with Cuesta College and Allan Hancock College
All other schools offering the class are articulated with Cuesta College.

**ACADEMIC CREDIT:**
Lucia Mar – Math

**INSTRUCTIONAL STRATEGIES:**
Demonstrations, Tutorials, Problem solving

**INSTRUCTIONAL MATERIALS:**
Auto CAD and the texts to match

**CERTIFICATES:**
ROP Certificate
SANTA LUCIA REGIONAL OCCUPATIONAL PROGRAM

Construction Technology

COURSE OUTLINE:

Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.

CLASSROOM INSTRUCTION PHASE

1. Orientation
   A. Rules, regulations, and requirements
   B. General Safety
   C. Good Work Practices
   D. Basic House Components

2. Blueprint Reading
   A. House Plan and its use

3. Building Layout
   A. Placement on Lot
   B. Leveling and squaring

4. Building Code
   A. City and County
   B. Inspections

LABORATORY PHASE

1. Foundation
   A. Types
   B. Forms
   C. Terminology
   D. Use of Transit

2. Concrete
   A. Chemical makeup
   B. Types
   C. Pouring techniques
   D. Physics (stress-strain)
   E. Engineering specifications

3. House floor and sill construction
   A. Layout
   B. Sill, posts, girders, joists, and sub-floor

Class Hrs/Comm Hrs
4. Floor plan layout
   A. Bottom plates, walls, and openings

5. Pre-assembly
   A. Roof trusses and framing
   B. Headers and cripples

6. Plumbing (oriented and supervised by a licensed contractor)
   A. Background
   B. Layout
   C. Tool use and care
   D. Code

7. Assembly
   A. Walls (studs, headers, etc.)
   B. Roof trusses or rafters
   C. Sheathing and insulation

8. Electrical (oriented and supervised by a licensed contractor)
   A. Layout
   B. Tool use and care
   C. Code

9. Roof
   A. Decking
   B. Shingles

10. Exterior Finish
    A. Window installation and doors
    B. Siding
    C. Painting

11. Interior
    A. Applying sheet rock, taping, texturing, and various other finishes
    B. Jambs, doors, and trim
    C. preparation for Cabinet installation
    D. Floor coverings

12. Clean-up
    A. Windows
    B. Check for defects and repair
    C. Wax and general clean-up for house

13. Open house, review, miscellaneous
14. Safety (this unit is integrated into all other units)

A. Introduction to OSHA
   - Purpose of act
   - Coverage of the OSHA act
   - Safe and healthy workplace and job requirements
   - Safe and healthy equipment and practices
   - Requirements of employer

B. Fire Safety/Protection
   - Fire protection program
   - Access to fire fighting equipment
   - Location of fire fighting equipment
   - How to put out a fire
   - When to call for help

C. Material Handling, Storage and Disposal
   - Stacking to prevent falling
   - Maximum safety load limits
   - Non compatible storage
   - Housekeeping
   - Disposal of waste materials
     - Solvent waste, oily rags and flammable liquids

D. Fall protection
   - Excavation walls, pits, or shafts
   - Dangerous equipment
   - Roofing equipment
   - Ladders
   - Scaffolds
   - Work platforms

E. Toxic and Hazardous Substance
   - Hazard communication program
   - MSDSs
   - Labeling requirements
   - Emergency procedures for spills
   - Medical information

F. Hand and Power Tools
   - Personal protective equipment
   - Power tool guarding
   - Abrasive wheels and tools
   - Pneumatic power tools
   - Basic rules for power tools
   - Hand tool safety

G. Concrete and Masonry
   - Reinforcing steel
   - Personal protective equipment
   - Eye, skin hazard

H. Electrical
- Lockout/tagout procedures
- Continuity test
- Flexible cords and extension cords

I. Ergonomic Safety
- Lifting
- Carrying
- Fatigue

I. Safety Zones
K. Personal Safety
- Foot ware
- Eye protection
- Head protection
- loose clothing
- hair
- jewelry

Total 360 hours

METHODS OF EVALUATION:
A. Written work and assignments
B. Work habits and skills

PHYSICAL FACILITIES AND EQUIPMENT BEYOND THE NORMAL CLASSROOM:
1. Circular saw (10" or larger)
2. Jointer (8" preferred)
3. Dowelling machine
4. Bandsaw
5. Cut-off saw (10", but larger preferred)
6. Router (and an adequate supply of cutters and attachments)
7. Machine sanders (portable)
8. Bench grinder
9. Drill press
10. Hand tools (assorted), also for related trades
11. Work benches
12. Other required equipment should the carpentry class be required to carry the main burden of related skills

CAREER PREPARATION: (All career preparation skills are integrated into individual units in the course outline)

I. Personal Skills – Students will understand how personal skill development affects their employability
A. Positive attitudes
B. Self-confidence
C. Honesty
D. Responsibility
E. Initiative
F. self-discipline
G. Personal hygiene
H. Time management
I. Lifelong learning

II. Interpersonal skills - Students will understand key concepts on group dynamics, conflict resolution and negotiation.
A. Work cooperatively
B. Accept supervision
C. Assume leadership
D. Show respect for others
E. Sexual harassment laws
F. Cultural diversity
G. Thinking and problem-solving skills – Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving.

basic skills
1. Calculating
2. Estimating
3. Measuring
4. Locate and organize information
5. Interpret and follow directions from manuals, labels
6. Analyze and evaluate information and solutions

H. Communication skills – Students will understand principles of effective communication.
1. Oral and written communication
2. Listening skills
3. Following and giving directions, asking directions

I. Employment literacy – Students will understand career paths and strategies for obtaining employment within their chosen field.
1. Resumes
2. Application forms
3. Cover Letters
4. Sources of employment information
5. Interviewing
6. Portfolio

J. Technology literacy – Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance.
1. Roll of technology
<table>
<thead>
<tr>
<th><strong>ADDITIONAL ITEMS</strong></th>
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<tbody>
<tr>
<td>ARTICULATION:</td>
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<tr>
<td>ACADEMIC CREDIT:</td>
</tr>
<tr>
<td>INSTRUCTIONAL STRATEGIES:</td>
</tr>
<tr>
<td>INSTRUCTIONAL MATERIALS:</td>
</tr>
<tr>
<td>CERTIFICATES:</td>
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</table>
ROP Agricultural Leadership is repeatable for 9th, 10th, 11th, and 12th grade students.

Templeton High School Agricultural Department Course Pathways:

Introduction to Ag. Science/Agr. Mechanics/Agr. Biology (9th Grade)

ROP Agriculture I
ROP Agriculture II
ROP Ag. Science
ROP Animal Science
ROP Animal Science (10th, 11th, 12th Grade)
ROP Farm Management
ROP Agriculture CAD I
ROP Agriculture CAD II
ROP Welding I
ROP Welding II
ROP Woodshop I
ROP Woodshop II
ROP Pre-Vet Animal Science
ROP Small Animal Management
ROP Horticulture Pathway (10th, 11th, 12th Grade)
ROP Ornamental Horticulture
ROP Landscape Designing
ROP Applied Horticulture
ROP Greenhouse Management
Description of Facilities

Templeton High School has three main components to the facilities:

The main Ag Science area is composed of an Agri-Science classroom and lab, a 24 station Computer lab (used in all areas of the curriculum), an “FFA Room” classroom with kitchen area, storage, computer, and department FFA files, and office area for two staff members. Outside the Agri-Science classroom there are two greenhouses, shade house, head house with storage area and soil bins, and an outdoor planting area. There are also outside landscaping plots that are used by the OH classes for outdoor labs.

The Ag Mechanics area shares the computer lab, a 3200 square foot metal shop with locker room and shower, a 2400 square foot wood shop, covered outside work area, a paint room, Ag Mechanics classroom, and office space for two staff members. An “Ag Quad” area connects the two halves of the complex and there are both men’s and women’s restroom facilities in the building. In addition, Templeton is the Cuesta North County Welding Campus which allows Templeton Agriculture Department students to use all of the welding equipment supplied by Cuesta College.

Our school farm area has approximately 5 fenced and gated acres with a beef unit, swine unit (with new additional storage), sheep pens, pole barn/show ring with holding pins, large pasture area, storage barn, greenhouse and shade area, outdoor planting boxes, rabbit facilities, fenced permanent pasture area, and a small orchard area.

Other main capital items include two crew cab pick-ups, one 8 passenger van, two gooseneck livestock trailers, two small livestock trailers, a utility trailer, towable beef scale and squeeze, 4WD Kubota tractor, 5 foot pto rototiller, and towable BBQ trailer.

All facilities are furnished with modern equipment that reflects equipment used in the industry.
Templeton High School Agriculture Department
Equipment and Materials Acquisition Schedule
2013-2014 School Year

2013-2014

- Build new barn at school farm
- Update CAD software for all 20 computers
- Expand material and storage facilities for the welding and wood shops

2014-2015

- Update CAD Lab with new computers (pay over next three years)
- Update shops as needed
- Purchase new truck to replace #14

2015-2016

- Update CAD Lab with new computers
- Update shops as needed
- Add additional pens at school farm

2016-2017

- Purchase new ag vehicle to replace truck #15
- Update facilities at school farm

2017-2018

- Purchase new plasma cam – 5’ x 10’ table
## 2013-2014 THS Agriculture Department
### Staff Assignments

<table>
<thead>
<tr>
<th>Department</th>
<th>Hildebrand</th>
<th>Thompson</th>
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### 2013-2014 THS Agriculture Department
#### Staff Assignments

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## 2013-2014 THS Agriculture Department

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2013-2014
Program of Activities

"Traditionally Aggie, Yet Undefined"
<table>
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<td>Chapter Officers' Greetings</td>
<td>1</td>
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<tr>
<td>About Our Officers</td>
<td>2-4</td>
</tr>
<tr>
<td>Advisory Biographies</td>
<td>5</td>
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<td>District and Site Information</td>
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<td>Market Steer Project Plan</td>
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Chapter Officers’ Greetings

Dear Templeton FFA Members and Supporters,

Traditionally we think of FFA as an organization based around raising livestock and farming. However, we are an organization with undefined boundaries. Whether it’s showing a pig at the fair or delivering a speech about antibiotic use, the FFA has an undefined number of opportunities for each and every one of us. We believe that we can live and work on a farm as well as have leadership skills that will better the future for not only ourselves, but for those around us.

Our 2013-2014 chapter theme is, “Traditionally Aggie, Yet Undefined.” This theme allows us to embrace our differences as agriculturists and expand upon traditions that have been established in our everyday lives and the agriculture industry. This year, we hope that you will join us and discover your undefined role in agriculture and the National FFA Organization.

Sincerely,

Vanessa Soto
2013-2014 Templeton FFA Chapter President
About Our Officers

President- Vanessa Soto

“This is my fourth year in the FFA and third year as an officer. I have participated in Creed Speaking, Job Interview, Opening & Closing Ceremonies, and am a member of the 2012 State Champion Livestock Judging Team. My SAE projects include swine production, market hogs, and market lambs. In my free time, I am dedicated to my breeding swine operation and look forward to expanding my herd and project in the future. I am very excited about the upcoming year as I will be serving as your Chapter President.”

Vice President- Anna Hinrichs

“I am currently a Senior at Templeton High School and it is my second year as a chapter officer. I have participated in Opening & Closing Ceremonies and competed in Job Interview this past year. I am also a member of the specialty animal judging team and grapevine pruning team. My SAE projects have included showing market goats and steers as well as working at my parents’ vineyard and tasting room. When not participating in FFA activities, I enjoy taking piano and karate lessons. I am excited to be serving as your Chapter Vice President and am looking forward to an amazing year!”
Secretary-Sierra Bryant

"Currently, a Senior, I am serving as your Chapter Secretary. This is my fourth year in the FFA and my third year as a chapter officer. I have participated in Creed Speaking, Best Informed Greenhand, Prepared Public Speaking, Opening and Closing Ceremonies, and am a member of the livestock judging team. My SAE projects include showing sheep and market hogs. In my free time, I enjoy playing the violin and hanging out with friends. I am thrilled to be serving you this year as your Secretary!"

Treasurer-Ally Reich

"I am currently a Junior and hold the office of Treasurer for Templeton FFA. This is my second year as an officer and I am excited! I have been a part of Opening & Closing Ceremonies and look forward to competing in Job Interview and Impromptu speaking in the upcoming year. My SAE projects this year included a replacement heifer and a market hog. Outside of the FFA, I enjoy working with my animals for fair and hanging out with friends. I am very excited to be serving as an officer in our Organization this year!"
Reporter- Kaela Cooper

“This is my second year in the FFA and first year as an officer. I have participated in Opening & Closing Ceremonies, and livestock judging. I also am looking forward to competing in the job interview contest. My SAE projects include beef production, where I enjoy working with my cattle and jackpotting on the weekends. In my free time, I also play soccer for Templeton High School and enjoy spending time with my family. I am very excited about the upcoming year as I will be serving as your Chapter Reporter!”

Sentinel-Ken Clouston

“I am currently a Senior and hold the office of Sentinel for Templeton FFA. This is my first year as an officer and I am excited! I have been a part of Opening & Closing Ceremonies and look forward to competing in Job Interview and welding team. My SAE projects this year included is contractors assistant and poultry production. I enjoy the ways of the FFA and wish to encourage others to be a part of the FFA and learn to exploit my energy to others. I am very excited to be serving as an officer in our Organization this year!”
Advisor Biographies

Chris Hildebrand

A graduate of Cal Poly with a major in Agriculture Business and a Master’s Degree in Agriculture Science, Mr. Hildebrand is a veteran teacher of seventeen years. Before THS, he taught at Morro Bay and San Luis Obispo High School. He will be teaching Welding and CAD I/II. He is also the beef cattle, sheep, and meat goat advisor and will be coaching the Welding CDE team this year.

Erin Thompson

Erin Thompson is an Animal Science graduate of Texas Tech University with a Master’s Degree in Agriculture Science from Cal Poly, San Luis Obispo. Her courses at THS include Floral Design, Agriculture Biology, Applied Horticulture, Veterinary Science, and Agriculture Leadership. Ms. Thompson is the swine, dairy goat, and small animal advisor and will be coaching the Livestock Judging Team, Grapevine Pruning Team, and Specialty Animal Judging Team, as well as working with her training FFA Leadership Contest Speakers.

Mr. Hildebrand and Ms. Thompson at State Conference.
Templeton Unified School District Information

Templeton Unified School District
960 Old County Road
Templeton, CA 93465
Phone (805) 434-5800
Fax (805) 434-5879

Templeton High School
1200 Main Street
Templeton, CA 93465
Phone (805) 434-5888
Fax (805) 434-0743

Templeton Unified School District Board of Trustees

Phil Keohen ........................................................................................................ President
Lisa Hammond .................................................................................................. Clerk
Kevin Hamers .................................................................................................. Member
Shirley Sigmund .............................................................................................. Member
Nelson Yamagata ............................................................................................. Member
Joe Koski ........................................................................................................... Superintendent

Templeton High School Administration

Andrew Cherry .................................................................................................. Principal
Nancy Needham ............................................................................................... Assistant Principal
Laura Clark ...................................................................................................... Site Secretary
Kat Elliott ........................................................................................................ Attendance Clerk
Sheila Delisle .................................................................................................. ASB Clerk
Donna Bruce ..................................................................................................... ROP Clerk

Templeton FFA Parent Support Club

The Templeton FFA Boosters is a group of parents, Templeton FFA alumni and community members who wish to support the FFA program. This group meets throughout the year to plan and carryout fund raising activities. The money raised by the FFA Boosters is used to support the students in the agriculture program throughout the year.

Fran Reich ........................................................................................................ President
Teresa Hinrichs ................................................................................................. Vice President
Brigid Rickard ................................................................................................ Secretary
David LaRue .................................................................................................... Treasurer
Templeton Agriculture Department Advisory Committee

The function of the Advisory Committee is to provide advice on the design, development, and operation of the Templeton High School Agriculture Department. Additionally, this committee provides support and evaluates the progress of the department. The Advisory Committee is comprised of representatives from the community, business industry, post-secondary educational institutions and parents.

John Wright ................................................................. President
Erin Thompson ........................................................... Secretary
Chris Hildebrand ........................................................ Member
Bob Cummings ............................................................ Member
Joanne Cummings ....................................................... Member
Jerry Clark ..................................................................... Member
Richard Gonzales ........................................................ Member
Hugh McCaffrey ........................................................ Member
Paul Lemos .................................................................. Member
Maureen Lemos .......................................................... Member

History of Templeton FFA

Templeton FFA became an incorporated chapter on January 15, 1930, with the following founding members:

Alvin Bergman
Erwin Bergman
Noel Bennett
Wilfred Borkey
Johnny Curletti
Walter Fieguth
Willard Gambil
Raymond Johnson
John Johntzen

Oswald Johntzen
Frank Ostini
Lester Plum
Arthur Swain
Vernon Swain
Kenneth Silber
Raymond Silber
Rudolph Wiebe
American FFA Degree Recipients

The American FFA Degree is the highest degree our organization can bestow up on its members. Qualifications for this degree are listed on page 37.

1939
Edgar Abramason

1978
Debra Paver

1979
Sean Dallaire

1981
Toni Mastan

1985
Jacky Coon
Becki Kaiser
David Sorrow

1986
Linda Solper

2000
Joyce Brown
Summer Hall

2008
Brian Bobson
Ashley Hop

2009
Matt Duhon
Lindsey Graham

2011
Blake Ginder
Nolan Hildebrand
Devon Pitts
Garrett Roth
Nicole Sonne
Matt Vierra

2012
Garrett Ballo
Raeann Heiner

2013
Kaley Hook
Nick Kennedy
Sam Clevenger
Cody Dye
Robert Easterbrook
Sara Hall
Amy Hanks
Cierra LaRue
Samantha Mackle
Matt Parker
Lainey Reich
Danica Reynolds
George Schmidt
Kayla Welcher
Brad Wright
State FFA Degree Recipients

The State FFA Degree is the highest degree our state organization can bestow upon its members. Qualifications for this degree are listed on page 36.

<table>
<thead>
<tr>
<th>1945</th>
<th>1968</th>
<th>1985</th>
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<tbody>
<tr>
<td>John Heousek</td>
<td>Tony Colombo</td>
<td>Jacky Coon</td>
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<tr>
<td>Edgar Abramson</td>
<td>Bill Phelps</td>
<td>Becky Kaiser</td>
</tr>
<tr>
<td>William Luther</td>
<td>Richard Colombo</td>
<td>David Sorrow</td>
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<tr>
<td>Barry Luther</td>
<td>Bill Terry</td>
<td>Linda Solper</td>
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<tr>
<td></td>
<td>Ruth Terry</td>
<td>1986</td>
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<td>1987</td>
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<td>1988</td>
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<tr>
<td>1945</td>
<td>1971</td>
<td>1989</td>
</tr>
<tr>
<td>John Heousek</td>
<td>Richard Colombo</td>
<td>Howard Brewen</td>
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<td></td>
<td>Bill Terry</td>
<td>Sean Dallaire</td>
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<td></td>
<td>Ruth Terry</td>
<td>Tim Hartzell</td>
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<tr>
<td></td>
<td></td>
<td>Lynn Miller</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debra Paver</td>
</tr>
<tr>
<td></td>
<td></td>
<td>James Sachs</td>
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<tr>
<td></td>
<td></td>
<td>Geralyn Vierra</td>
</tr>
<tr>
<td>1955</td>
<td>1976</td>
<td>1989</td>
</tr>
<tr>
<td>Merle Miller</td>
<td>Richard Ashley</td>
<td>Shawnna Anderson</td>
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<td></td>
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<tr>
<td>1956</td>
<td>1977</td>
<td>1992</td>
</tr>
<tr>
<td>James Gree</td>
<td>Joe Hamby</td>
<td>Jennifer Dickinson</td>
</tr>
<tr>
<td></td>
<td>Tony Wyatt</td>
<td>Charity Nerelli</td>
</tr>
<tr>
<td>1957</td>
<td>1978</td>
<td>1994</td>
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<tr>
<td>Gene Greer</td>
<td>Alan Alderson</td>
<td>Jaime Gibson</td>
</tr>
<tr>
<td>Carl Petersen</td>
<td>Eugene Hinson</td>
<td>1995</td>
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<tr>
<td></td>
<td></td>
<td>Ryan Casey</td>
</tr>
<tr>
<td>1959</td>
<td>1980</td>
<td>1996</td>
</tr>
<tr>
<td>Tom Mora</td>
<td>Maureen Johnson</td>
<td>Angeileen Garcia</td>
</tr>
<tr>
<td></td>
<td>Toni Mastan</td>
<td>Josh Muniz</td>
</tr>
<tr>
<td>James Claassen</td>
<td>Jane Caldwell</td>
<td></td>
</tr>
<tr>
<td>Ray Claassen</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>1984</td>
<td>1984</td>
<td>1984</td>
</tr>
<tr>
<td>Heidi Hall</td>
<td></td>
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</table>

Templeton FFA 2013-2014
<table>
<thead>
<tr>
<th>Year</th>
<th>Names</th>
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<tbody>
<tr>
<td>1997</td>
<td>Leah Tucker</td>
</tr>
<tr>
<td>1998</td>
<td>Lauri Bollinger, Theresa Casey, Leigh Wiley, Joyce Grown, Summer Hall</td>
</tr>
<tr>
<td>1999</td>
<td>Heather Graff, Shayna Muniz</td>
</tr>
<tr>
<td>2000</td>
<td>Sarah Elgin, Alana Estrada</td>
</tr>
<tr>
<td>2001</td>
<td>Jeanne Brown, Teresa Dellaganna, Tylene Hansen, Benjamin Rupert, Jamie Lynne Warren</td>
</tr>
<tr>
<td>2002</td>
<td>Ashley Brett, Jennifer Byford, Jessique Ghezzi, Emily Jeffers, Megan Smith, Kristina Spitale</td>
</tr>
<tr>
<td>2003</td>
<td>Brinnan Brooks, Steven Coon, Cassie Dellaganna, Sarah Hanks, Savanna Lewis, Bailey Veillette</td>
</tr>
<tr>
<td>2004</td>
<td>Joe DeClue, Melissa Dunn, Katie Elgin, Eric Graff, Parker Lindquist, Brianne Thompson</td>
</tr>
<tr>
<td>2005</td>
<td>Aaron Bollman, Heath Gallagher, Olivia Gonzalez, Ashley Hop, Courtney Minton</td>
</tr>
<tr>
<td>2006</td>
<td>Chanel Adams, Will Clevenger, Hattie Robertson</td>
</tr>
<tr>
<td>2007</td>
<td>Bryan Bobsin, Wesley Boneso, Matthew Duhan, Lindsey Graham, Patricia Harris, Chris Molina, Ashley Molnar, Morgan Molnar, Devon Pitts</td>
</tr>
<tr>
<td>2008</td>
<td>Kaellee Delisle, Kristy Graham, Brandon Pettis, Carsen Ramos, Katie Schasteen</td>
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<tr>
<td>2009</td>
<td>Ryan Elliott, Leah Harden, Nolan Hildebrand</td>
</tr>
<tr>
<td>2009 Cont'd.</td>
<td>Jordan James, Garrett Roth, Karrie Schasteen, Nicole Sonne, Matt Vierra</td>
</tr>
<tr>
<td>2010</td>
<td>Blake Ginder, Shane Heilmann, Raeann Heiner, Matt Parker</td>
</tr>
<tr>
<td>2011</td>
<td>Olivia Alba, Brandon Albright, Garrett Ballo</td>
</tr>
<tr>
<td></td>
<td>Morgan Butz, Julie Cappelutti, Sam Clevenger, Kelsey Corson, Morgan Dougherty, Cody Dye, Collin Frederick, Sarah Hall, Amy Hanks, Tanner Nixon, Kaley Hook, Phil James, Nick Kennedy, Cierra LaRue, Samantha Mackle, Brandon Orr, Lainey Reich, Danica Reynolds, Jacob Rosas, George Schmidt, Paige Veillette, Chase Welcher, Kayla Welcher, Brad Wright</td>
</tr>
</tbody>
</table>
Career Development Event Winners

Career Development Events (CDE) focus on student success outside of the classroom empowering them to think critically and perform effectively in a competitive world. A complete list of CDE teams available in Templeton FFA is listed on page 28.

2007
Livestock Judging Team: Wes Boneso, Will Clevenger, Brianna Hop, and Stephanie Crawford

2010
Agriculture Welding Team: Garrett Roth, Matt Vierra, Blake Ginder, and Kevin Kunz

2011
Agriculture Welding Team: Jesse Edelman, Nick Kennedy, Diego Alcantar, and Garrett Ballo

2012
Livestock Judging Team: Kayla Hildebrand, Amy Hanks, Vanessa Soto, and Kayla Welcher

2013 Cont’d.
Tanner Dye
Sierra Bryant
Caitlin Rusck
Gigi Herron
Karlee Delisle
Katherine Nowicki
Madelyn Finley
Mari Stewart
Ole Viborg

2012 Cont’d.
Sara Hall
Kayla Whitson
Tanner Westbrook
Jennifer Raminha
Camille Anderson
Tyler Arebalo
Evan Peterson

2013
Dianna Dawson
Anna Hinrichs
Cailyn Ortega
Vanessa Soto

2012
Jesse Edelman
Ali Einolander
Sabrina Dunn
Diego Alcantar
Kayla Hildebrand
Chase McKinny
Robert Easterbrook
Carly Roth
Rebecca Stockton
Margarita Rodriguez
Taylor Lindquist
Master/Superior Chapter Winner

The Superior Chapter Award is given annually to chapters which excel in three areas: Student Development, Community Development and Chapter Development.

1945 1997 2004
1951 1998 2005
1952 1999 2007
1957 2000 2008
1976 2001 2011
1988 2002 2012
1992 2003 2013

Leadership Awards & Roles

During the year, many Templeton FFA members choose to go above and beyond normal chapter involvement. These students may choose to serve advanced leadership roles in our organization such as seeking out higher office, or participating on various state committee projects.

1991
State Nominating Committee-Cecil Martinez

1993
State Nominating Committee-Charity Nerelli

2007
State Officer Candidate-Stephanie Crawford

2008
Regional Vice President-Morgan Molnar

2012
Regional Vice President-Kayla Welcher

2013
Regional Vice President-Kayla Hildebrand
Regional Sentinel-Sierra Bryant
State Nominating Committee-Kayla Hildebrand
State Program of Work Committee Chair-Sierra Bryant
National Delegate-Sierra Bryant
State Proficiency Winners

*Denotes National Finalist
**Denotes National Winner

Proficiency awards are available to those students who excel in the development of their Supervised Agriculture Experience (SAE) projects. Award descriptions start on page 39.

<table>
<thead>
<tr>
<th>Year</th>
<th>Category</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>Fish &amp; Wildlife Production</td>
<td>Alan Alderson</td>
</tr>
<tr>
<td>1999</td>
<td>Equine Entrepreneurship</td>
<td>Shayna Muniz</td>
</tr>
<tr>
<td>2000</td>
<td>Oil Crop Production</td>
<td>Shayna Muniz</td>
</tr>
<tr>
<td>2005</td>
<td>Sheep Production</td>
<td>Courtney Minton</td>
</tr>
<tr>
<td>2007</td>
<td>Landscape Management</td>
<td>Bryan Bobsin</td>
</tr>
<tr>
<td>2010</td>
<td>Wildlife Production</td>
<td>Garrett Roth*</td>
</tr>
<tr>
<td>2011</td>
<td>Sheep Production</td>
<td>Nolan Hildebrand**</td>
</tr>
<tr>
<td>2012</td>
<td>Agriculture Sales, Placement</td>
<td>Cody Dye*</td>
</tr>
<tr>
<td></td>
<td>Equine Production</td>
<td>Ali Einolander</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship</td>
<td>Samantha Mackle</td>
</tr>
<tr>
<td>2013</td>
<td>Wildlife Management</td>
<td>Karlee Delisle</td>
</tr>
</tbody>
</table>

Non-Member Award Recipients

May people have helped to make Templeton FFA excel throughout the years. This includes advisors, administrators, and counselors which we honor for their efforts.

<table>
<thead>
<tr>
<th>Year</th>
<th>Star Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>Bob Cummings, State Star Advisor</td>
</tr>
<tr>
<td>2001</td>
<td>Jerry Clark, Honorary American Degree Recipient</td>
</tr>
<tr>
<td>2006</td>
<td>Pat Casey, Honorary American Degree Recipient</td>
</tr>
<tr>
<td>2009</td>
<td>Maria Carroll, Regional Star Counselor</td>
</tr>
<tr>
<td></td>
<td>Jim Fotinakes, Regional Star Administrator</td>
</tr>
<tr>
<td>2010</td>
<td>Kelley Meece, Regional Star Counselor</td>
</tr>
</tbody>
</table>
## Star Award Recipients

Students who excel in specific areas may be able to apply for Star Awards at the Regional level. These students have shown excellence in a variety of areas.

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Bryan Bobsin</td>
<td>Regional Star in Ag Placement</td>
</tr>
<tr>
<td>2011</td>
<td>Nolan Hildebrand</td>
<td>Regional Star Farmer</td>
</tr>
<tr>
<td>2012</td>
<td>Kayla Hildebrand</td>
<td>Regional Star Reporter</td>
</tr>
<tr>
<td></td>
<td>Samantha Mackle</td>
<td>Regional Star in Ag Placement</td>
</tr>
<tr>
<td>2013</td>
<td>Kayla Hildebrand</td>
<td>Regional Star Reporter</td>
</tr>
<tr>
<td></td>
<td>Samantha Mackle</td>
<td>Regional Star in Ag Placement</td>
</tr>
<tr>
<td></td>
<td>Vanessa Soto</td>
<td>State Star Reporter</td>
</tr>
</tbody>
</table>

## State Scholarship Recipients

Academic excellence is a source of pride in our program. There are hundreds of scholarships available annually through both our State Association (www.calaged.org) and National Organization (www.ffa.org).

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>Cynthia Hanich</td>
<td>National FFA Foundation Scholarship</td>
</tr>
<tr>
<td>1999</td>
<td>Joyce Brown</td>
<td>National FFA Toyota Motor Sales Scholarship</td>
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<td></td>
<td>Shayna Muniz-California FFA Abbott Laboratories Scholarship</td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>Ali Einolander-California FFA Zenith Insurance Company Scholarship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taylor Lindquist-California FFA Mabel W. Jacks Memorial Scholarship</td>
</tr>
</tbody>
</table>
Templeton FFA Goals

Student Goal

Hold Annual Project Auction: To help the FFA Support Club raise funds to support chapter activities and to sell and showcase student generated agriculture mechanics projects.

1. Have at least 40 students participate and sell their shop built projects in the live auction.
2. To have a minimum of 300 dinner tickets sold for the activity.
3. To raise a minimum of $10,000.00 for the FFA Support Club through dinner ticket sales and raffle items.
4. To promote the activity through a minimum of 5 media appearances by FFA members participating in the event.
5. For the FFA Support Club to conduct a minimum of 6 planning meetings.

Plan of Action

1. (Sept.) FFA Parent Support Club to have their first planning meeting.
2. (Dec. thru May) Conduct planning and delegating meetings with the FFA Support Club.
3. (Dec.) Start the project planning phase with FFA Students participating in the auction and building of projects.
4. (Apr.) Start selling dinner tickets for the project auction.
5. (Apr.) Schedule media appearances on local radio stations to give an overview of Project Auction and sell tickets.
6. (May) Have all projects participating in auction be judged and placed. Judges will be local industry people.
7. (May) Conduct dinner and project auction fundraiser.

Chapter Goal

Implement Effective Committee System: To develop a committee system to better conduct events within the chapter.

1. Have at least 7 different chapter committees.
2. Have at least 1 different chairperson for each committee.
3. Increase chapter leadership participation by having over 10% of the chapter membership as a member of a chapter committee to coordinate and carry out chapter events.

Plan of Action

1. (Aug.) At FFA Officer Retreat, establish committees.
2. (Aug.) Chapter Vice President to design committee application for chapter members.
3. (Sept.) Distribute and advertise committee applications to agriculture classes.
4. (Sept.) Chapter officers collect and evaluate applications designating chairpersons and members.
5. (Sept.-Aug.) Chapter committee chairmen and members conduct chapter activities under designated committee titles.
Community Goal

Agriculture Information Day: To spread agriculture industry awareness and agriculture education awareness to local elementary school students.

1. Have 75% of the School Farm Management class and officer team participate in Ag Info Day.
2. To have students in grades K-2 visit the school farm for an interactive workshop about agriculture.
3. Target the workshop stations toward the 3 key areas of our Ag Department.
4. Offer tangible projects for each attendee to take home with them.

Plan of Action

1. (Feb.) Establish an itinerary for Ag Info Day and possible dates for hosting Ag Info Day at a morning officer meeting.
2. (Feb) Contact elementary school principal to coordinate the possible date.
3. (Mar.) Assign station managers for each of the stations and teams for each of the stations.
4. (Mar) Design a activity book with Ag facts in it to send home with each elementary student.
5. (Mar.) Have each team come up with curriculum for their workshops.
6. (Apr.) Have students present their workshops on during the School Farm Management class as a trial run.
7. (Apr.) Have grades K-2 classes come to the school farm for Ag Info Day. The School Farm Management class will be excused from school and spend the day presenting their workshops.
Templeton FFA 2013-2014 Chapter Calendar Dates

In addition to sectional, regional, and state FFA events, the Templeton FFA chapter hosts a wealth of additional activities which are open for all members to attend. Activities above the chapter level can be found at the California FFA website www.calaged.org.

August 24th Barn Tear Down Party 8AM School Farm
September 3rd Agriculture Information Night Meeting 6:30PM Ag Quad
September 23rd Drive Thru BBQ 4:30-6PM Ag Department

October 1st Chapter Degree Meeting and Ceremony 6:30PM MPR
October 7th Local Project Competition
October 30th-November 1st National FFA Convention Louisville, KY

November 5th Greenhand Degree Meeting and Ceremony 6:30PM MPR
November 11th-15th Clothe the Needy Drive
November 8th Local Creed Speaking and BIG Contest 3PM D6
November 23rd Smoked Turkey Sale 8AM Ag Department

December 3rd Gingerbread Holiday Meeting 6:30PM MPR
December 9th-13th Toys for Tots Drive
December 13th Morning Wave 7AM THS Campus

January 7th Mini Game Night 5PM-7PM D6
January 11th St Helena Vine Pruning Contest
January 17th Local Public Speaking Contest 3:15PM D6
January 18th Dinuba Vine Pruning Contest
January 24th-25th MFE and ALA Conference Monterey
January 25th Reedley Vine Pruning Contest

February 1st State Winter Judging Finals
February 6th Sectional Speaking Contest THS 4PM
February 17th-21st National FFA Week
February 19th Ice Cream Social 2PM D6
February 20th Teacher Luncheon D6
February 21st FFA Dance and Pageant 6:30PM-9PM Ag Quad

March 1st Chico State Field Day
March 4th March Chapter Meeting 6:30PM MPR
March 8th UC David Field Day
March 10th Drive Thru BBQ 4:30-6PM Ag Department
March 15th Merced College Field Day
March 20th Chapter Officer Applications Due 3PM Ag Advisor
March 22nd Dinuba Veterinary Science Contest
March 24th Chapter Officer Interviews 3PM D6
March 29th Modesto Junior College Field Day
March 30th State Degree and Proficiency Ceremony

April 1st Chapter Officer Elections 6:30PM MPR
April 5th Reedley College Field Day
April 10th State Speaking Finals Fresno
April 12th Fresno State Field Day
April 12th-15th State FFA Leadership Conference
April 25th Sectional Officer Applications Due
April 28th Ag Information Day School Farm Time TBD

May 3rd State FFA Judging Finals Cal Poly
May 8th Sectional Officer Elections THS 4PM
May 14th-18th Salinas Valley Fair
May 21st Chapter Banquet 6PM THS Gym
May 31st Project Auction 5PM Templeton Legion Hall
Incentive Points

Participating in activities within the FFA are greatly encouraged. For every activity a member participates in, they will be awarded points on an incentive system. At the conclusion of the school year, members will participate in an Incentive Points bowling night at Paso Bowl. The top 25 Incentive Points students will be given the opportunity to participate in the event. Points are awarded as follows:

Local/Chapter Events - 1 Point
Sectional Events - 2 Points
Regional Events - 3 Points
State Events/Field Days - 4 Points
National Events - 5 Points

Templeton FFA members enjoy a lovely game of bowling together at a chapter event.
Templeton FFA Committee Descriptions

The following descriptions are for the committees available for the 2013-2014 school year. The Committee Application is available at the end of this Program of Activities and is due annually on September 15th to an agriculture advisor. You may indicate on the application if you desire to serve as Committee Chair.

The responsibilities of the Committee Chair are to work hand-in-hand with the officer team to ensure that committee tasks are being completed in an orderly fashion. Committee Members report directly to their Committee Chair and work diligently to carry out chapter activities and functions.

**Ag Info Day -Chair:** Sierra Bryant

**Members:** Anna Hinrichs, Vanessa Soto, Ally Reich, Cailyn Ortega, Kaela Cooper, and Ken Clouston

This committee is open to freshman, sophomores, juniors, and seniors. Ag Info Day is designed to show local elementary school children what agriculture is about. Committee members are responsible for planning, setting up, and implementing the one day event which includes informational agriculture displays at the school farm.

**BBQ-Chair:** Tanner Dye

**Members:** Nick Hasch, Kris Rickard, Justin Haley, and Jack Baird

This committee is open to freshman, sophomores, juniors, and seniors. The BBQ Committee is in charge of all lunchtime BBQs, FFA Meeting BBQs and special BBQs. BBQ Committee duties include assisting in the planning, implementation, and clean-up of all BBQ functions. From time to time you will be excused from class in order to set up, but will only be allowed to do so if your grades and attendance are in good standing.
Community Service-Chair: Ally Reich

Members: Vanessa Soto, Sierra Bryant, and Anna Hinrichs

This committee is open to freshman, sophomores, juniors, and seniors. Community Service Committee duties include, but are not limited to, organizing and executing all chapter service activities including toy drives, canned food drives, and clothing drives. This committee is designed to not only take our usual community service projects above and beyond, but to also create at least one new project that may be continued in years to follow. Your time in this committee could also go towards community service hours and count as your Supervised Agricultural Experience Project under the Home and Community Development area.

Display and Decoration-Chair: Madelyn Finley

Members: Morgan Kingman, Lucy Portillo, Brittany Stanton, and Cailyn Ortega

This committee is open to freshman, sophomores, juniors, and seniors. Display and Decoration Committee duties include, but are not limited to, assisting with the design and creation of themed bulletin boards so that they are constantly updated to highlight various chapter events, making the calendars each month that go on the wall, dye-cutting letters, decorating the room for various holidays and events, and adding any other necessary décor to the classroom walls. This committee is also responsible for decorating for all chapter functions including the Chapter Banquet.

Scrapbook-Chair: Vanessa Soto

Members: Kaela Cooper and Ally Reich

This committee is open to freshman, sophomores, juniors, and seniors. Scrapbook Committee duties include, but are not limited to, working to help take pictures of chapter events, organizing scrapbook materials and pages, and helping to create the chapter scrapbook. You may be asked to attend specific FFA events in order to photograph. You will also be required to attend a couple scrap booking days (usually on the weekend or after school) at the request of the committee chair.
FFA Week-Chair:        Vanessa Soto

Members:        Anna Hinrichs, Lucy Portillo, Kaela Cooper, Ken Clouston, Julie Schmitz, Haley Simonin, and Kami Kaba

This committee is open to freshman, sophomores, juniors, and seniors. FFA Week Committee duties included helping plan, coordinate, and execute all FFA Week activities. You may be asked to help a little with each of these areas, or you may specialize in one or two. While the officer team will still work to organize parts of this week, you would be responsible for assisting with all activities and ensuring that the week runs smoothly and efficiently. Your assistance would only be required in February as FFA Week is a one-week, annual event.

Recruitment-Chair:        Anna Hinrichs

Members:        Haley Simonin, Clarissa Balle, Lucy Portillo, and Isaac Lindsey

This committee is open to freshman, sophomores, juniors, and seniors. Recruitment Committee duties include, but are not limited to, organizing and executing the Middle School Recruitment Day in the Spring, as well as developing various recruitment materials and projects throughout the year. Templeton FFA does not currently have many recruitment activities so this committee is free to develop new ideas and start new projects to recruit members.

Publicity-Chair:        Kaela Cooper

Members:        Vanessa Soto and Sierra Bryant

This committee is open to freshman, sophomores, juniors, and seniors. Publicity Committee duties include, but are not limited to, working to help take pictures of chapter events, writing news articles about our chapter for various sources, helping to create a chapter newsletter, and/or securing news, radio, or live publicity opportunities for the chapter. You may be asked to attend specific FFA events in order to photograph/write articles. You may be asked to help with each of these areas or you may specialize in one of the above activities. This committee could potentially count as your Supervised Agriculture Experience Project.
Thank You-Chair: Lucy Portillo

Members: Danielle Huseby and Brittany Stanton

This committee is open to freshman, sophomores, juniors, and seniors. Thank You Committee duties include, but are not limited to, writing all thank you notes, letters, and cards for the Templeton FFA Chapter, and/or developing thank you gifts. Members are required to have nice handwriting, as many thank yous will be done by hand. This committee is designed to keep an organized tally of all thank yous that need to be written so they can be done in a timely manner. You may also be required to order and organize gifts to go along with the cards. Many committee duties can be done at home.
## 2013-2014 Templeton FFA Chapter Budget

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<thead>
<tr>
<th>Monthly Meeting Activities and Supplies</th>
<th>Budgeted</th>
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<tbody>
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<tr>
<td>October</td>
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<tr>
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<tbody>
<tr>
<td><strong>Sub Total</strong></td>
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<td>CDE/Judging Team Support</td>
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<td>Officer Retreats</td>
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<td><strong>Sub Total</strong></td>
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| Grand Totals                            | **$22,895** | **$23,040** |
| Contingency                             | **$22,895** | **$23,040** |
| Contingency                             | $145      |        |

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Templeton FFA 2013-2014
Fundraising Activities

The Templeton FFA Chapter is a non-profit, self-supporting organization. The money made from our various fundraising efforts is used to finance FFA events and activities throughout the year.

**Plant Sales:** Each year, the Ornamental Horticulture Class, raises plants to sell at their plant sale. We have pre-sale tickets, and reserve the first two days of our sale for those who buy pre-sale tickets and then the last day; we have the sale open to the public.

**Floral Arrangement Sales:** Each Holiday, the Floral Design class, makes and sells themed flower arrangements. They pre-sell tickets and then in class make the arrangements for pick-up or delivery. Holidays include: Halloween, Thanksgiving, Christmas, Valentine’s Day, St. Patrick’s Day, and Mother’s Day.

**Drive Thru BBQs:** Each year, Templeton FFA has a Fall and Spring Drive-Thru BBQ. The day of the BBQ, students and parents meet to finish preparing. Students help by BBQing, making beans, mixing salads, packing the food, delivering the food.

**Project Auction:** Each Spring the Templeton FFA Parent Support Club puts on the Project Auction. Members spend time making welding and wood projects, which they are able to sell at the Project Auction. All profits go to the Parent Support Club in order for them to efficiently support our chapter and our members.
Community Service Opportunities

In an effort to make a positive difference in the community, the Templeton FFA Chapter actively participates in a number of community service activities each year. These activities allow FFA members to get involved and make the Templeton community a better place to live and work.

**Adopt a Soldier:** Templeton FFA holds its soldier drive in March. Through the Hero Box program, the chapter adopts a battalion overseas and communicates with them to receive a list of desired items. Students then bring in items off of the list where they are then packaged and shipped to the troops overseas.

**Agriculture Information Day:** Every Spring, Templeton FFA, puts on a fun, informational day at our school farm, for students grades Kindergarten to 2nd Grade. We teach the students about animals, by having a small petting zoo, as well as give them the materials needed to plant a pumpkin seed, and then show them how to do so. We have a dairy booth, where they are taught how to make butter, and a fun game called Guess What where they must figure out what they are touching.

**Clothe the Needy:** Annually, in the cold month of November, Templeton FFA holds its Clothe the Needy Drive. Members are encourage to bring new or gently used warm clothing. These items are delivered to the Templeton Community Services District where they are then distributed to needy families in the local community.

**Toys for Tots:** In December, Templeton FFA hosts a Toys for Tots drive, where we collect new toys to be distributed to those families less fortunate. At the conclusion of the drive, they toys are taken to the Templeton Community Service District office, in order to be distributed locally.
Career Development Teams and Leadership Speaking Contests

Throughout the year, members of the Templeton FFA Chapter participate in a variety of different events. A Career Development Event is an extension of the classroom and allows members to experience detailed instruction within a particular area of agriculture. In addition, participation in a Leadership Speaking Event helps students develop leadership skills and allows them to be recognized for their achievements. The following CDE and Leadership Speaking Events are available to students annually.

### Career Development Events
- Advanced Parliamentary Procedure
- Agriculture Welding
- Best Informed Greenhand
- Grapevine Pruning
- Livestock Judging
- Opening & Closing Ceremonies
- Veterinary Science

### Leadership Speaking Events
- Creed Speaking
- Extemporaneous Public Speaking
- Impromptu Speaking
- Job Interview
- Prepared Public Speaking

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Templeton FFA Livestock and Veterinary Science team members at the 2013 State FFA Judging Finals at Cal Poly
Introduction to the FFA

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

An integral part of the program of education in agriculture in the public schools system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November of 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business.

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural life. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Louisville, Kentucky and the California Association holds its annual conference at the Fresno Convention Center each April.
Mission and Strategies

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

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

The Agricultural Education Mission

The mission of Agriculture Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resource system.
FFA Code of Ethics

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

- Develop my potential for premier leadership, personal growth, and career success.
- Make a positive difference in the lives of others.
- Dress neatly and appropriately for the occasion.
- Respect the rights of others and their property.
- Be courteous, honest and fair with others.
- Communicate in an appropriate, purposeful, and positive manner.
- Demonstrate good sportsmanship by being modest in winning and generous in defeat.
- Make myself aware of FFA programs and activities and be an active participant.

- Conduct and value a supervised agricultural program.
- Strive to establish and enhance my skill through agricultural education in order to enter a successful career.
- Appreciate and promote diversity in our organization.

FFA Official Dress

The uniform worn by FFA members at local, state, and national functions is called official dress. It provides identity and gives a distinctive and recognizable image to the organization.

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping. Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.
Proper Use of the FFA Jacket

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below.

- The jacket is to be worn only by members.
- The jacket should be kept clean and neat.
- The back of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The front of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.
- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.

- The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
- The jacket should only be worn to places that are appropriate for members to visit.
- When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
- The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- A member should act professionally when wearing the official FFA jacket.
- Members should refrain from use of tobacco and alcohol when under age and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.
FFA Emblem

The National Emblem of the FFA is significant and meaningful in every detail. Used by members in all recognized units in the organization, it is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded or surmounted by the American eagle. Upon the face of the emblem appear the words, "Agricultural Education," and the letters, “FFA.”

- The **owl** is symbolic of wisdom and knowledge.
- The **plow** is the symbol of labor and tillage of the soil.
- The **rising sun** is emblematic of progress and the new day that will dawn when all farmers are trained and have learned to cooperate.
- The **cross section of an ear of corn** represents common agricultural interests since corn in native to America and grown in every state.
- The **eagle** is indicative of the national scope of the organization.
FFA Creed

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

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

I believe in leadership from ourselves and respect from others.

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

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

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

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

There shall be four degrees of active membership based on individual achievement. These are the Greenhand FFA Degree, Chapter FFA Degree, State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree.

Greenhand FFA Degree
To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

- Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
- Learn to explain the FFA Creed, Motto, Salute and the FFA Mission Statement.
- Describe and explain the meaning of the FFA emblem and colors.
- Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
- Demonstrate knowledge of the history of the organization, the chapter constitution and the bylaws, and the chapter Program of Activities.
- Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
- Submit written application for the Greenhand FFA Degree.

Chapter FFA Degree
To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following qualifications:

- Must have received the Greenhand FFA Degree.
- Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agriculture experience program, and be enrolled in an agricultural education course.
- Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
- Have earned and productively invested at least $150 by the members own efforts or worked
at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agriculture experience program.

- Have effectively led a group discussion for 15 minutes.
- Have demonstrated five procedures of parliamentary law.
- Show progress toward individual achievement in the FFA awards program.
- Have a satisfactory scholastic record.
- Submit a written application for the Chapter FFA Degree.

**State FFA Degree**

To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

- Have received the Chapter FFA Degree.

- Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
- While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
- Have earned and productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience program.
- Demonstrate leadership ability by:
  - Performing 10 procedures of parliamentary law
  - Giving a six-minute speech on a topic relating to agriculture or the FFA.
  - Serving as an officer, committee chairperson, or participating member of a chapter committee.
- Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
- Have participated in at least five different FFA activities above the chapter level.
American FFA Degree
To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:

- Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
- Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
- Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
- Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
- Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time.
- Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.
Proficiency Award Area Introduction

Proficiency award areas do not define supervised agricultural experience (SAE) programs. Rather, proficiency awards are an outgrowth of students’ SAE enterprises and learning activities conducted outside of regular class time. An SAE is a year-round developmental program that can be made up of multiple enterprises and activities, including entrepreneurial and/or placement enterprises, development of supplemental skills, learning activities and improvement projects impacting the student’s SAE, home, school or community. There are three categories of SAE programs:

- Research/Experimentation and Analysis – Conduct research and analyses information to discover new knowledge.
- Ownership/Entrepreneurship – Plan and operate an agriculture-related business.
- Placement – Work for an agriculture-related business or individual, either for par or for the experience

Definition of Key Terms

- Entrepreneurship: A student-owned enterprise where the student assumes responsibility for all financial and management decisions for the successful completion of the project or activity.
- Placement: A student works for a business or company for a salary, hourly wage or directed laboratory unpaid hours.
- Research/Experimentation: A student is responsible for research or experimentation design and implementation. The student accepts the risks and responsibility for the successful completion of the experiment or the quality of the research activity.
Proficiency Award Areas

Agricultural Communications – Entrepreneurship/Placement  Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio, TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. Student may also own and produce a agriculture related broadcast or show. This area also includes any use of technology (such as websites and blogs) aimed at communicating the story of agriculture.

Agricultural Education – Entrepreneurship/Placement  Related to education and extension, including, but not limited to: youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, students developing and conducting informational materials and presentations for civic organizations and school aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA.

Agricultural Mechanics Design and Fabrication – Entrepreneurship/Placement  Involves the design, and construction of agricultural equipment and/or structures or the structural materials selection and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

Agricultural Mechanics Energy Systems (Ag. Power) – Entrepreneurship/Placement  Involves the adjustments, repairs, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power. **NOTE:** Electrical wiring for general construction, restoration of tractors, general engine repair is more appropriately covered in other agricultural mechanics proficiency award areas.
Agricultural Mechanics Repair and Maintenance – Entrepreneurship  Student owns an enterprise or business involving the repair and maintenance of agricultural equipment, (including lawn equipment) and/or structures.

Agricultural Mechanics Repair and Maintenance – Placement  Student works for an employer or conducts research involving the repair and maintenance of agricultural equipment, (including lawn equipment) and/or structures.

Agricultural Processing – Entrepreneurship/Placement  Related Student owns the enterprise or business to assembling, transporting, processing, fabricating, mixing, packaging, and storing food and nonfood agricultural products. Programs may include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Non-food products could include by-products processing such as meat, bone, fish and blood meal, tallow, making compost, hides, processing of wool & cotton, cubing & pelleting of forages, producing bird seed and other pet foods. NOTE: Processing of forest products is no longer part of the Agricultural Processing area. See Forest Management and Products.

Agricultural Sales – Entrepreneurship  Student owns the enterprise or business, not covered in a more appropriate proficiency award category; may include enterprises such as: the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery and structures. Enterprises may also include the merchandising of crops, livestock, processed agricultural commodities, horticultural, or forestry items at either the retail or wholesale level.
Agricultural Sales – Placement Student works for an agriculture related business or does research and experimentation, not covered in a more appropriate proficiency award category, that includes sales of feed, seed, fertilizer, agricultural chemicals. Students may also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities may also include the merchandising of crops, livestock, processed agricultural commodities, horticultural, or forestry items at either the retail or wholesale level.

Agricultural Services – Entrepreneurship/Placement Category involves students owning enterprises, working in an agricultural business or does research and experimentation, not covered in any of the existing award categories. The category includes enterprises such as: custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, horseshoeing, taxidermy services, auction services including working or owning the auction house, custom and contract feeding services or other appropriate services offered through agricultural enterprises. Student applying for placement in agricultural services must work for company or individual whose key function is to provide agricultural services. NOTE: Activities related to lawn care, landscaping, mowing or other landscape and care activities are not included in this area. Students with these types of enterprises or activities need to apply in other more appropriate areas related to turf care, horticulture or nursery landscape.

Agriscience Research – Animal Systems Research into the study of animal systems, including life processes, health, nutrition, genetics, management and processing through the study of small animals, aquaculture, livestock, dairy, horses and/or poultry.

Agriscience Research – Plant Systems Research into the study of plant life cycles, classifications, functions, practices, through the study of crops, turf grass, trees and shrubs and/or ornamental plants.
Agriscience Integrated Research Systems (must fit one of the following descriptions)

- **Diversified Research** - Research studies into two or more of the other research areas.

- **Environmental Service Systems/Natural Resource Systems Research** - Research into the study of systems, instruments and technology used in waste management and their influence on the environment.

- **Food Products and Processing Systems Research** - Research into the study of product development, quality assurance, food safety, production, sales and service, regulation and compliance and food service within the food science industry.

- **Power, Structural and Technical Systems Research** - Research into the study of agricultural equipment, power systems, alternative fuel sources and precision technology as well as woodworking, metalworking, welding and project planning for agricultural structures.

- **Social Sciences Research** - Research of leadership, personal growth and career success skills necessary for a chosen profession while effectively contributing to society.

**Beef Production – Entrepreneurship**  
Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef.

**Beef Production – Placement**  
Student works for a livestock producer or does research and experimentation applying the best management practices available to efficiently produce and market beef. Student may work for a wage or may work in a directed laboratory setting.

**Dairy Production – Entrepreneurship**  
Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.
Dairy Production – Placement  Student works in the dairy cattle industry or does research and experimentation applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.

Diversified Agricultural Production – Entrepreneurship/Placement  Involves the use of the best management practices available to produce and market a combination of two or more livestock and crop related proficiencies. Must include at least one livestock and at least one crop related proficiency.

Diversified Crop Production – Entrepreneurship  Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies areas such as: grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

Diversified Crop Production – Placement  Student works for a crop producer or does research and experimentation that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies such as: grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

Diversified Horticulture – Entrepreneurship  Student owns an enterprise or business that applies the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: Floriculture, Landscape Management, Nursery Operations, or Turf Grass Management.
Diversified Horticulture – Placement  Student works for a crop producer or does research and experimentation that applies the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: Floriculture, Landscape Management, Nursery Operations, or Turf Grass Management.

Diversified Livestock Production – Entrepreneurship  Student owns the enterprise that applies the best management practices available to efficiently produce and market livestock from two or more the livestock related proficiency award areas such as beef, dairy, swine, equine, sheep, specialty animals, small animal production, or poultry.

Diversified Livestock Production – Placement  Student works for a business or does research and experimentation that applies the best management practices available to efficiently produce and market livestock from two or more the livestock related proficiency award areas such as beef, dairy, swine, equine, sheep, specialty animals, small animal production, or poultry.

Emerging Agricultural Technology - Entrepreneurship/Placement  Involves students gaining experiences in new and emerging agricultural technologies, such as agriscience, biotechnology lab research, computers and other new and emerging technologies that are not covered in any of the existing award categories.

Environmental Science and Natural Resources Management – Entrepreneurship/Placement  Students receive practical experiences concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include management of agriculture waste, recycling of agriculture products, environmental clean-ups, conservation corps, agricultural energy usage, multiple uses of resources, land use regulations including soil, water and air quality, preservation of wetlands, shorelines and grasslands, wildlife surveys, erosion prevention practices, public relations and education concerning pollution.
Equine Science – Entrepreneurship  Student owns an enterprise or business providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member.

Equine Science – Placement  Student works for an employer or does research and experimentation providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member.

Fiber and Oil Crop Production – Entrepreneurship/Placement  Student owns the enterprise, works for a business or does research and experimentation that includes the best management practices available to efficiently produce and market crops for fiber and/or oil; such as, cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

Food Science and Technology – Entrepreneurship/Placement  Student owns the enterprise, works for a business or does research and experimentation that provides experience in the applying microbiology and biochemistry or food product research and development to improve taste, nutrition, quality and/or value of food. Programs could include research, development of new products, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom/lab facilities, or by testing milk or other foods for quality and safety. NOTE: Food Science is not processing of food products, marketing or sales of food products, or food preparation and/or service.
Forage Production – Entrepreneurship/Placement  Includes the best management practices available to efficiently produce and market crops for forage such as: sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages, and all pastures.

Forest Management and Products – Entrepreneurship/Placement  Includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, Forest Service, making and selling cedar shakes and firewood, and wood chips/mulch.

Goat Production – Entrepreneurship/Placement  Involves the use of the best management practices available to efficiently produce and market all goat products.

Grain Production – Entrepreneurship  Student owns an enterprise or business—that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye.

Grain Production – Placement  Student works for a crop producer or grain production related business or does research and experimentation that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye.
Home and/or Community Development – Entrepreneurship/Placement Activities that involve improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

Landscape Management – Entrepreneurship/Placement Includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

Nursery Operations – Entrepreneurship/Placement Provides students with job-entry experience in areas such as turf, plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

Outdoor Recreation – Entrepreneurship/Placement Strives to develop outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises are vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where member does not own or manage animals.

Pomology Production – Entrepreneurship/Placement Includes the best management practices available to efficiently produce and market crops for fruit such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, nuts and all common fruits. (Pome Fruits include apples, mayhaws, and pears. Stone fruits include peach, nectarine, plum, apricot and cherry).
Poultry Production – Entrepreneurship/Placement  Includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

Sheep Production – Entrepreneurship/Placement  Includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

Small Animal Production and Care – Entrepreneurship/Placement  Includes the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, etc. and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, groomer, dog trainer, providing pet sitting services or working at a kennel. Also a student could be volunteering their time for a companion animal, such as a guide dog.

Specialty Animal Production – Entrepreneurship/Placement  Applies the best management practices available to efficiently produce and market specialty animals within the U.S. Agriculture industry. Students in the specialty animal production proficiency area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award categories. Specialty animals can include the following: aquaculture, bees, goats, mules, donkeys, miniature horses, mink, meat rabbits or rabbits bred for fur or show, worms, ostriches, emus, alpacas or llamas. Placement experiences could include zoo worker or placement at any specialty animal facility. In their supervised work experience, students will participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment.
Specialty Crop Production – Entrepreneurship/Placement  Applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories, such as: sugar beets, dry edible beans, gourds, tobacco, specialty corns (popcorn, white corn, Indian corn), all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of crop seed, or field or greenhouse production of flowers (fresh and dried), foliage, and related plant materials for ornamental purposes.

Swine Production – Entrepreneurship  Student owns the enterprise that applies the best management practices available to efficiently produce and market swine.

Swine Production – Placement  Student works for an employer or does research and experimentation that applies the best management practices available to efficiently produce and market swine.

Turf Grass Management – Entrepreneurship/Placement  Involves the planting and maintaining of turf for outdoor beautification, providing a lawn-mowing service, improvement of recreational areas, sod produced for sale, and sport field or golf course management.

Vegetable Production – Entrepreneurship  Student owns the enterprise that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

Vegetable Production – Placement  Student works for an employer or does research and experimentation that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.
Veterinary Science – Entrepreneurship/Placement includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to: hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

Viticulture Production - Entrepreneurship/Placement includes the best management practices available to efficiently produce and market crops for grape production.

Wildlife Production and Management - Entrepreneurship/Placement student owns the enterprise works for an employer or does research and experimentation that strives to improve the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping. Fish & Wildlife departments, Forest Service, Department of Natural Resources or the stocking of fish and wildlife. Wildlife ducks, geese, quail and pheasants are eligible if used as an income enterprise.
Templeton FFA Committee Application

Please complete application neatly, using a pen, and turn in to Mr. Hildebrand or Ms. Thompson by September 15th. If applying for more than one committee, please fill out a separate application for each committee.

Committee* applying for:

* Community Service  FFA Week
   BBQ  Publicity
   Thank You  Scrapbook
   Ag Info Day  Display and Decoration

Do you wish to be considered for Committee Chair (Circle one)  Yes  No

Name__________________________________________ (first and last)

Age_________ Grade_________

Address__________________________________________

Cell Phone Number_________________ Home Phone Number_________________

Please list the top 3 FFA activities you have been involved in

1__________________________

2__________________________

3__________________________

Please list 3 non-FFA activities you have been involved in

1__________________________

2__________________________

3__________________________

Why are you interested in becoming a committee chair/member?

____________________________________________________________________

____________________________________________________________________

I have read all the above responsibilities of the committee for which I am applying, and if selected, I agree to abide by those guidelines and make myself available when needed so that the committee can run as smoothly as possible.

__________________________________________ __________________________
Student Signature  Date

__________________________________________ __________________________
Parent/Guardian Signature  Date
GREENHAND FFA DEGREE APPLICATION

Templeton FFA

Name of Candidate: ________________________________

Place a check in the Yes or No box.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am enrolled in an agriculture class.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I have learned and can explain the FFA Creed, motto, salute and FFA Mission</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I can describe and explain the meaning of the FFA emblem and colors.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I can demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I can demonstrate knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter POA.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I have access to the Official FFA Manuel and the FFA Student Handbook.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I am submitting a written application for the Greenhand FFA Degree.</td>
<td></td>
</tr>
</tbody>
</table>

Date Submitted: ______________________________________

Candidate's Signature: ________________________________

Advisor's Signature: ________________________________
Name of Candidate:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have earned my Greenhand FFA Degree.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I have (or will) completed 2 years of agricultural classes.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I have an SAE program / SAE program plan. My SAE earnings and investments total at least $150 or I have invested 45 hours outside of class time in my</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I have led or participated in a 15-minute group</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I have demonstrated 5 procedures of parliamentary law</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I am progressing toward individual achievement in the FFA award program.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I have a satisfactory scholastic record.</td>
<td></td>
</tr>
</tbody>
</table>

Date Submitted: __________________________

Candidate's Signature: __________________________

Advisor's Signature: __________________________

Templeton FFA 2013-2014
Templeton FFA

California State FFA Leadership Conference Application

DUE DECEMBER 13th TO THE AGRICULTURE OFFICE

APPLICATION SHOULD BE COMPLETED NEATLY IN INK OR RETYPED

The State FFA Leadership Conference occurs on April 12th-15th, 2014. The registration cost for the conference is approximately $120 and DOES NOT include hotel expenses and most meals. If selected to attend, student will need to make a non-refundable deposit in the amount of $120 to the ASB Office by January 15th. Students will be notified over the winter break via email if they have been selected. DO NOT MAKE PAYMENT UNTIL YOU HAVE BEEN NOTIFIED BY AN ADVISOR. If you require additional information regarding the conference, please contact Erin Thompson at ethompson@templetonusd.org or 215-6018.

Name: ___________________________ Grade: _____
(First and Last Name) (9, 10, 11, 12)

Email Address: ________________

Current GPA: ________________ (Must have a CURRENT CUMULATIVE GPA of 2.5 or better with C or better grade in agriculture courses)

T-Shirt Size: ________________ If selected, do you desire to serve as a delegate? ____________

*Delegates will only have to pay ¾ of conference registration fee

Why do you wish to attend the California State FFA Leadership Conference?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
If selected to attend, how will you use the experiences gained to better your chapter and advance your FFA Leadership position?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Top 5 FFA conferences, offices held, or activities

1)

2)

3)

4)

5)

By submitting and signing this application, both the student and parents know that, if selected, student must make a non-refundable deposit of $120 to the ASB office by January 6th.

________________________________________________________________________________________

Student Signature  Date  Parent Signature  Date

Templeton FFA 2013-2014
Templeton FFA
Made for Excellence and Advanced Leadership Academy Application
DUE OCTOBER 11th TO AGRICULTURE DEPARTMENT

CONFERENCE DATE IS January 24th thru the 25th AT THE EMBASSY SUITES IN MONTEREY

Made for Excellence (MFE): “ADVENTURE U” is the theme for the 2014 MFE. This conference is targeted towards Sophomore FFA members. Conference objectives are to explore community leadership opportunities, investigate personal strengths and interests as well as explore character development.

Advanced Leadership Academy (ALA): Conference focuses on Junior and Senior members. Major topics include the agriculture industry and exposes members to industry leaders and organizations and how the FFA works with these agencies to promote agriculture and bring attention to current issues.

Name: ___________________________________________ Grade: _____ Conference Choice: ____________________________
(First and Last Name) ____________________________ (10, 11, 12) ____________________________ (MFE or ALA)

Current GPA: ____________ (Must have a CURRENT CUMULATIVE GPA of 2.5 or better with C or better grade in agriculture courses)

T-Shirt Size: ____________

Why do you wish to attend the MFE or ALA Conference?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Top 5 FFA conferences, offices held, or activities

1) ____________________________________________
2) ____________________________________________
3) ____________________________________________
4) ____________________________________________
5) ____________________________________________

By submitting and signing this application, both the student and parents know that, if selected, student must make payment to ASB Office in the amount of $75 by November 1st.

Student Signature ____________________________ Date ____________ Parent Signature ____________________________ Date ____________
Templeton FFA Officer Application

To be considered applications must be completed and returned to an FFA Advisor by Thursday, March 20th, 2014. Officer screening and slating will take place on March 24th at 3PM in room D6. Officer elections will take place at the FFA meeting on April 1st at the monthly FFA Meeting. At the FFA Meeting you must be dressed in official FFA uniform, be ready to present a 2 minute speech, with no props or visual aids, and answer questions. Application must be typed or printed in black ink.

Name: ________________________________________________

Phone Number: __________________________________________

Current Ag Class and Instructor: _______________________________

Year in school: _______ Cumulative GPA: _______ Highest FFA Degree Held: ________________

What are your top two choices for FFA office? 1st: ____________________________

2nd: ____________________________

Are you willing and able to enroll in Agriculture Leadership? ________________

You must attend the Chapter Officer Retreat in June. Are you able to attend this retreat? __________

Do you understand the commitment for FFA Chapter office and will you make a priority to attend all FFA Activities? ________________________________________

Please list your top 5 FFA Activities

1) ______________________________________________________

2) ______________________________________________________

3) ______________________________________________________

Describe your SAE project.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Why do you think you are a good candidate to be a Templeton FFA Chapter Officer?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List and describe your 3 best leadership qualities.

1)_____________________________________________________________________

2)_____________________________________________________________________

3)_____________________________________________________________________

Are you involved in any clubs, sports, teams, or any other extracurricular activities? If so what are they, and how will you have enough time to fulfill your responsibilities to the FFA?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What would be your number 1 goal if elected for Chapter Office?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Signature Page
(Must be completed and returned with the Application)

Student Signature Section:
I have read and reviewed my application for Templeton FFA Chapter Officer and believe that the information I have provided is correct and accurate.

Applicant’s Signature ___________________________ Date ____________

Teacher Recommendation Section: (Cannot be an Agriculture Teacher)
I have read and reviewed this application for Templeton FFA Chapter Officer and I believe that the information is correct and accurate. I recommend this student for a leadership position with the Templeton FFA.

Teacher’s Signature ___________________________ Date ____________

Parent and/or Guardian Signature Section:
I have read and reviewed the information on this application for Templeton FFA Chapter Officer with my son/daughter and believe it to be correct and accurate. I approve for my son/daughter to apply for a Templeton FFA Chapter Officer and will support their participation in FFA activities if elected.

Parent/Guardian Signature ___________________________ Date ____________

* If you have any questions regarding this application please feel free to call an FFA Advisor; Ms Thompson or Mr. Hildebrand, at 434-5850
Templeton FFA
California Mid-State Fair Participation Contract

Understand that in order to participate in the CMSF as a member of the Templeton FFA, you must meet the following requirements:

1. I must follow the Templeton High School eligibility for extra/co-curricular activities, and can be excluded from showing if on a 2 week suspension.
2. I must purchase or acquire an Official FFA jacket and tie/scarf.
   1. If showing for my second year with Templeton FFA I will purchase my own Official FFA Jacket.
3. I will participate in at least 10 FFA Activities during the school year.
   1. at least 3 being FFA monthly meetings.
   2. at least 2 being FFA Fundraisers.
4. I will not miss (unexcused) more than one weigh day or project visit from the time my animal is purchased through the end of the fair. If going to miss a practice, I will call my advisor at least 24 hours prior to the scheduled practice/weigh-in.
5. I will do the work involved on this project myself.
6. I will follow the recommendations for my project as set forth by the advisors and will consult with them regarding any changes made in the management of my project prior to making the change in management.
7. I will purchase insurance for my animal if it is kept at the THS School Farm.
8. I understand that I must maintain a 2.0 GPA with NO F's or U's at all times during this project. If I fail to maintain a 2.0 GPA with NO F's or U's, I will no longer be eligible to attend the fair with my animal and the financial implications will be my own responsibility.
9. Attendance irregularities (such as truancies) and/or disciplinary problems (including ag and other teachers) at school are sufficient cause for ineligibility to take an animal to the fair.
10. Project leaders may have additional rules and contracts.

Prior to receiving your fair check students must complete the following to the FFA advisor’s approval by September 1st:

   Complete/Up to Date FFA Record Book
   Buyer’s Thank You Letter
   Payment of any bills that have been incurred including feed costs, veterinary expenses, or animal loans.
   Cleaning of Templeton School Farm Facilities and fair equipment.
   Failure to submit information to Advisor by September 1st will allow check distribution to be made at the convenience of the Advisor.

Note: The Templeton High School Agriculture Department DOES NOT provide transportation to
or from the fair grounds, nor do they provide housing at the fair. It is the parents' responsibility to provide this along with supervision of students during the fair. Agriculture teachers will be present for AM and PM feedings as well as on the premises throughout the day, but WILL NOT be responsible for caring for students the entire time. Feedings are typically at 6AM and 6PM but will vary depending on the days' schedule. Additionally, students will have set barn duty assignments where they are required to stay in the barn. Each student is to check on his/her own animal ever hour. The primary responsibility of the student during the fair is to care for his/her animal as well as help other chapter members and support other species during the show.

If you have any questions please contact an advisor at 805-434-5850.
CMSF Exhibitor Contract/Information Sheet

Please detach this sheet from the rest of the packet. This paper is due to an Advisor by February 1st

Student Name: ___________________________ Phone: ___________________________

Parent Name: ___________________________ Phone: ___________________________

Parent Email Address: ___________________________

Student Email Address: ___________________________

Species to be shown: ___ Lamb ___ Steer ___ Heifer ___ Goat ___ Pig

I will need assistance in obtaining my animal: _____ Yes _____ No

If answered “no”, I will be getting my animal from: ___________________________

I will be housing my animal at the following location: (place an X next to one)

_____ School Farm (must submit school farm contract with this sheet)

_____ Other (Please list address below)

I understand and agree to the attached contract and realize that failure to follow these rules will result in my advisor not signing entry papers for my animal to be entered in the fair or my advisor may pull my entry papers.

_________________________ ___________________________
Student Signature Date

_________________________ ___________________________
Parent/Guardian Signature Date

62 | Templeton FFA 2013-2014
Templeton FFA
Salinas Valley Fair Participation Contract

Understand that in order to participate in the SVF as a member of the Templeton FFA, you must meet the following requirements:

1. I must follow the Templeton High School eligibility for extra/co-curricular activities, and can be excluded from showing if on a 2 week suspension.
2. I must purchase or acquire an Official FFA jacket and tie/scarf.
   1. If showing for my second year with Templeton FFA I will purchase my own Official FFA Jacket.
3. I will participate in at least 10 FFA Activities during the school year.
   1. at least 3 being FFA monthly meetings.
   2. at least 2 being FFA Fundraisers.
4. I will not miss (unexcused) more than one weigh day or project visit from the time my animal is purchased through the end of the fair. If going to miss a practice, I will call my advisor at least 24 hours prior to the scheduled practice/weigh-in.
5. I will do the work involved on this project myself.
6. I will follow the recommendations for my project as set forth by the advisors and will consult with them regarding any changes made in the management of my project prior to making the change in management.
7. I will purchase insurance for my animal if it is kept at the THS School Farm.
8. I understand that I must maintain a 2.0 GPA with NO F’s or U’s at all times during this project. If I fail to maintain a 2.0 GPA with NO F’s or U’s, I will no longer be eligible to attend the fair with my animal and the financial implications will be my own responsibility.
9. Attendance irregularities (such as truancies) and/or disciplinary problems (including ag and other teachers) at school are sufficient cause for ineligibility to take an animal to the fair.
10. Project leaders may have additional rules and contracts.

Prior to receiving your fair check students must complete the following to the FFA advisor’s approval by June 1st:
   Complete/Up to Date FFA Record Book
   Buyer’s Thank You Letter
   Payment of any bills that have been incurred including feed costs, veterinary expenses, or animal loans.
   Cleaning of Templeton School Farm Facilities and fair equipment.
   Failure to submit information to Advisor by June 1st will allow check distribution to be made at the convenience of the Advisor.
Note: The Templeton High School Agriculture Department **DOES NOT** provide transportation to or from the fairgrounds, nor do they provide housing at the fair. It is the parents' responsibility to provide this along with supervision of students during the fair. Agriculture teachers will be present for AM and PM feedings as well as on the premises throughout the day, but **WILL NOT** be responsible for caring for students the entire time. Feedings are typically at 6AM and 6PM but will vary depending on the days' schedule. Additionally, students will have set barn duty assignments where they are required to stay in the barn. Each student is to check on his/her own animal every hour. The primary responsibility of the student during the fair is to care for his/her animal as well as help other chapter members and support other species during the show.

If you have any questions, please contact an advisor at 805-434-5850.
SVF Exhibitor Contract/Information Sheet

Please detach this sheet from the rest of the packet. This paper is due to an Advisor by December 1st.

Student Name: ___________________________ Phone: ___________________________

Parent Name: ___________________________ Phone: ___________________________

Parent Email Address: ___________________________

Student Email Address: ___________________________

Species to be shown: _______ Lamb _______ Steer _______ Heifer _______
______Goat

I will need assistance in obtaining my animal: ______ Yes ______ No

If answered "no", I will be getting my animal from:

________________________________________

I will be housing my animal at the following location: (place an X next to one)

______School Farm (must submit school farm contract with this sheet)

______Other (Please list address below)

________________________________________

I understand and agree to the attached contract and realize that failure to follow these rules will result in my advisor not signing entry papers for my animal to be entered in the fair or my advisor may pull my entry papers.

________________________________________
Student Signature

________________________________________
Date

________________________________________
Parent/Guardian Signature

________________________________________
Date

Templeton FFA 2013-2014
TEMPLETON UNIFIED SCHOOL DISTRICT
VOCATIONAL AGRICULTURE DEPARTMENT
SCHOOL FARM AGREEMENT

This is an agreement between _______________________________ and Templeton High School concerning the market lamb project to be kept on the Templeton High School Farm Laboratory grounds.

The project will consist of ___________________________ for the California Mid-State Fair or Salinas Valley Fair (circle one) and will be kept on the School Farm grounds from the time of purchase until the fair.

Upon entering into this agreement, the student is advised that any project carried out on the school farm must meet exemplary standards and necessitates as much or more work than the same project would at home. Templeton High School agrees to provide the following to the project owners:

1. Provide quality animal for show.
2. Space for the project and where possible, a pen or other suitable enclosure for livestock projects.
3. General cleaning utensils such as brooms, shovels, and hoses.
4. Free access to required water.
5. Livestock insurance paperwork to be paid for by student.
6. Supplements and de-wormers will be supplied to all School Farm livestock projects at a cost to be split evenly between all students housing their animal projects at the school farm. The balance to be owed at the conclusion of the project prior to the member receiving his/her fair check.

The student agrees to:
• Purchase animal with the assistance of the instructor.
• Pay for insurance program.
• Provide any necessary equipment and supplies in order to maintain the project at standards outlined by the Ag teacher involved.
• Feed the supplied feed and supplements as indicated by the agriculture instructor in the amounts recommended.
• Feed in a timely fashion between 7AM and 9AM in the mornings and 5PM and 7PM in the evening.
• Repair or replace any equipment damaged or destroyed excluding normal wear and tear use.
• Work on the School Farm grounds at maintenance and/or construction jobs for a minimum of two documented hours/month (in addition to regular project hours) as long as the project remains on the School Farm grounds.
• Have prior consent from the Ag teacher involved before bringing an animal on or off the School Farm grounds.
• Get permission before building or modifying any portion of the school farm property or equipment.
• Maintain the project on a daily basis (by the project owner) as instructed by the Ag teacher involved. For livestock, this includes (but is not limited to) proper shelter, removal of trash and hazards, appropriate feed and feeding procedures, medication, and clean water.
• Keep the project area clean at all times.
• Adhere to all normal operating procedures not specified here in as set forth by the project supervisor.
• Follow all rules and guidelines put forth by the Templeton Unified School District.

The student understands that failure to function under the guidelines and rules of this agreement will result in the following:

1st Incident: Student-Teacher Verbal Conference

2nd Incident: Student-Teacher-Parent Conference – Administration Altered

3rd Incident: Immediate removal of project from the School Farm grounds.*
* Student will have 3 days to remove the animal/animals at their expense.

It is understood that although the school farm is typically locked and secured, many students, parents, and community members enter and leave the facility many times a day. Therefore, Templeton Unified School District cannot guarantee the safety of animals or equipment and strongly recommend obtaining livestock insurance. Templeton Unified School District accepts no responsibility for the project health, safety, finances or any other issues related to the project.

THE UNDERSIGNED HAVE READ AND AGREE TO THE TERMS OF THIS AGREEMENT:

_________________________  _______________________
Student Project Owner  Date

_________________________  _______________________
Parent or Guardian  Date

_________________________  _______________________
Ag. Instructor  Date

PLEASE MAKE A COPY OF THIS CONTRACT

67  Templeton FFA 2013-2014
Market Steer Project Plan

Estimated Expenses:

Cost of Animal .................................................. $1,200
Feed .......................................................... $1,200
Veterinary Supplies .............................................. $25
Show Supplies .................................................. $50
Insurance ....................................................... $25
Fair Entry Fees ................................................. $ 9
Sales Commission ($2.50/lb @ 1200lb) ...................... $120

Total Estimated Expenses ................................. $2,629

Estimated Receipts:

Sale of Animal ................................................... $3,000
(Auction averaged $2.50 / pound in 2012)

Estimated Net Profit ........................................... $ 371

Taylor Lindquist and Ally Reich preparing for the beef show at Salinas Valley Fair.
Replacement Heifer Project Plan

Estimated Expenses:

Cost of Animal .............................................$ 1,400
Feed (6 months) ...........................................$  600
Veterinary Supplies ......................................$  100
Show Supplies .............................................$  30
Miscellaneous Equipment ..............................$  70
Insurance ...................................................$  25
Fair Entry Fees ............................................$   6

Total Estimated Expenses ..............................$ 2,231

Estimated Receipts:

Sale of Animal ..............................................$ 2,500
(Sale Averaged $3,000 in 2012)

Estimated Net Profit ......................................$   69

Jennifer Raminha
answering showmanship
questions at Californiia
Mid-State Fair.
Market Lamb Project Plan

Estimated Expenses:

Cost of Animal ................................................................. $ 300
Feed ................................................................. $ 150
Veterinary Supplies ....................................................... $ 15
Show Supplies .............................................................. $ 20
Insurance ................................................................. $ 20
Fair Entry Fees ............................................................ $ 5

Total Estimated Expenses ............................................... $ 510

Estimated Receipts:

Sale of Animal................................................................. $ 650
(Auction averaged $5.00/lb at 130lbs.)

Estimated Net Profit .......................................................... $ 140

Kayla Hildebrand with her Reserve Grand Champion market lamb at the California Mid-State Fair
Market Hog Project Plan

Estimated Expenses:

Cost of Animal ........................................ $ 300
Feed .................................................. $ 250
Veterinary Supplies ............................... $ 15
Show Supplies ...................................... $ 25
Miscellaneous Equipment ........................ $ 50
Insurance ............................................ $ 20
Fair Entry Fees .................................... $ 5

Total Estimated Expenses ....................... $ 665

Estimated Receipts:

Sale of Animal ........................................ $ 875
(Auction Averaged $3.50 / lb @ 250lbs)

Estimated Net Profit ................................ $ 210

Advanced FFA Swine
Showmanship Winner Vanessa Soto
Market Goat Project Plan

Estimated Expenses:

- Cost of Animal .................................................. $200
- Feed ............................................................... $120
- Veterinary Supplies .............................................. $10
- Show Supplies ..................................................... $10
- Insurance ........................................................... $6
- Fair Entry Fees ..................................................... $6
- Sales Commission ($7/lb @ 90 lbs) ...................... $25

Total Estimated Expenses ........................................... $377

Estimated Receipts:

- Sale of Animal .................................................... $630
  *(Auction averaged $7.00 / pound in 2011)*

Estimated Net Profit .................................................. $253

California Mid-State Fair Reserve Grand Champion Meat Goat shown by Lauren Hinrichs
Article 1  Name, Aims, and Purposes of the Organization

Section A  The name of the organization shall be the California Association, Future Farmers of America." The Association shall be made up of the affiliated local chapters. Members and local chapters are herein after referred to as Future Farmers of America.

Section B  The primary aim of the Templeton FFA Chapter is the development of agricultural leadership, cooperation, and citizenship.

Section C  The purposes for which this organization is formed are as follows:

To be an integral part of the organized instructional program in agriculture, agribusiness, and renewable natural resources as qualify for assistance under federal vocational occupational education legislation.

To build the confidence of students in themselves and their work and developing desirable work habits and the effective uses of their time by learning to assume responsibilities and by developing personal and occupational competencies in communications, human relations, and social abilities leading to intelligent choices of careers and successful employment in agriculture.

To foster programs and activities, which will develop leadership, character, scholarship, and occupational pride, training for useful citizenship, patriotism, thrift, and improvement in community life by encouraging members to improve the home and its surroundings.

To recognize individual achievement in scholarship and occupational experience programs and other individual
achievements by providing awards to deserving members.

To encourage members in the development of individual
supervised agricultural practice programs and establishment in
agriculture.

To develop knowledge and appreciation of our agricultural
heritage and to encourage members' participation in worthy
undertakings for the improvement of agriculture.

To advance the cause of vocational education in agriculture in the
public schools of California.

Article II  Membership

Section A  Membership in this chapter shall be active, associate, and honorary.

Section B  Active membership—Any student who is regularly enrolled in an all-
day, day-unit, or part-time vocational agricultural class is entitled to
active membership in this chapter. A former active member may
retain his/her active membership for three years after leaving high
school or completing his/her systematic instruction in vocational
agriculture. Attendance at meetings and reasonable participation in
activities is required.

Section C  Associate Membership—After three years of active membership, a
student of agriculture education may be elected to associate
membership upon receiving a majority vote of the members present
at any regular meeting of the chapter.

Section D  Honorary Membership—Instructors, school principals, superintendents,
business men, farmers, and others who are helping to advance
vocational agriculture and the FFA may be elected to honorary
membership by the majority vote of the members present at any
regularly scheduled chapter meeting.
Article III  Dues and Assessments

Section A  The annual dues will be paid out of the agriculture incentive funds.

Section B  Special assessments which may become necessary from time to time for such special activities that need extra support will be determined by the Executive Committee and collected by the Treasurer.

Article IV  Membership Grades and Privileges

Section A  There shall be four grades of membership based upon achievement. These grades are: Greenhand Degree, Chapter Degree, State Degree, and American Degree.

Section B  Qualifications for such degrees will follow the specifications outlined in the Official FFA manual.

Article V  Procedure

Section A  Parliamentary procedure in all meetings will be in accordance with Robert's Rules of Order.

Section B  Each regular chapter meeting will open and close with regular FFA opening and closing ceremonies.

Section C  Amendment may be made to this constitution by two-thirds vote at any regular meeting.

Article VI  Budget

Section A  A budget will be adopted by September 1st of each year and submitted to the Templeton High School Associated Student Body.

Article VII  Eligibility for Activities

Section A  Eligibility for participation in activities such as fairs, regional meetings, field days, and conventions during school hours will be in accordance with the TUSD eligibility policy. The policy states that all students must maintain a 2.0 grade point average with no F's.

Section B  In order to show any livestock project at the California Mid-State fair post graduation, exhibitor must be a recipient of the State FFA Degree.
Article VIII  Officers

Section A  There will be 6 official FFA Officers. They will be: President, Vice-President, Secretary, Treasurer, Reporter, and Sentinel.

Section B  A nominating committee consisting of the current FFA Advisors and retiring senior officers will slate candidates based upon a written application and interview.

1. No more than two candidates will be slated for one position.

2. Two candidates will be slated for the office of President. The candidate who receives the greatest number of votes will be elected President and the other candidate shall be named Vice President.

Section C  Chapter membership will vote on the provided candidates by secret ballot at a regular chapter meeting. The ballots will be counted by the retiring President and FFA Advisors. Results will be sealed and announced at the end of the year Chapter FFA Banquet.
Participation Rewards

Criteria for all members:

1. Attend at least 75% of FFA monthly meetings (seven out of nine)
2. Maintain a 2.4 GPA or better in your Ag Classes and a 2.0 GPA overall with no F's or U's
3. Maintain an acceptable SAE
4. Participate in each of the following: one leadership activity, one fund-raising activity, and one cooperative activity
5. All second year members must have their Greenhand degree as a minimum and all third and fourth year members must have their chapter degree as a minimum

When you accomplish the previously state criteria, the door or opportunity will be opened. There will be many activities that you can participate in, such as:

1. Attend the National FFA Convention
2. Attend the Made For Excellence Conference
3. Attend the Advanced Leadership Academy
4. Attend the State Convention
5. Participate in the Project Auction
6. Participate in the Planned Spring Fair
7. Participate in the California Mid-State Fair
8. Participate in Donkey Basketball
9. Be on your way to higher FFA Degrees & Awards
10. Be on your way to higher Leadership Possibilities

Remember, each of these activities is a privilege that must be earned by each member.
The FFA Organization

The FFA is a national organization designed to promote the development of leadership skills among high school agriculture students. It fosters citizenship, personal growth and development, a strong work ethic, a positive self-image, inter-personal skills, professionalism, and so many other good traits that the classroom alone cannot teach.

Participation in the leadership activities provided by the FFA is required by the state educational standards for agricultural education.

Ten percent of students' grade in their agriculture courses is dependent upon them attending at least three different FFA activities per semester.

The types of activities available are:

1. Career development events
2. Community service events
3. Fundraisers
4. Chapter, sectional, regional and state meetings
5. Leadership development events; some of the leadership development events available to your student are:
   - Greenhand Conference
   - Opening/Closing ceremonies
   - Creed contest
   - Public Speaking contest
   - Job Interview contest
   - State Leadership Conference
   - Various officer conferences and workshops
   - Made For Excellence Conference
   - National FFA Leadership Conference

Some of the events, like the State and National Leadership Conference have to be earned; they require 75% attendance at the chapter meetings, acceptable citizenship marks, and a GPA of 2.5 or better.

The Templeton FFA Chapter has a full calendar of activities.
Templeton High School
Agriculture Department
Supervised Agriculture Experience
(SAE)

The purpose of the SAE is to provide students the opportunity to apply and practice skills that are learned as part of the regular instructional program. It is a requirement of the Agriculture Incentive Grant that supports the major financial needs of the THS Agriculture department. SAE also allows the student the chance to develop leadership skills through presentations and competitions. All students are encouraged to take advantage of the many award, recognition, leadership, and cooperative activities available through the FFA program.

Typical SAE’s for students in the Agriculture Technology area include:

Work experience:
Open Shop
Working at a welding or metal fabricating business
Working on projects at home that involve building and construction skills

Ownership:
FFA Project Auction
Building projects for others
Building projects for themselves

Typical SAE’s for students in the Agriculture Science area include:

Work Experience:
A major goal of the Work Experience Project is to develop both saleable skills and an ability to function in the world of work, while understanding the importance of producing a valuable product for your employer.

Un-Paid:
Work for parents mowing the lawn, pruning hedges, fixing fences, etc.
Work for local nursery on a volunteer basis
Work for a relative at his or her place of business on a volunteer basis

Paid:
Work in a welding shop
Work for a landscaper
Providing a service – water testing, soil testing
Cleaning a meat cutting shop
Work for a lawn mowing service
Drafting plans for a building
Ownership:
The idea of an ownership project is to make the student primarily responsible for
the time and money invested – it should be planned with the idea of making a
profit or producing a product of value to keep.

- Own lawn mower, cut client’s grass, do basic maintenance on your
equipment
- Buy a fair lamb, pig, steer, etc., feed it, train it, sell at the fair
- Start pony packs of flowers and vegetables inside, plant and take care
of them outside in the landscape
- Grow herbs and sell them at Farmer’s Market
- Obtain 1000 Olive tree cuttings, propagate, sell to nurseries,
- Buy 6 feeder pigs, raise, sell to neighbors for their freezer
  And the list goes on .................

There are several opportunities available for students to develop personal skills that will
help them to become well-rounded people.

The SAE activity will provide the student with a basis to compete for many awards and
recognitions. All students are encouraged to participate in these activities.

Typical SAE competitions include:
  Project Competition
  Proficiency Awards
  Mid State Fair Competition
  Lincoln National Welding Competition

Other related competitions available to students include:
  Job Interview Contest
  Public Speaking
  Creed, Opening/Closing Contest, Speech Contests, Presentations

Degree and Recognition Awards for students with SAE include:
  Greenhand
  Chapter Degree
  Golden State Degree
  American FFA Degree
  Star Greenhand
  Star Chapter Award
  Star Agribusiness Award
  and many more...
SANTA LUCIA REGIONAL OCCUPATIONAL PROGRAM

COMPUTER AIDED DRAFTING
180 hours

This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

<table>
<thead>
<tr>
<th>OCCUPATIONAL COMPETENCIES</th>
<th>LEVEL ACQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very</td>
</tr>
<tr>
<td>1. Components of a CAD System – software, hardware log-on, auto CAD main menu, on screen prompts</td>
<td></td>
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<tr>
<td>2. Command line, absolute coordinates, relative coordinates, polar coordinates</td>
<td></td>
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<tr>
<td>3. Save, end, quit</td>
<td></td>
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<tr>
<td>4. Point, lines, circles, arcs, polylines, erase</td>
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<tr>
<td>5. Text, Mtext, offset, polygon, zoom, pan, redraw, regenerate, ortho, osnap</td>
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<tr>
<td>6. Window units, limits, grid, snap, layers</td>
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<tr>
<td>7. Drawings editor – erase, move, extend, undo, explode, stretch, redo, array, trim, scale, divide, fillet, rotate, mirror, chamfer, offset, break, measure, copy</td>
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<tr>
<td>8. Plotting, printing, create an electronic PDF</td>
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<td>10. Dimensioning, theory, placement, hatching</td>
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<tr>
<td>11. 3-D generation and manipulation</td>
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<td>12. Electronic transfers and manipulations</td>
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<tr>
<td><strong>Basic Skills</strong></td>
<td></td>
</tr>
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<td>1. Student demonstrates proficiency in mathematical processes (measuring, computing, applying geometry etc.)</td>
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<tr>
<td>2. Student demonstrates proficiency in communication processes (reading, writing, talking, listening)</td>
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<td><strong>PERSONAL COMPETENCIES</strong></td>
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<td>7. Prepare a personal resume, letter of application</td>
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<td>8. Complete a job application form</td>
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<td>9. Interview for a job confidently</td>
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<td>10. Demonstrates positive attitude</td>
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Certified By ____________________________ Date ____________

(ROP Teacher)
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Certified By __________________________________________ Date __________

(ROP Teacher)
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<tbody>
<tr>
<td></td>
<td>Very High</td>
</tr>
<tr>
<td>Identification of plants and containers</td>
<td></td>
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<tr>
<td>Selection of good quality plants</td>
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<tr>
<td>Soil testing</td>
<td></td>
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<tr>
<td>Identify and maintain common maintenance and pruning tools</td>
<td></td>
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<tr>
<td>Stake plants, apply mulch</td>
<td></td>
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<tr>
<td>Install annuals and bare root trees</td>
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<tr>
<td>Install, plus read a tensiometer</td>
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<tr>
<td>Cut and glue PVC pipe</td>
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<tr>
<td>Prune fruit trees, ornamentals and roses</td>
<td></td>
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<tr>
<td>Apply fertilizer according to labels, maintain fertilizer equipment</td>
<td></td>
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<tr>
<td>Identify and control common weeds in a landscape</td>
<td></td>
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<tr>
<td>Understand labels on pest control material, maintain pest control equipment</td>
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<tr>
<td>Identify and control common insect pests, diseases in landscape</td>
<td></td>
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<tr>
<td>Establish turf from seed, select species of turf for area</td>
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<tr>
<td>Install sod</td>
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<tr>
<td>Troubleshoot a small gas engine</td>
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<tr>
<td>Adjust a carburetor, change oil and clean air filter</td>
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<tr>
<td>Draw simple landscape plans</td>
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<tr>
<td>Proper use of equipment.</td>
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<tr>
<td>Documentation of applications</td>
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</table>

**BASIC SKILLS / PERSONAL SKILLS**

| Demonstrates proficiency in mathematical processes |                |
| Demonstrates proficiency in communication processes (reading, writing, speaking, listening) |            |
| Maintain an appropriate appearance |               |
| Demonstrate ability to cooperate with others. |             |
| Work with minimal supervision |               |
| Demonstrate dependability in punctuality and attendance. |            |
| Produce an appropriate quality and quantity of work |             |
| Exhibit safety consciousness. |                |
| Prepare a personal resume, letter of application, job application |          |
| Interview for a job confidently. |                |
| Demonstrates positive attitude and responsibility |            |
| Demonstrates leadership and initiative |            |

Certified By__________________________ Date__________

(ROP Teacher)
This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

### OCCUPATIONAL COMPETENCIES

<table>
<thead>
<tr>
<th>Ability to follow safety guidelines</th>
<th>Very High</th>
<th>High</th>
<th>Some</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify potential safety hazards</td>
<td></td>
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<td></td>
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<tr>
<td>Equipment Set up and adjustment</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>E6010 All positions, all welds</td>
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<tr>
<td>E6013 All positions, all welds</td>
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<tr>
<td>E7018 All positions, all welds</td>
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<tr>
<td>OAW Equipment set up and adjustment OAW</td>
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<tr>
<td>OAW Welding Skills (fusion), all welds, all positions</td>
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<tr>
<td>Flame Cutting</td>
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<tr>
<td>Plasma Arc Cutting</td>
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<tr>
<td>GTAW Equipment set up and adjustment</td>
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<tr>
<td>GTAW Aluminum, flat, horizontal</td>
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<tr>
<td>GMAW Equipment set up and adjustment</td>
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<tr>
<td>GMAW Square Butt, flat</td>
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<tr>
<td>GMAW Fillet Flat</td>
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<tr>
<td>Job layout</td>
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<tr>
<td>Welding Procedure</td>
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</tbody>
</table>

### BASIC SKILLS / PERSONAL SKILLS

<table>
<thead>
<tr>
<th>Demonstrates proficiency in mathematical processes</th>
<th>Very High</th>
<th>High</th>
<th>Some</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates proficiency in communication processes (reading, writing, speaking, listening)</td>
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<tr>
<td>Maintain an appropriate appearance</td>
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<tr>
<td>Demonstrate ability to cooperate with others.</td>
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<tr>
<td>Work with minimal supervision</td>
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<tr>
<td>Demonstrate dependability in punctuality and attendance.</td>
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<tr>
<td>Produce an appropriate quality and quantity of work</td>
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<tr>
<td>Exhibit safety consciousness.</td>
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<tr>
<td>Prepare a personal resume, letter of application, job application</td>
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<tr>
<td>Interview for a job confidently.</td>
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<tr>
<td>Demonstrates positive attitude and responsibility</td>
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<tr>
<td>Demonstrates leadership and initiative</td>
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</tbody>
</table>

Certified By ___________________________ Date ________

School ___________________________ (ROP Teacher)
This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

**OCCUPATIONAL COMPETENCIES**

<table>
<thead>
<tr>
<th>Ability to follow safety guidelines</th>
<th>LEVEL ACQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very High</td>
</tr>
<tr>
<td>Identify potential safety hazards</td>
<td></td>
</tr>
<tr>
<td>Equipment Set up and adjustment</td>
<td></td>
</tr>
<tr>
<td>E6010 All positions, all welds</td>
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<tr>
<td>E6013 All positions, all welds</td>
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<tr>
<td>E7018 All positions, all welds</td>
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<tr>
<td>OAW Equipment set up and adjustment OAW</td>
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<tr>
<td>OAW Welding Skills (fuson), all welds, all positions</td>
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<tr>
<td>Flame Cutting</td>
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<tr>
<td>Plasma Arc Cutting</td>
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<tr>
<td>GTAW Equipment set up and adjustment</td>
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<tr>
<td>GTAW Aluminum, flat, horizontal</td>
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<tr>
<td>GMAW Equipment set up and adjustment</td>
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<tr>
<td>GMAW Square Butt, flat</td>
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<tr>
<td>GMAW Fillet-Fillet</td>
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<tr>
<td>Job layout</td>
<td></td>
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<tr>
<td>Welding Procedure</td>
<td></td>
</tr>
</tbody>
</table>

**BASIC SKILLS / PERSONAL SKILLS**

| Demonstrates proficiency in mathematical processes | | |
| Demonstrates proficiency in communication processes (reading, writing, speaking, listening) | | |
| Maintain an appropriate appearance | | |
| Demonstrate ability to cooperate with others. | | |
| Work with minimal supervision | | |
| Demonstrate dependability in punctuality and attendance. | | |
| Produce an appropriate quality and quantity of work | | |
| Exhibit safety consciousness. | | |
| Prepare a personal resume, letter of application, job application | | |
| Interview for a job confidently. | | |
| Demonstrates positive attitude and responsibility | | |
| Demonstrates leadership and initiative | | |

Certified By __________________________  Date __________

(ROP Teacher)

School ________________________________
This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

### OCCUPATIONAL COMPETENCIES

<table>
<thead>
<tr>
<th>LEVEL ACQUIRED</th>
<th>Very</th>
<th>High</th>
<th>Some</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn and understand the leadership categories and styles.</td>
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<tr>
<td>Understand the concept of leadership development.</td>
<td></td>
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<tr>
<td>Learn about human relations development.</td>
<td></td>
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<tr>
<td>Learn about and evaluate current agriculture issues through oral and written book reviews, discussion, and debates.</td>
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<tr>
<td>Learn how to communicate effectively in a meeting; public speaking.</td>
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<tr>
<td>Enhance problem-solving and decision-making skills by participating in leadership activities in the FFA.</td>
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<tr>
<td>Enhance employability skills through career preparation portfolios consisting of: resume, cover letter, job application, and interview simulation.</td>
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<tr>
<td>INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics; conflict resolution; and negotiation.</td>
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<tr>
<td>Identify and discuss behaviors of an effective team.</td>
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<tr>
<td>Strategies for conflict resolution and negotiation.</td>
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<tr>
<td>Work cooperatively, share responsibilities, accept supervision and assume leadership roles.</td>
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<tr>
<td>Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.</td>
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</tr>
</tbody>
</table>

### BASIC SKILLS / PERSONAL SKILLS

| Maintain an appropriate appearance | | | |
| Demonstrate dependability in punctuality and attendance. | | | |
| Prepare a personal resume, letter of application, job application | | | |
| Interview for a job confidently. | | | |
| Demonstrates positive attitude and responsibility | | | |
| Students will understand how personal skill development affects their employability. | | | |
| Prioritize tasks and meet deadlines. | | | |
| Understand the importance of initiative and leadership. | | | |
| Understand the importance of lifelong learning in a world of constantly changing technology. | | | |

Certified By ___________________________ Date ____________________

(ROP Teacher)

School ____________________________

F:Masters\Ag Leadership Mar 2008.doc  Page 9 of 9
This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

### OCCUPATIONAL COMPETENCIES

<table>
<thead>
<tr>
<th>Competency</th>
<th>LEVEL ACQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper safety skills used in the floral shop.</td>
<td></td>
</tr>
<tr>
<td>Techniques in grading, bunching, and shipping cut flowers</td>
<td></td>
</tr>
<tr>
<td>Care for tools and equipment.</td>
<td></td>
</tr>
<tr>
<td>Basic principles and design elements of floral design.</td>
<td></td>
</tr>
<tr>
<td>Procedures to increase life span of floral materials.</td>
<td></td>
</tr>
<tr>
<td>Select healthy and marketable potted flowering plants.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate how to care for plants and plant structures.</td>
<td></td>
</tr>
<tr>
<td>Identify and classify 50 floral crops, 50 indoor plants</td>
<td></td>
</tr>
<tr>
<td>Demonstrate how to treat flowers correctly after field cutting or preparation</td>
<td></td>
</tr>
<tr>
<td>Student identify 25 tools and equipment of the floriculture industry.</td>
<td></td>
</tr>
<tr>
<td>Selection of correct flowers, wire and tape them for corsage work.</td>
<td></td>
</tr>
<tr>
<td>Construct three types of corsages and boutonnieres.</td>
<td></td>
</tr>
<tr>
<td>Effective advertising display.</td>
<td></td>
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<tr>
<td>Two basic arrangements using basic design principles.</td>
<td></td>
</tr>
<tr>
<td>Student identify foliage plants; identify required ambient conditions.</td>
<td></td>
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<tr>
<td>Student list and demonstrate methods of creating color, harmony, scale, balance, texture, and depth in arrangements.</td>
<td></td>
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<tr>
<td>Student construct holiday centerpiece arrangements.</td>
<td></td>
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<tr>
<td>Student conduct and write a consultation for a special occasion.</td>
<td></td>
</tr>
<tr>
<td>A knowledge of front and back shop procedures, while creating positive work environments with fellow employees and employers.</td>
<td></td>
</tr>
<tr>
<td>Student demonstrate proper use of a cash register.</td>
<td></td>
</tr>
<tr>
<td>Technique for drying and preserving flowers.</td>
<td></td>
</tr>
<tr>
<td>Student is aware of current industry trends.</td>
<td></td>
</tr>
</tbody>
</table>

### BASIC SKILLS / PERSONAL SKILLS

- Demonstrates proficiency in mathematical processes
- Demonstrates proficiency in communication processes (reading, writing, speaking, listening)
- Maintain an appropriate appearance
- Demonstrate ability to cooperate with others.
- Work with minimal supervision
- Demonstrate dependability in punctuality and attendance.
- Produce an appropriate quality and quantity of work
- Exhibit safety consciousness.
- Prepare a personal resume, letter of application, job application
- Interview for a job confidently.
- Demonstrates positive attitude and responsibility
- Demonstrates leadership and initiative

Certified By_________________________ Date__________

(ROP Teacher)

School______________________________
SANTA LUCIA REGIONAL OCCUPATIONAL PROGRAM

CONSTRUCTION TECHNOLOGY
360 hours

This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

<table>
<thead>
<tr>
<th>OCCUPATIONAL COMPETENCIES</th>
<th>Very</th>
<th>High</th>
<th>Some</th>
<th>None</th>
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</thead>
<tbody>
<tr>
<td>SAFETY</td>
<td></td>
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<tr>
<td>Recognize and use correct safety equipment</td>
<td></td>
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<tr>
<td>Anticipate safety concerns &amp; take remedial action</td>
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<tr>
<td>Support safety practices in others</td>
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<tr>
<td>Tools</td>
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<tr>
<td>Identify and use required hand tools</td>
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<tr>
<td>Identify and use portable power tools</td>
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<tr>
<td>Identify and use proper stationary tools</td>
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<tr>
<td>Maintain tools</td>
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<tr>
<td>Instruct others in proper use of tools</td>
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<tr>
<td>Coverage of the OSHA act</td>
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<tr>
<td>Tool Use</td>
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<tr>
<td>Identify and use required hand tools</td>
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<tr>
<td>Identify and use portable power tools</td>
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<td>Identify and use proper stationary tools</td>
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<tr>
<td>Maintain tools</td>
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<tr>
<td>Instruct others in proper use of tools</td>
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<tr>
<td>Material usage</td>
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<tr>
<td>Identify applicable construction materials</td>
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<tr>
<td>Recommend appropriate alternatives to material special considerations</td>
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<tr>
<td>Estimate materials from plans</td>
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<tr>
<td>Create plans from existing conditions for order materials</td>
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<tr>
<td>Order materials</td>
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<tr>
<td>Store and protect materials</td>
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<tr>
<td>Return and recycle materials</td>
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<tr>
<td>Identify and apply appropriate measuring, fitting, cutting and assemble practices</td>
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<tr>
<td>Plans and codes</td>
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<tr>
<td>Read blueprints to locate and construct building building parts</td>
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<tr>
<td>Basic understanding of applicable building code</td>
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<tr>
<td>Create construction details for building from existing conditions</td>
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<tr>
<td><strong>Building code</strong></td>
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<tr>
<td>Understanding of City and County Building regulations purpose</td>
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<tr>
<td>Understanding the City and County Inspection process</td>
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<tr>
<td><strong>Foundation</strong></td>
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<tr>
<td>Types of foundations</td>
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<tr>
<td>How forms are built</td>
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<tr>
<td>Terminology use in the industry</td>
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<tr>
<td>Use of transit</td>
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<tr>
<td><strong>Concrete</strong></td>
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<tr>
<td>Chemical make up (safety)</td>
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<tr>
<td>Types of concrete</td>
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<tr>
<td>Pouring techniques</td>
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<tr>
<td>Physics (stress-strain)</td>
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<tr>
<td>How to read and interpret engineering specifications</td>
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<tr>
<td><strong>House floor and sill construction</strong></td>
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<tr>
<td>Layout</td>
<td></td>
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<tr>
<td>Understanding of use and construction of Sill, post, girders, joists and sub-floor</td>
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<tr>
<td><strong>Floor plan layout</strong></td>
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<tr>
<td>Understanding and construction of bottom plates, walls and openings</td>
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<tr>
<td><strong>Preassembly</strong></td>
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<tr>
<td>Roof trusses and framing</td>
<td></td>
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<tr>
<td>Headers and cripples</td>
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<tr>
<td><strong>Plumbing</strong></td>
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<tr>
<td>Understanding and application of layout</td>
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<tr>
<td>Tool use and care</td>
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<tr>
<td>Understanding of code</td>
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<tr>
<td><strong>Assembly</strong></td>
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<tr>
<td>Construction of walls (studs, headers, etc)</td>
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<tr>
<td>Roof trusses or rafters</td>
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<tr>
<td>Sheathing and insulation</td>
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<tr>
<td><strong>Electrical</strong></td>
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<tr>
<td>Understanding and application of simple layout</td>
<td></td>
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<tr>
<td>Tools and care</td>
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<tr>
<td>Understanding of basic code</td>
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<tr>
<td><strong>Roofing</strong></td>
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<tr>
<td>Understanding and construction of decking</td>
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<tr>
<td>Application of composition roofing materials</td>
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<tr>
<td><strong>Exterior finish</strong></td>
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<tr>
<td>Window installation and doors</td>
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<tr>
<td><strong>Siding</strong></td>
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<tr>
<td><strong>Painting</strong></td>
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</tr>
<tr>
<td><strong>Interior walls</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Applying sheet rock, taping, texturing and various other finishes</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Application of basic jambs, doors and trim</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Preparation for cabinet installation</td>
<td></td>
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<tr>
<td><strong>Cleanup</strong></td>
<td></td>
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<tr>
<td><strong>Windows</strong></td>
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<td></td>
</tr>
<tr>
<td>Check for defects and repair</td>
<td></td>
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</tr>
<tr>
<td>General clean-up for house</td>
<td></td>
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<tr>
<td><strong>Basic Skills</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student demonstrates proficiency in mathematical processes (measuring, computing applying Trigonometry etc.)</td>
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<tr>
<td>Student demonstrates proficiency in communication processes (reading, writing, talking, listening)</td>
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<tr>
<td><strong>Career Preparation Competencies</strong></td>
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<tr>
<td>Demonstrate an awareness of career opportunities in the field of construction</td>
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<tr>
<td>Describe the qualifications of an ideal construction worker</td>
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<tr>
<td>Written letter of application, develop a resume complete an application and interview</td>
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<tr>
<td>Dependability</td>
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<tr>
<td>Follow instructions</td>
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<tr>
<td>Work attitude</td>
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<tr>
<td>Employer relations</td>
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<tr>
<td>Honesty</td>
<td></td>
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</tbody>
</table>

**Student received a OSHA Safety Certificate**

Certified By: ___________________________ Date: ______________

(ROP Teacher)

School: ________________________________
This certifies that the person named on this certificate has completed a Regional Occupational Program for training in this occupational area and is qualified to perform the following skills at the level indicated.

### OCCUPATIONAL COMPETENCIES

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Some</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plant Identification</td>
<td></td>
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<tr>
<td>2. Seed a plot correctly</td>
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<tr>
<td>3. Propagate cuttings</td>
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<tr>
<td>4. Propagate by budding and grafting</td>
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<tr>
<td>5. Show proper use, sanitation and care of tools</td>
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<tr>
<td>6. Recognize when to water</td>
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<tr>
<td>7. Water properly</td>
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<tr>
<td>8. Correctly use soil probe</td>
<td></td>
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<tr>
<td>9. Transplant from flats to pots</td>
<td></td>
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<tr>
<td>10. Identify insect, disease or physiological problems in nursery stock</td>
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<tr>
<td>11. Identify common weeds</td>
<td></td>
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<tr>
<td>12. Use chemicals safely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Compute application rates of chemicals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Keep neat and accurate records</td>
<td></td>
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<tr>
<td>15. Balling and burlapping</td>
<td></td>
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</tr>
<tr>
<td>16. Identify nutritional deficiencies</td>
<td></td>
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<tr>
<td>17. Sterilize soil</td>
<td></td>
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<tr>
<td>18. Mix planter mix</td>
<td></td>
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<tr>
<td>19. Perform construction and maintenance on propagation structures</td>
<td></td>
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<tr>
<td>20. Adjust greenhouse controls</td>
<td></td>
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<tr>
<td>21. Develop sales promotion</td>
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<tr>
<td>22. Develop advertisement</td>
<td></td>
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</tr>
<tr>
<td>23. Identify marketing methods</td>
<td></td>
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<tr>
<td>24. General competencies</td>
<td></td>
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<tr>
<td>25. Apply basic math</td>
<td></td>
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<tr>
<td>26. Use of reference materials</td>
<td></td>
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<tr>
<td>27. Personal appearance/hygiene</td>
<td></td>
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<tr>
<td>28. Safe working practices</td>
<td></td>
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<tr>
<td>29. Dependability</td>
<td></td>
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</tr>
<tr>
<td>30. Following instructions</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>31. Work attitude</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>32. Employee/customer relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Honesty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Prepare a resume</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. How to apply for a job</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>36. Prepare and participate in an interview</td>
<td></td>
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</tr>
</tbody>
</table>

Certified by: ____________________________
(ROP Teacher)

Date: ____________________________
TEACHER DATA SHEET
AGRICULTURE EDUCATION

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

Name: Chris Hildebrand

I. Credential Information

<table>
<thead>
<tr>
<th>Date Issued</th>
<th>Credential (Full Time)</th>
<th>Major</th>
<th>Minor</th>
<th>Date of Expiration</th>
<th>University or Other Processing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/01/92</td>
<td>Professional Clear Specialist Instructional Credential</td>
<td>Agriculture</td>
<td>ABM</td>
<td>11/01/13</td>
<td>Cal Poly SLO</td>
</tr>
<tr>
<td>11/01/92</td>
<td>Preliminary Single Subject Teaching</td>
<td>Agriculture</td>
<td>ABM</td>
<td>11/01/13</td>
<td>Cal Poly SLO</td>
</tr>
</tbody>
</table>

II. Work Experience

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type (Nursery, Cow/Calf, Dairy, Meat, Shop, etc.)</th>
<th>Location</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-Present</td>
<td>Landscape Design and Installation</td>
<td>SLO County</td>
<td>15000</td>
</tr>
<tr>
<td>1988-89</td>
<td>Foreman: diversified crops, heavy equipment, shop fabrication</td>
<td>Woodland, CA</td>
<td>2000</td>
</tr>
<tr>
<td>1984-88</td>
<td>Equipment operator – grain crops, diversified seed crops</td>
<td>Atascadero and Los Osos</td>
<td>6250</td>
</tr>
<tr>
<td>1982-84</td>
<td>Grain Ranch – tractor/harvester operator, shop work</td>
<td>Carissa Plains</td>
<td>6000</td>
</tr>
<tr>
<td>1985-86</td>
<td>Ran Purebred sheep unit at Cal Poly</td>
<td>Cal Poly, SLO</td>
<td>1400</td>
</tr>
<tr>
<td>1975-89</td>
<td>Sheep farmer</td>
<td>Atascadero</td>
<td>4500</td>
</tr>
</tbody>
</table>

III. Certificates, Specialized Training

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type (Artificial Insemination, Pest Control Advisor, etc.)</th>
<th>Issuing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>CLAD Certificate</td>
<td>UOP</td>
</tr>
<tr>
<td>2004</td>
<td>C-27 Landscape Contractor</td>
<td>CSLB</td>
</tr>
<tr>
<td>2004</td>
<td>Certified Allan Block Installer</td>
<td>Allan Block</td>
</tr>
<tr>
<td>1993</td>
<td>MS – Agriculture</td>
<td>Cal Poly SLO</td>
</tr>
</tbody>
</table>
TEACHER DATA SHEET  
AGRICULTURE EDUCATION

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

Name: Erin Thompson

I. Credential Information

<table>
<thead>
<tr>
<th>Date Issued</th>
<th>Credential (Full Time)</th>
<th>Major</th>
<th>Minor</th>
<th>Date of Expiration</th>
<th>University or Other Processing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/01/10</td>
<td>Professional Clear Specialist Instructional Credential</td>
<td>Agriculture</td>
<td></td>
<td></td>
<td>Cal Poly SLO</td>
</tr>
<tr>
<td>07/01/10</td>
<td>Preliminary Single Subject Teaching</td>
<td>Agriculture</td>
<td></td>
<td></td>
<td>Cal Poly SLO</td>
</tr>
</tbody>
</table>

II. Work Experience

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type (Nursery, Cow/Calf, Dairy, Meat, Shop, etc.)</th>
<th>Location</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>Cal Poly, Animal Science-Livestock Judging Coach/Lecturer</td>
<td>SLO County</td>
<td>800</td>
</tr>
<tr>
<td>2005-2007</td>
<td>Farmers Market-Produce Sales</td>
<td>SLO County</td>
<td>400</td>
</tr>
<tr>
<td>2005-2007</td>
<td>Pacific Coast Home &amp; Garden-Customer Service</td>
<td>SLO County</td>
<td>800</td>
</tr>
<tr>
<td>2001-2004</td>
<td>Red Raider Meats-Sales</td>
<td>Lubbock, TX</td>
<td>600</td>
</tr>
<tr>
<td>1999-2001</td>
<td>Modesto Junior College-Department of Agriculture</td>
<td>Modesto, CA</td>
<td>600</td>
</tr>
</tbody>
</table>

III. Certificates, Specialized Training

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type (Artificial Insemination, Pest Control Advisor, etc.)</th>
<th>Issuing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>BTSA</td>
<td>CDE</td>
</tr>
<tr>
<td>2011</td>
<td>MS-Agriculture</td>
<td>Cal Poly, SLO</td>
</tr>
</tbody>
</table>
# Templeton High School
## Agriculture Department

### Ag Advisory Committee 2013-2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone Numbers</th>
<th>Email Addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jerry Clark</td>
<td>2480 Ardilla Rd</td>
<td>466-2376</td>
<td><a href="mailto:ewenews@charter.net">ewenews@charter.net</a> <a href="mailto:geclark@calpoly.edu">geclark@calpoly.edu</a></td>
</tr>
<tr>
<td>Hugh McCaffrey</td>
<td>680 Elizebeth</td>
<td>674-1338</td>
<td><a href="mailto:Inspect7018@charter.net">Inspect7018@charter.net</a></td>
</tr>
<tr>
<td>Bob and Joanne Cummings</td>
<td>4115 Vineyard Drive</td>
<td>239-2635</td>
<td><a href="mailto:bcummings@tcsn.net">bcummings@tcsn.net</a></td>
</tr>
<tr>
<td>Paul and Maureen Lemos</td>
<td>PO Box 1536</td>
<td>886-9010</td>
<td><a href="mailto:Maureenlemos@charter.net">Maureenlemos@charter.net</a></td>
</tr>
<tr>
<td>John Wright</td>
<td>8445 Nacimiento Lake Drive</td>
<td>238-5611 (HM)</td>
<td><a href="mailto:Wrightjwc@gmail.com">Wrightjwc@gmail.com</a></td>
</tr>
</tbody>
</table>
Templeton High School Agriculture Department
Ag/ROP Advisory Committee Meeting
October 8, 2013 6:30PM

The meeting was called to order by President John Wright at 6:35PM. In attendance were: John Wright, Jim McCaffrey, Joanne Cummings, Chris Hildebrand, Erin Thompson, Brandi Crivello, Maureen Lemos, Jerry Clark, and Bob Cummings.

Approval of Minutes
Bob Cummings moved to approve the minutes from the May 30, 2013 meeting. Jerry Clark seconded the main motion. The motion was passed with a voice vote.

Old Business

- Summer Activities were a success. Erin Thompson presented the achievements of students from the fairs over the summer, American degree recipients, and the recent opening and closing ceremonies.
- School Farm update. Chris Hildebrand indicated that progress for the school farm was waiting for the soil tests to be completed but things are coming into place to be completed this semester. The barn is being built and should be here within 3-4 weeks. Once the cement is poured the company will assemble the barn at the farm. Currently the project is under budget.

New Business

- R2 Report. Erin Thompson presented the R2 report, indicating that with an increase in freshman and interest in Ag Biology, that a second period of this class will most likely be needed next school year. Several comments and recommendations were given to increase the sophomore retention rate. Jerry Clark suggested that floral and welding could be a great place to get sophomores in agriculture classes.
- Extended contracts. Chris Hildebrand explained the need for a 20% salary stipend within the department. As Templeton is leading the path locally with program success, a stipend should be within reach. Jerry Clark stated that the issue should be resolved with the CTA, although there is definite reasoning for the salary stipend, it may be a difficult processes.
- STEM. Erin Thompson and Chris Hildebrand both presented the STEM pathways that were developed for the Templeton Agriculture program. They stated that this department would be the second to implement this program behind science. Concerns that were addressed include:
  - What type of benefit with this provide for students in this program?
  - Will these program effect students in shop who don't want to take physics?
  - Will this program affect those who choose not to join?
Once all concerns were addressed Bob Cummings moved to approve the STEM Program presented to the committee, Jim McCaffrey seconded the motion. The motion passed with a voice vote.
- Third Teacher. Chris Hildebrand argued the need for a third teacher for the next school year. Regardless of the retirement of the cabinet making and construction teacher, this department needs a third teacher to take on the responsibilities of the wood shop and horticulture classes. Jerry Clark stated that the inclusion of STEM and numbers from R2 are great support for hiring a third person. Clark also indicated that the hunt for qualified teachers is underway and to get a start on finding a shop teacher.
- Recommendations for additional members. The team indicated inviting Dr. Dan Lassanske.
- The next meeting will take place on December 6, 2013 at 6:00PM

The meeting was adjourned at 7:40PM.
Templeton High School Agriculture Department
Ag/ROP Advisory Committee Meeting
May 30, 2013 6:30PM

The meeting was called to order by President John Wright at 6:37PM. In attendance were: John Wright, Jim McCaffrey, Joanne Cummings, Chris Hildebrand, Erin Thompson, Maureen Lemos, Jerry Clark and Andrew Cherry

Approval of Minutes
John Wright moved to approve the minutes from the December meeting. Mauren seconded the main motion. The motion passed with a voice vote.

Old Business
- FFA student activities and success-Erin Thompson reported on the student success from the Spring. An article from the Capital Press was present listing the various student accomplishments.
- Henry Mayo Newhall Grant Update-Erin Thompson reported that the department had received a Henry Mayo Newhall Grant in the amount of $50,000 to be matched by TUSD for the construction of a new barn at the school farm. Demolition and construction is set to start in August.

New Business
- 2013-2014 Numbers-Erin Thompson showed a print out of the projected course numbers for the following year
- New Course Recommendations-It was recommended that the THS Agriculture Department look into devising a Viticulture Program. Erin Thompson agrees to write the course and seek approval. She was given several resources of community members to aid in the construction of a small demonstration vineyard at the school farm.
- Agriculture STEM Program-THS Principal Andrew Cherry presented the recommended “Sister STEM” program for the agriculture department. Key benefits of the program were the following:
  - Repackaging of current ag courses to help follow career pathways
  - Ability to market programs and pathways
  - Student recognition at graduation and on graduation transcripts
  - Room for additional courses and pathways with in the sequence
  - The opportunity for growth and the addition of a third teacher.

Key concerns with the program were the following:
  - Implementation of leadership into the course sequences
  - Loss of the 3 circle model
  - Counselors need to be on board and promote the program

Jerry Clark recommended that between now and our next meeting in September, all members of the committee look at the proposed STEM areas. At the September meeting, all members will come with recommendations for the pathways. Prior to the September meeting, Andrew Cherry agreed to have a mock-up brochure ready so it can be edited at the meeting. Andrew Cherry also noted that the drafts must be done by December in order to seek formal board approval and implement the program during the 2014-2015 schol year.

- Third Teacher/Extended Contracts-Chris Hildebrand brought up the need for a third teacher. It was noted that the STEM program offered room for growth in this area. It was recommended Chris draft a proposed contract change and present it to TTA in the Fall for contract negotiations.
• Recommendations for additional members - Erin Thompson reported that Mitch and Kelly Roth have asked to be removed from the committee due to time restraints. It was noted that Richard Gonzales would like to be a part, is just out of the country at the moment.

• Date of next Advisory Meeting - Erin will email for meeting in September.

The meeting was adjourned at 8:40PM.
THS Agriculture Advisory Committee Minutes
THS Agriculture Department
December 20, 2012

The meeting was called to order by President John Wright at 6:30PM. In attendance were: John Wright, Hugh McCaffrey, Bob Cummings, Joann Cummings, Richard Gonzales, Chris Hildebrand, Travis Gorter and Erin Thompson.

Approval of Minutes
Bob Cummings moved to accept the October 9th minutes as presented. Hugh McCaffrey seconded the motion. The motion passed with a voice vote.

Old Business

1) FFA Student Activities and Success- Erin Thompson presented documents regarding the success of the FFA program and its students.
2) Third Teacher/Extended Contracts- Chris Hildebrand reported that there may be opportunity for the addition of a third teacher depending on district budgeting and enrollment numbers for the 2013-2014 year. He also discussed the idea of pursuing the 20% extended contract for all agriculture teachers.

New Business

1) Course Pathway Review- Chris Hildebrand presented the current course pathways. There have been no pathway changes since the previous meeting.
2) New Course Recommendations- John Wright recommended the addition of an agriculture engineering course. Erin Thompson agreed to look into the course.
3) Henry Mayo Newhall Grant Opportunity- Chris Hildebrand introduced the Henry Mayo Newhall Grant opportunity. John Wright offered to look at the site and put in an estimate to help write the grant. Erin Thompson agreed to write the grant. Chris Hildebrand agreed to seek district matching funds as well.
4) Recommendations for Additional Members- Richard Gonzales requested that he be added to the list of members. No other new members were presented.
5) Additional Items for Discussion- None
6) Date of Next Advisory Meeting- Erin will email potential dates for third meeting.

Meeting was adjourned by President, John Wright at 8:02PM.
THS Agriculture Advisory Committee Minutes
THS Agriculture Department
October 9, 2012

The meeting was called to order by President John Wright at 6:47PM after dinner was served. In attendance were: John Wright, Hugh McCaffrey, Bob Cummings, Chris Hildebrand, Erin Thompson, Jerry Clark, Paul Lemos, and Maureen Lemos.

Approval of Minutes
Bob Cummings moved to accept the January 12th, 2012 minutes as presented. Paul Lemos seconded the motion. The motion passed with a voice vote.

Old Business

1) **FFA Student Activities and Success**- Erin Thompson presented documents regarding the success of the FFA program and its students. Jerry Clark commented on the tremendous amount of student success.

2) **Department Numbers**- Erin Thompson reported current numbers are 266, versus last year’s 267. Again, each teacher is teaching during their tutorial period, only now they are contractually obligated to do so without compensation. Jerry Clark recommended Chris Hildebrand look into this contract change as no member of the department was informed prior to its adoption.

New Business

1) **ROP Course Review and Recommendations**- Chris Hildebrand, and Erin Thompson reported on the current ROP courses they are teaching: ROP Welding I and II, ROP CAD I and II, ROP Veterinary Science, ROP Agriculture Leadership, and ROP Art & History of Floral Design. It was noted that ROP Livestock I, II, and III are still available to students in the Summer. Erin Thompson asked about the possibility of offering ROP Landscaping during the summer for those students interested in completing landscape plot entries for the Mid-State Fair. There were no additional recommendations or comments.

2) **Adding Third Teacher**- Discussion followed regarding waiting until after the November elections to pursue the additional teacher. Although, departmental numbers still support the third teacher with average class size being 24 students.

3) **Extended Contracts**- Discussion followed regarding waiting until after November elections to pursue discussing the extra duty of the agriculture teachers. Bob Cummings noted that a 12 year contract would result in no vacation of any kind. Jerry Clark pointed out that the contracted could be written in a language as to still allow the teachers flexibility as to when they are allowed to take vacation (12 month contract, or number of days/hours equivalent to).

4) **Job Market Opportunities**- Chris Hildebrand and Erin Thompson discussed the various placement positions their students currently have. Bob Cummings recommended the department compile a list to turn into the District so they understand the impact on the community the Career Technical Education program has in regards to creating productive members of the work force.

5) **Recommendation for Additional Members**- New members were recommended by the committee. The following names were generated with a current committee member responsible for contacting them and asking for their participation on the committee:
   a. David LaRue- Chris Hildebrand
   b. Deanne & Richard Gonzales- John Wright
   c. Benny Simons- Chris Hildebrand
   d. Joy Fitzhugh- Maureen Lemos

6) **Additional Items for Discussion**- Questions were brought to Chris Hildebrand’s attention regarding the District’s intention of keeping the Vocational Agriculture program. Although there seems to be little information supporting this, Jerry Clark recommended the teachers still take a proactive stance in
informing the District Board of Trustees and Administration about the success of the program and make sure they are a part of activities. Maureen Lemos recommended having Joe Koski judge our local project competition and giving freebie items to Board members.

7) **Date of Next Advisory Meeting**-The next meeting is to be held Tuesday, December 18th at 6:30PM. The location of the meeting will be determined at a later date. Erin will email the information accordingly to inform the committee.

Meeting was adjourned by President, John Wright at 8:02PM.
THS Agriculture Advisory Committee Minutes

THS Agriculture Department

January 10th, 2012 6PM

The meeting was called to order by President John Wright at 6:10PM after dinner was served. In attendance were: John Wright, Hugh McCaffrey, Bob Cummings, Chris Hildebrand, Erin Thompson, Jerry Clark, Paul Lemos, Maureen Lemos, Garry Hansen, and Mitch Roth.

Approval of Minutes
Bob Cummings moved to accept the April 12th, 2011 minutes as presented. Jerry Clark seconded the motion. The motion passed with a voice vote.

Old Business

1) **FFA Student Activities and Success**- Erin Thompson presented documents regarding the success of the FFA program and its students.
2) **ROP Floral Cooler**- Chris Hildebrand reported that the cooler is in progress. Paul Lemos offered to look into assisting with the project.
3) **Department Numbers**- Chris Hildebrand reported that, even with the loss of 1 teacher, the current program numbers are 267 versus last year's 274. This is partially due to the fact that both instructors in the agriculture department gave up their tutorial period to teach an additional section of agriculture.

New Business

1) **ROP Course Review and Recommendations**- Chris Hildebrand, Erin Thompson, and Garry Hansen reported on the current ROP courses they are teaching. It was recommended by Hugh McCaffrey that perhaps the ROP Welding students could be split into a project based group and a layout based group as layout would be more practical for those students seeking employment in the field upon graduation.
2) **Proposed Courses for Next Year**- Erin Thompson reported the addition of ROP Agriculture Government/Civics, ROP Veterinary Science, and Agriculture Environmental Science for the upcoming school year. Jerry Clark expressed some concern about the future of ROP funding and making sure that we did not only teach ROP courses as it may weaken the department in the case of cut funding.
3) **Adding Third Teacher**- Chris Hildebrand recommended that the Advisory committee draft a letter to THS and TUSD administration advocating the addition of a 3rd teacher to the program.
4) **Superintendents Vision of “magnet or academy” Type School**- Chris Hildebrand brought up the idea of the agriculture program already being in line for an academy program. Mitch Roth recommended we visit some other schools with a similar program and see how it would work out and what kind of funding was available. Jerry Clark recommended we communicate with our Superintendent and make sure we stay in the discussion. Chris Hildebrand laid in place plans to set up a meeting with Dr. Koski and discuss the possibility of the Agriculture Department being a pilot academy in the district.
5) **Enterprise Project Ideas**- This item was moved to the next meeting.
6) **Additional Items for Discussion**- Jerry Clark asked about the construction at the school farm. Chris Hildebrand reported that, through a TEF grant, he was constructing 3 equine covers that would be capable of housing 9 beef animals a piece.

Meeting was adjourned by President, John Wright at 7:35PM
THS Agriculture Advisory Committee Minutes

THS Agriculture Department
April 12th, 2010 6:30PM

The meeting was called to order by President John Wright at 6:50PM after dinner. Introductions were made and the following individuals were in attendance: John Wright, Mitch Roth, Jerry Clark, Bob Cummings, Chris Hildebrand, Robin Schroeder, Erin Thompson, and Vanessa Tobin.

Approval of Minutes
Jerry Clark moved to approve the October 12th minutes as read. Bob Cummings seconded the motion. There was no discussion. The motion was passed with a voice vote.

Old Business

1) On Site Regional Supervisor Department Program Review—Chris Hildebrand reported that the visit held every three years received glowing reviews. He prepared the comprehensive program plan binder and presented it to regional supervisor, Greg Beard on November 30th. Bob Cummings asked who Mr. Beard spoke with on his visit and Chris Hildebrand told him that Mr. Beard met with Advisory President John Wright and Principal Tom Harrington to discuss the program. Additionally, John, Tom, Chris, and Greg all had lunch. Jerry Clark asked if there were any recommendations from Mr. Beard. Chris told him that, while not an official recommendation, Mr. Beard made note we need to make sure we maintain our class sizes at the appropriate level.

2) Update on the Status of Agriculture Biology—Erin Thompson reported that the UC/CSU Agriculture Biology course has been successfully approved by the school board. Jerry Clark and Bob Cummings were in attendance at the board meeting and commented on how it was immediately voted on and put through. Counselors are currently offering the course and Erin was pretty positive in having 1 section for sure in the 2011-2012 school year. Jerry Clark asked about the need for classroom supplies. Erin reported that there was a large quantity of science laboratory equipment already located in the department.

3) FFA Student Activities and Success—Erin Thompson prepared a summary of FFA Success since the last meeting. She reported there were 28 State FFA Degree recipients, 28 Sectional Proficiency winners, and 5 State Proficiency finalists. Jerry Clark pointed out the recently elected Regional Officer and 3rd place Regional Scrap Book. Bob Cummings and Jerry Clark asked for electronic copies of the document to be used in their Cal Poly Agriculture Education courses.

4) Specialized Agriculture Incentive Grant—Erin Thompson reported that the department received a Specialized Agriculture Incentive Grant for the purchase of a 10 foot by 10 foot walk-in floral cooler. The total cost of the project was $12000 and was funded in half by the Templeton Unified School District. Eight thousand dollars of the funds were used to purchase the cooler which has already been delivered. Chris Hildebrand elaborated that the remaining funding would be used to enclose the East side of the head house to make a small floral work space and house supplies. Jerry Clark asked when the cooler would be installed and Chris reported that it hopefully will be up and running after Spring Break.

New Business

1) Upcoming FFA Activities—Chris Hildebrand reported the FFA Banquet will be held on May 24th at 6PM in the THS Gym. Also, the Project Auction will be June 4th at the Mid-State Fair Grounds. Additionally, Templeton FFA will be hosting the 1st Annual Templeton FFA Invitational Welding Contest on April 30th. Currently there are 5 teams registered. Erin Thompson reported that the chapter would be taking 16 students to the State FFA Leadership Conference next week. Jerry Clark thanked the advisors for using time during their Spring Break for student leadership development.
2) **Budget—District/State**-Chris Hildebrand reviewed the adopted Templeton Unified School District resolution to remove 7 FTE's from the district, including 1 vocational agriculture position. He pointed out that as Robin has currently resigned, the position is “faceless” and harder to fill. He offered two solutions: 1) Fight to re-hire the third position, or 2) Take the loss with stipulations to maintain the integrity of the program. The stipulations were clarified as making sure class size was maintained and that agriculture students were able to get agriculture classes. He also clarified that after meeting with Principal, Tom Harrington, he was informed that Tom has been pushing counseling to put students in regular math classes, not agriculture classes to meet the requirement. The Principal’s reasoning was to hopefully increase CST test scores. Discussion followed with the following key points:

a. Bob Cummings noted that once the position was cut, it would be hard to get back.

b. Jerry Clark stated that although the Superintendent, Joe Koski, has stated we would be the first department to get filled again, it would be a good idea to have it in writing.

c. Jerry Clark also recommended we talk to counseling coordinator, Kelley Mecece, about student schedules for next year.

d. Mitch Roth suggested a letter was drafted by the Advisory Committee to the Principal in strong support of maintaining the third position. It was agreed that Erin Thompson would draft the letter for the committee.

e. Jerry Clark suggested we stay strong and invite School Board members to every event possible and promote the program to them in the most positive light.

f. It was the general agreement of the committee that if this does not work we will “rally the troops” as has been done in the past with parents and community members.

g. Bob Cummings pointed out that this is not the worst off he has seen agriculture education and the program would survive.

3) **Additional Items for Discussion**-Jerry Clark reported the new President of Cal Poly, Dr. Armstrong is very supportive of the Agriculture Education program. Dr. Armstrong recently attended the Farm Show to visit the Cal Poly Agriculture Ambassadors and was very interested in the students. Additionally, the Agriculture Education Department was originally given 70 enrollment positions for the 2011-2012 school year and ended up allowing 120 students to enter. Both Jerry and Bob Cummings were very positive about the influence Dr. Armstrong had had in the program.

Meeting was adjourned by President, John Wright at 8:16PM.
THS Agriculture Advisory Committee Minutes

THS Agriculture Department
October 12th, 2010 6:30PM

The meeting was called to order by President John Wright at 6:40PM after a brief presentation by the Templeton FFA Chapter Officers and dinner. Introductions were made and the following individuals were in attendance: John Wright, Mitch Roth, Jerry Clark, Bob Cummings, Chris Hildebrand, Hugh McCaffrey, Robin Schroeder, Erin Thompson, and Tom Harrington.

Old Business

1) Cuesta Welding Class- Chris Hildebrand reported on the success of the North County Cuesta College Welding courses being instructed at THS. Cuesta College has brought 12 welding machines into the shop which can be used for THS students as well. A grant has been written where Cuesta College will be adding 20 more welding machines as well as a trailer to hold 8 more welding stations. The additional welders will be used for Cuesta students, THS welding students, and the trailer will also be used for promotional purposes for Cuesta College. Additionally, the articulation process is being followed so that students in the Advanced Welding class will receive credit for the Cuesta College 270A course.

2) ROP Art/History Floral Design- Erin Thompson reported that the ROP Art & History of Floral Design course does count for UC/CSU Visual and Performing Arts credit. Currently there are approximately 50 students enrolled in two sections. Textbooks have been purchased by the Templeton Unified School District and floral cooler was purchased with departmental monies. The current ROP budget is $500 for two sections. It was agreed upon that additional funds should be looked into as the course is expensive to run. Bob Cummings recommended we invite the ROP liaison from the Templeton School Board to the next advisory meeting. Currently that liaison is Larry Millar, but the future incumbent is not known. The department will be exploring specialized agriculture incentive grant funding for a walk-in floral refrigerator in the future. Jerry Clark recommended the department also look into providing a small retail floral shop connected to the cooler and classroom for student projects.

3) Check Advisory Roster- A roster was passed around with changes made. A new copy of the roster will be distributed soon.

4) Agriculture Department Pathways- A new pathway including Agriculture Biology and ROP Small Animal Pre/Vet was distributed and discussed.

New Business

1) Officer Elections- Mitch Roth moved to keep the current president and secretary. The motion was seconded. Jerry Clark declined his secretarial re-election. The motion was dropped. Mitch Roth moved to keep the current president. The motion was seconded. There was no discussion. Motion passed, voice vote. Hugh McCaffrey moved to elect Erin Thompson for secretary. The motion was seconded. There was no discussion. Motion passed, voice vote.

2) Upcoming FFA Activities- Robin Schroeder reviewed the upcoming FFA activities as well as the California Agriculture License plate program.

3) Agriculture Incentive Grant- Chris Hildebrand reported we will be visited by our regional supervisor, Greg Beard, on November 30th. The Principal, Tom Harrington, and members of the advisory committee are invited to attend lunch at Ian McPhee’s with Greg Beard and the agriculture teachers on November 30th.

4) Proposed New Classes-
   a. ROP Small Animal Pre/Vet- Bob Cummings moved to approve the ROP Small Animal Pre/Vet course outline as written by the Santa Lucia ROP. The motion was seconded. There was no discussion. Motion passed, voice vote.
b. *Agriculture Biology*- The following recommendations were made to enhance the course outline:
   
   i. Add Career Technical Education Agriculture and Foundation standards.
   
   Mitch Roth moved to approve the Agriculture Biology course outline with the addition so Career Technical Education Agriculture and Foundation standards. The motion was seconded. Discussion followed with the below recommendations:
   
   i. Erin Thompson to email Will Jones for data comparing Agriculture Biology with regular Biology CST scores and results.
   
   ii. The agriculture department seek 1 section of Agriculture Biology for the 2011-2012 school year.
   
   iii. The agriculture advisory committee meet with the science department at THS to discuss how the course may affect their program and enrollment.
   
   The motion passed, voice vote.

5) **Additional Items**- Jerry Clark asked for both a hard and electronic copy of the Advisory Committee materials for the AGED 520 class at Cal Poly. Erin Thompson agreed to provide him with the information.

6) **Next Meeting**- A meeting will be scheduled after data is collected by department members in regards to the Agriculture Biology Course.

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Meeting was adjourned by President, John Wright at 7:45PM.
THS Agriculture Advisory Committee Minutes

THS Agriculture Department
April 12th, 2010 6:30PM

The meeting was called to order by President John Wright at 6:50PM after dinner. Introductions were made and the following individuals were in attendance: John Wright, Mitch Roth, Jerry Clark, Bob Cummings, Chris Hildebrand, Robin Schroeder, Erin Thompson, and Vanessa Tobin.

Approval of Minutes
Jerry Clark moved to approve the October 12th minutes as read. Bob Cummings seconded the motion. There was no discussion. The motion was passed with a voice vote.

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THS Agriculture Advisory Committee Minutes

THS Agriculture Department

October 12th, 2010 6:30PM

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3. **Check Advisory Roster**-A roster was passed around with changes made. A new copy of the roster will be distributed soon.

4. **Agriculture Department Pathways**-A new pathway including Agriculture Biology and ROP Small Animal Pre/Vet was distributed and discussed.

New Business

1. **Officer Elections**-Mitch Roth moved to keep the current president and secretary. The motion was seconded. Jerry Clark declined his secretarial re-election. The motion was dropped. Mitch Roth moved to keep the current president. The motion was seconded. There was no discussion. Motion passed, voice vote. Hugh McCaffrey moved to elect Erin Thompson for secretary. The motion was seconded. There was no discussion. Motion passed, voice vote.

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4. Proposed New Classes-
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      i. Add Career Technical Education Agriculture and Foundation standards.

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   ii. The agriculture department seek 1 section of Agriculture Biology for the 2011-2012 school year.
   iii. The agriculture advisory committee meet with the science department at THS to discuss how the course may affect their program and enrollment.

The motion passed, voice vote.

5. Additional Items-Jerry Clark asked for both a hard and electronic copy of the Advisory Committee materials for the AGED 520 class at Cal Poly. Erin Thompson agreed to provide him with the information.

6. Next Meeting-A meeting will be scheduled after data is collected by department members in regards to the Agriculture Biology Course.

Meeting was adjourned by President, John Wright at 7:45PM.
SANTA LUCIA ROP

MINUTES

ADVISORY COMMITTEE MEETING

Templeton Unified School District

Templeton High School Agriculture Department

October 12th, 2010 6:30PM

1. The meeting was called to order by President John Wright at 6:40PM after a brief presentation by the Templeton FFA Chapter Officers.

2. List advisors present: John Wright, Jerry Clark, Bob Cummings, Hugh McCaffrey, and Mitch Roth.

List teachers/staff present:

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Hildebrand</td>
<td>THS Agriculture Teacher</td>
</tr>
<tr>
<td>Robin Schroeder</td>
<td>THS Agriculture Teacher</td>
</tr>
<tr>
<td>Erin Thompson</td>
<td>THS Agriculture Teacher</td>
</tr>
<tr>
<td>Tom Harrington</td>
<td>THS Principal</td>
</tr>
</tbody>
</table>

3. Curriculum Review

   a. Reviewed course outlines for ROP Small Animal Pre-Vet

      i. Bob Cummings moved to accept the course outline as written by the Santa Lucia ROP. The motion was seconded. There was no discussion. Motion passed, voice vote.

4. Advisor reports:

   a) Chris Hildebrand reported on the success of the Cuesta College North County Welding classes being instructed at THS.

   b) Erin Thompson reported that the ROP Floral Class is up and running with textbooks and a new floral refrigerator in place.

5. Dinner was served and the meeting was adjourned at 7:45PM.
Minutes prepared by: Erin Thompson

FORM 9 2007
Templeton High School Agriculture Department
Advisory Committee Minutes
November 16, 2009

Members Present: Georgia Bollinger, Kurt Bollinger, Jerry Clark, Bob Cummings, Joanne Cummings, Jim McCaffrey, Mitch Roth, and John Wright.

Members Absent: Gill Vasquez

Teachers Present: Chris Hildebrand, Katie Margreiter, Robin Schroeder, Chris Lemos.

The meeting was called to order at 6:10 pm by Chris Hildebrand, followed by self introductions of Committee Members. Minutes from the October 20th meeting were distributed and a clarification of class size was discussed. The minutes were passed (J. Cummings / Wright).

John Wright was elected President and Jerry Clark was elected Secretary of the 2009-10 Templeton Agriculture Department Advisory Committee.

Delicious Enchiladas were served for dinner!

Katie then brought us up-to-date on FFA activities for the chapter. Templeton had three Creed Speakers and three Big Contestants in the SLO Sectional Contest. Coming up is an FFA meeting, the annual Coat Drive, and a new activity – Toys for Tots! Each member of the Committee received a copy of the Templeton FFA Calendar for the 2009-10 year.

Chris handed out the Ag Incentive Grant Review document and went through each of the standards. As of this date all parts of the Checklist were in compliance with the following exceptions:

3D - Not all Students with SAE’s are visited by their ag teacher twice per year

4D - Written Minutes of Department meetings need to be kept and filed.

9C - While follow-up attempts have been employed, a system needs to be developed.

10A - Shop and Classroom courses all have more than the minimums for the Incentive Grant.

10B - There are more than 75 students per teacher.

11A - There is not one fulltime equivalent teacher employed year-round for each 75 students.

John Wright signed off on the Review Document on behalf of the Committee.

The topics of Agriculture Department Pathways and Classes will be placed on the New business of the December 7th Meeting to be held in room D6 at 6 pm.

The Meeting was adjourned at 8:30 pm by President John Wright.
Templeton High School Agriculture Department
Advisory Committee Meeting Minutes
October 20

- Present:
  - Chris Hildebrand, Katie Margreiter, Robin Schroeder, Chris Lemos, Jerry Clark, Hugh McCaffrey, John Wright, and Joanne Cummings

- Meeting called to order 18:20
- Welcome and introductions:
  - All present introduced themselves

- Old Business
  - Chapter officers spoke about recent events.

- New Business
  - Need new members for committee with background in all program areas
  - Department wants to start a floriculture class next year
    - Mrs. Lahargo as a possible committee member with floriculture background.
  - Bike repair fundraiser suggested by Jim
  - Class numbers
    - Fought to reduce size
    - Met AIG requirements this year
    - Another class was added to Mrs. Margreiter’s schedule
  - Loss of SAE Period a possibility
  - Need to work with school board and may need advisory committee’s help in the future to fight class size in the future
  - ROP funding
    - Close to $10,000 for ROP classes
  - Should bring superintendent to a large event such as state conference or state finals
  - Mrs. Margreighter talked about freshman class
    - Good class
    - High BiG test scores
    - About half received Greenhand Degree
    - Some are participating in Creed Speaking
  - Department has 320 students
  - Going to Full E-Record Book
    - Easier and neater
    - A focus to improve on/ increase Record Book use
  - Ms. Schroeder spoke about the POA
    - Is to send Mr. Clark the current budget and calendar of events via email
  - Mr. Clark spoke about the need to talk about retention at a future meeting
Templeton High School Agriculture Department
Advisory Committee Meeting
October 12, 2010

Agenda

Welcome and Introductions

Old Business

- Cuesta Welding Class
- ROP Floral Class
- Check Advisory Roster for accuracy
- Agriculture Department Pathways and Classes (Show new flow chart)
  - Pathway clusters
  - Classes for clusters

New Business

- Elect President and Secretary (We can elect to keep current officers for one more year)
- Up-coming FFA Activities
- Agricultural Incentive Grant Checklist
- Regional Supervisor On-Site Review of Department (Tuesday, Nov 30 @9:00am)
- Proposed New Classes
  - Agriculture Biology Course
  - Small Animal/Pre-Vet Course
- Additional Items for discussion
- Date of next Advisory Meeting?

Dinner will be served

Thank you very much for attending and supporting The Templeton Ag Department!
Templeton High School Agriculture Department
Advisory Committee Meeting
October 20, 2009

Agenda

Welcome and Introductions

Old Business

- Department Staff – Chris
- Templeton FFA Project Auction – FFA Officers/Blake Ginder
- American Degrees – Chris – Matt Duhon and Lindsey Graham
- Mid-State Fair – FFA Officers/Nicole Sonne
- September FFA Meeting – FFA Officers/Karrie Schasteen

New Business

- Up-coming FFA Activities – FFA Officers/Matt Parker
- Freshmen Class – Katie
- Department/Class Numbers/R-2 Report – Chris
- FFA Program of Activities (POA) - Robin
- Additional Advisory Members
  - Floriculture
  - OH
- Additional Items for discussion
- Items for Next Meeting:
  - CDE Teams
  - Ag Pathways and classes
- Date of next Advisory Meeting? November

Dinner will be served when ready – we will then have a “working dinner”

Thank you very much for attending and supporting Templeton Ag Department!
Templeton High School Agriculture Department
Advisory Committee Meeting
November 16, 2009

Agenda

Welcome and Introductions

Old Business

- R-2 Report – Retention rate by grade level
- Check Advisory Roster for accuracy

New Business

- Elect President and Secretary
- Up-coming FFA Activities
- Agricultural Incentive Grant Checklist
- Agriculture Department Pathways and Classes
  o Pathway clusters
  o Classes for clusters
  o New classes
- Additional Items for discussion
- Date of next Advisory Meeting?

Dinner will be served

Thank you very much for attending and supporting Templeton Ag Department!
Templeton High School Agriculture Department
Advisory Committee Meeting
December 8, 2009

Agenda

Welcome and Introductions

Old Business

- Ag Incentive Grant Checklist
  - Re-visit areas needing to be met

New Business

- Agriculture Department Pathways and Classes
  - Pathway clusters
  - Classes for clusters
  - New classes

- Additional Items for discussion

- Date of next Advisory Meeting?

Dinner will be served

Thank you very much for attending and supporting Templeton Ag Department!
## Vocational Agriculture - Hildebrand

### VocAg-Materials: 01-7010-0-4300-1110-1000-006-0000-0000

<table>
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### VocAg-non-capitalized equipment: 01-7010-0-4400-1110-1000-006-0000-0000

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# 2013-2014 Templeton FFA Chapter Budget

## Monthly Meeting Activities and Supplies

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## Chapter Banquet

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## Leadership

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<td>CDE/Judging Team Support</td>
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<tr>
<td>Officer Retreats</td>
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<td>Go for the Gold Games</td>
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<td>COLC</td>
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<td>Sectional Dues</td>
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<tr>
<td>Greenhand Conference</td>
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<td>$340</td>
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<td>Program of Activities</td>
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<td>Ice Cream FFA Week</td>
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<td>Incentive Points Trip</td>
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<td>Greenhand Jackets</td>
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<td>State Degree Ceremony</td>
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## Supplies

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<td>Scrapbook Supplies</td>
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## Grand Totals

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<td><strong>Total</strong></td>
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February 8, 1999

Mr. Pat Casey
Templeton High School
1200 Main Street
Templeton, CA 93465

Dear Pat,

Sorry it has taken me so long to get back with you...Howard and I have been working with instructors to review the courses taught at your school.

Attached you will find a Summary of Articulation Agreements with Templeton High School. Please review and let me know if you have any changes or corrections. AP Statistics and Probability could not be articulated primarily because Allan Hancock College (AHC) does not have a follow-up course to test student competency. Also for AP Environmental Science, there is no equivalent course here at AHC. Howard and other instructors did comment on how impressive the courses were and how they would like to offer them here some day.

It has been a pleasure working with you. If you have any questions or concerns about the agreements, please call me at AHC 922-6966 extension 3734. I look forward to hearing from you soon and following up on the articulation process with your students.

Sincerely,

Debbie Ashby
Articulation Coordinator
<table>
<thead>
<tr>
<th>High School Course Title</th>
<th>Equivalent to Allan Hancock College</th>
<th>Student must take one of the following</th>
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<tr>
<td>ROP Advanced Accounting</td>
<td>Accounting 101</td>
<td>ACCT 121</td>
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<tr>
<td>ROP Word Processing</td>
<td>Office Automation 331 (A)</td>
<td>BUS 160, COMP SCI 101</td>
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<td></td>
<td></td>
<td>CBIS 101, 108, 141, 142</td>
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<td></td>
<td></td>
<td>OA 331 (B), 332, 333, 334</td>
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<td>AG Tech Basic Drafting</td>
<td>Engineering Technology 311</td>
<td>ET 100, 140</td>
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<td>ROP Computer Aided Drafting I</td>
<td>Engineering Technology 100</td>
<td>ET 140</td>
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<tr>
<td>ROP Computer Aided Drafting II</td>
<td>Engineering Technology 100</td>
<td>ET 140</td>
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<tr>
<td>AP Calculus</td>
<td>Mathematics 181</td>
<td>MATH 182</td>
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<tr>
<td>AP Biology</td>
<td>Biology 150</td>
<td>BIO 154, 155</td>
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<tr>
<td>AP Chemistry</td>
<td>Chemistry 150</td>
<td>CHEM 151</td>
</tr>
<tr>
<td>AP Physics</td>
<td>Physics 141</td>
<td>PHYS 142</td>
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Articulation
Cuesta College

Cuesta College has eliminated the traditional articulation process and course-to-course comparison with all high schools. In place of the traditional approach, Cuesta College offers students the opportunity to challenge courses through an examination process/challenge exam. Successful completion of the challenge exam will give the students full credit for the course. Students from area high schools are not required to pay any fees and can select to take the challenge exam credit/no credit or for a grade. The results of the exam will become part of the student's permanent record at Cuesta College.

Courses in the agriculture program that will qualify for credit include:

- Welding
- ROP Construction (Metals)
- CAD
- ROP Construction (Building Trades)
June 3, 1999

Pat Casey
Templeton High School
1200 Main St.
Templeton, CA 93465

Dear Pat,

I'm happy to report we have approved articulation agreements with the following courses:
- Ag Tech Welding & Ag Tech ROP Building Trades
- Intro to Ag Science
- Advanced Accounting
- ROP Word Processing
- ROP Metal Manufacturing I
- Ag Tech Welding 16

Please have the appropriate instructor sign and your principal sign the agreements and mail back to me.

I also included the requests for courses that we were not able to articulate.

Sincerely,

Don Warkentin
Dean Kings County Campus
Graduate Follow-up

# CA0245  Templeton
Templeton HS
1200 Main St.
Templeton, CA  93465

Graduates for Spring: 2011  Go

<table>
<thead>
<tr>
<th>Last Name</th>
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<th>Graduate Status</th>
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<tbody>
<tr>
<td>Parker</td>
<td>Shaunna</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Villars</td>
<td>Karlene</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Jones</td>
<td>Preston</td>
<td>Two Year College-Non-Ag Major</td>
</tr>
<tr>
<td>Scoville</td>
<td>Nathan</td>
<td>Four Year College-Non-Ag Major</td>
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<td>Semprez</td>
<td>Edmund</td>
<td>Employed - Parttime-Ag Job</td>
</tr>
<tr>
<td>Burwick</td>
<td>Taylor</td>
<td>Location or Position Unknown-</td>
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<tr>
<td>Mcmickle</td>
<td>Brett</td>
<td>Two Year College-Non-Ag Major</td>
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<td>Brown</td>
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<tr>
<td>Cruz</td>
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<tr>
<td>Hook</td>
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<td>King</td>
<td>Dustin</td>
<td>Location or Position Unknown-</td>
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<tr>
<td>Alba</td>
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<td>Ballo</td>
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<tr>
<td>Heiner</td>
<td>Raeann</td>
<td>Two Year College-Ag Major</td>
</tr>
<tr>
<td>Kennedy</td>
<td>Nick</td>
<td>Employed - Fulltime-Ag Job</td>
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<td>Birks</td>
<td>Garrett</td>
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<td>Parker</td>
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<td>Reynolds</td>
<td>Danica</td>
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<td>Welcher</td>
<td>Chase</td>
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<td>Rosas</td>
<td>Jacob</td>
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<td>Cappelluti</td>
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<td>Two Year College-Ag Major</td>
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Printed: 11/14/2011 12:59:58 PM
Count: 22
# California Graduate Follow-up

# Templeton HS
1200 Main St.
Templeton, CA 93465

Year: 2010

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Graduate Status</th>
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<tbody>
<tr>
<td>Alba</td>
<td>Jay</td>
<td>Employed - Part-time-Non-Ag Job</td>
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<tr>
<td>Anderson</td>
<td>Wyatt</td>
<td>Two Year College-Ag Major</td>
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<td>Calwell</td>
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<td>Elliott</td>
<td>Ryan</td>
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<td>Escobedo</td>
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<td>Evangelista</td>
<td>Tyler</td>
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<td>Nick</td>
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<td>Blake</td>
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<td>Graff</td>
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<td>Cody</td>
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<td>Two Year College-Ag Major</td>
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<td>Hernandez</td>
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<td>Hildebrand</td>
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<td>Four Year College-Ag Major</td>
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<td>James</td>
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<td>Two Year College-Ag Major</td>
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<td>Location or Position Unknown</td>
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<td>Fahlmer</td>
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<td>Pilg</td>
<td>Josh</td>
<td>Two Year College-Non-Ag Major</td>
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<td>Roth</td>
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<td>Schasteen</td>
<td>Karrie</td>
<td>Four Year College-Ag Major</td>
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<td>Short</td>
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<td>Employed - Fulltime-Ag Job</td>
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<td>Simpson</td>
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<td>Two Year College-Non-Ag Major</td>
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<td>Sonne</td>
<td>Nicole</td>
<td>Two Year College-Ag Major</td>
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<tr>
<td>Spalding</td>
<td>Jacob</td>
<td>Four Year College-Non-Ag Major</td>
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http://calaged.org/R2/Scripts/Grads/PrintGrads.asp

11/16/2010
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<th>Name</th>
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<td>College-Non-Ag Major</td>
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<td>Vanderplas</td>
<td>Bob</td>
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<td>College-Non-Ag Major</td>
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<td>Matthew</td>
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<td>College-Ag Major</td>
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<td>Paul</td>
<td>Four Year</td>
<td>College-Non-Ag Major</td>
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<td>Wirth</td>
<td>Libby</td>
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<td>College-Ag Major</td>
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Printed: 11/16/2010 5:04:03 PM
Count: 38
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: ___________________________  Graduation Year: ________
Phone: ___________________________

Employment Status:

___ Part-time Agriculture
___ Full-time Agriculture

___ Part-time non-ag
___ Full-time non-ag

School Status:

___ 2-year college agriculture major
___ 4-year college agriculture major

___ 2 year college non-ag major
___ 4 year college non-ag major

___ Technical School
___ no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

(0) No value  thru (4) Essential

1. _____ class lectures
2. _____ laboratory activities
3. _____ oral presentations
4. _____ FFA/leadership activities
5. _____ having an SAE project
6. _____ record keeping skills taught
7. _____ advice and counseling by teachers
8. _____ overall program
9. _____ department facilities
10. _____ relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Jax Allen
Phone: 423-2245
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [x] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [ ] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [x] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value   thru (4) Essential

   1. 3 class lectures
   2. 3 laboratory activities
   3. 3 oral presentations
   4. 3 FFA/leadership activities
   5. 3 having an SAE project
   6. 2 record keeping skills taught
   7. 3 advice and counseling by teachers
   8. 3 overall program
   9. 4 department facilities
   10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Wyatt Anderson
Phone: 434-5220
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [ ] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [ ] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value    thru (4) Essential

1. 3 class lectures
2. 4 laboratory activities
3. 4 oral presentations
4. 3 FFA/leadership activities
5. 4 having an SAE project
6. 3 record keeping skills taught
7. 4 advice and counseling by teachers
8. 4 overall program
9. 4 department facilities
10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Ryan Elliott
Phone: 434-3131
Graduation Year: 2010

Employment Status:

- Part-time Agriculture
- Full-time Agriculture
- Part-time non-ag
- Full-time non-ag

School Status:

- 2-year college agriculture major
- 4-year college agriculture major
- 2 year college non-ag major
- 4 year college non-ag major
- Technical School
- No school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value  thru (4) Essential

1. \[\text{class lectures}\]
2. \[\text{laboratory activities}\]
3. \[\text{oral presentations}\]
4. \[\text{FFA/leadership activities}\]
5. \[\text{having an SAE project}\]
6. \[\text{record keeping skills taught}\]
7. \[\text{advice and counseling by teachers}\]
8. \[\text{overall program}\]
9. \[\text{department facilities}\]
10. \[\text{relevancy of skills obtained}\]
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Cameron Escobedo
Phone: 239-4945
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [X] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [X] 2-year college agriculture major
- [X] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value thru (4) Essential
   1. [3] class lectures
   2. [3] laboratory activities
   3. [2] oral presentations
   4. [3] FFA/leadership activities
   5. [3] having an SAE project
   6. [7] record keeping skills taught
   7. [3] advice and counseling by teachers
   8. [3] overall program
   9. [3] department facilities
   10. [3] relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Tyler Evangelista
Graduation Year: 2010
Phone: 934-0160

Employment Status:

✓ Part-time Agriculture
     Full-time Agriculture

     Part-time non-ag
     Full-time non-ag

School Status:

✓ 2-year college agriculture major
     4-year college agriculture major

     2 year college non-ag major
     4 year college non-ag major

     Technical School

     no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value  thru (4) Essential
   1. 3 class lectures
   2. 4 laboratory activities
   3. 3 oral presentations
   4. 4 FFA/leadership activities
   5. 4 having an SAE project
   6. 3 record keeping skills taught
   7. 4 advice and counseling by teachers
   8. 4 overall program
   9. 4 department facilities
   10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Nick Garettson
Phone: 434-0211
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [ ] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [ ] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   - A. Agriculture Mechanics
   - B. Agriculture Science
   - C. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value thru (4) Essential
   1. 4 class lectures
   2. 4 laboratory activities
   3. 3 oral presentations
   4. 3 FFA/leadership activities
   5. 3 having an SAE project
   6. 3 record keeping skills taught
   7. 4 advice and counseling by teachers
   8. 4 overall program
   9. 4 department facilities
   10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Brake Gainder
Graduation Year: 2010
Phone: 415-4843

Employment Status:

✓ Part-time Agriculture

Full-time Agriculture

Part-time non-ag

Full-time non-ag

School Status:

✓ 2-year college agriculture major

4-year college agriculture major

2 year college non-ag major

4 year college non-ag major

Technical School

no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   □ Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation
   in your employment or continued education.

   (0) No value   thru (4) Essential

1. 4 class lectures
2. 4 laboratory activities
3. 4 oral presentations
4. 4 FFA/leadership activities
5. 4 having an SAE project
6. 4 record keeping skills taught
7. 4 advice and counseling by teachers
8. 4 overall program
9. 4 department facilities
10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Jesus Gomez
Phone: 934-2367

Graduation Year: 2010

Employment Status:

☑ Part-time Agriculture
   Full-time Agriculture
   Part-time non-ag
   Full-time non-ag

School Status:

☑ 2-year college agriculture major
   4-year college agriculture major
   2 year college non-ag major
   4 year college non-ag major
   Technical School
   no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   ☑ Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value   thru (4) Essential
1. ☑ 3 class lectures
2. ☑ 3 laboratory activities
3. ☑ 3 oral presentations
4. ☑ 3 FFA/leadership activities
5. ☑ 3 having an SAE project
6. ☑ 3 record keeping skills taught
7. ☑ 3 advice and counseling by teachers
8. ☑ 3 overall program
9. ☑ 3 department facilities
10. ☑ 3 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Brooke Gonzalez
Phone: 423-4537
Graduation Year: 2010

Employment Status:

✓ Part-time Agriculture

□ Full-time Agriculture

□ Part-time non-ag

□ Full-time non-ag

School Status:

□ 2-year college agriculture major

□ 4-year college agriculture major

✓ 2 year college non-ag major

□ 4 year college non-ag major

□ Technical School

□ no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   O Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

(0) No value thru (4) Essential

1. 4 class lectures
2. 4 laboratory activities
3. 3 oral presentations
4. 4 FFA/leadership activities
5. 3 having an SAE project
6. 3 record keeping skills taught
7. 4 advice and counseling by teachers
8. 4 overall program
9. 4 department facilities
10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Ian Gruff
Phone: 408-4222
Graduation Year: 2010

Employment Status:

☑ Part-time Agriculture
_ Full-time Agriculture

_ Part-time non-ag
_ Full-time non-ag

School Status:

☑ 2-year college agriculture major
_ 4-year college agriculture major

_ 2 year college non-ag major
_ 4 year college non-ag major

_ Technical School
_ no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value   thru (4) Essential

1. 4 class lectures
2. 4 laboratory activities
3. 4 oral presentations
4. 4 FFA/leadership activities
5. 4 having an SAE project
6. 3 record keeping skills taught
7. 4 advice and counseling by teachers
8. 4 overall program
9. 4 department facilities
10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Jordan Haner
Phone: 434-5920
Graduation Year: 2017

Employment Status:

☑ Part-time Agriculture
☐ Full-time Agriculture

☐ Part-time non-ag
☐ Full-time non-ag

School Status:

☑ 2-year college agriculture major
☐ 4-year college agriculture major

☐ 2 year college non-ag major
☐ 4 year college non-ag major

☐ Technical School
☐ no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

(0) No value  thru (4) Essential
1. 3 class lectures
2. 4 laboratory activities
3. 3 oral presentations
4. 4 FFA/leadership activities
5. 4 having an SAE project
6. 4 record keeping skills taught
7. 4 advice and counseling by teachers
8. 4 overall program
9. 4 department facilities
10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Cody Harrington
Phone: 401-357-5467
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [x] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [ ] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [x] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value  thru (4) Essential

   1. 4 class lectures
   2. 4 laboratory activities
   3. 4 oral presentations
   4. 3 FFA/leadership activities
   5. 3 having an SAE project
   6. 3 record keeping skills taught
   7. 4 advice and counseling by teachers
   8. 4 overall program
   9. 4 department facilities
   10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Sharae Hulmann
Graduation Year: 2010
Phone: 440-9128

Employment Status:

✓ Part-time Agriculture

Full-time Agriculture

Part-time non-ag

Full-time non-ag

School Status:

✓ 2-year college agriculture major

4-year college agriculture major

2 year college non-ag major

4 year college non-ag major

Technical School

no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

(0) No value thru (4) Essential

1. 4 class lectures
2. 4 laboratory activities
3. 4 oral presentations
4. 4 FFA/leadership activities
5. 4 having an SAE project
6. 4 record keeping skills taught
7. 4 advice and counseling by teachers
8. 4 overall program
9. 4 department facilities
10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Katrina Hernandez
Graduation Year: 2010
Phone: _______________________

Employment Status:

_____ Part-time Agriculture
_____ Full-time Agriculture

_____ Part-time non-ag
_____ Full-time non-ag

School Status:

_____ 2-year college agriculture major
_____ 4-year college agriculture major

_____ 2 year college non-ag major
_____ 4 year college non-ag major

_____ Technical School

_____ no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation
   in your employment or continued education.

   (0) No value   thru (4) Essential

1. _____ class lectures
2. _____ laboratory activities
3. _____ oral presentations
4. _____ FFA/leadership activities
5. _____ having an SAE project
6. _____ record keeping skills taught
7. _____ advice and counseling by teachers
8. _____ overall program
9. _____ department facilities
10. _____ relevancy of skills obtained
Tempelton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Doug Hicks
Phone: 415-1177
Graduation Year: 2010

Employment Status:

[ ] Part-time Agriculture
[ ] Full-time Agriculture
[ ] Part-time non-ag
[ ] Full-time non-ag

School Status:

[ ] 2-year college agriculture major
[ ] 4-year college agriculture major

[ ] 2 year college non-ag major
[ ] 4 year college non-ag major

[ ] Technical School
[ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value   thru (4) Essential
   1. ___ 3 class lectures
   2. ___ 4 laboratory activities
   3. ___ 4 oral presentations
   4. ___ 3 FFA/leadership activities
   5. ___ 3 having an SAE project
   6. ___ 3 record keeping skills taught
   7. ___ 4 advice and counseling by teachers
   8. ___ 4 overall program
   9. ___ 4 department facilities
   10. ___ 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Nolan Hildebrand
Phone: 239-865-6
Graduation Year: 2012

Employment Status:

- [x] Part-time Agriculture
- [ ] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [x] 2-year college agriculture major
- [x] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value   thru (4) Essential
1. [4] class lectures
2. [4] laboratory activities
3. [4] oral presentations
4. [4] FFA/leadership activities
5. [4] having an SAE project
6. [4] record keeping skills taught
7. [4] advice and counseling by teachers
8. [4] overall program
10. [4] relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Jordan James
Phone: 423-4018
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [x] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [ ] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

(0) No value thru (4) Essential
1. [x] class lectures
2. [x] laboratory activities
3. [x] oral presentations
4. [x] FFA/leadership activities
5. [x] having an SAE project
6. [x] record keeping skills taught
7. [x] advice and counseling by teachers
8. [x] overall program
9. [x] department facilities
10. [x] relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Ashley Jourdens
Graduation Year: 2010
Phone: 284-0434

Employment Status:

- [ ] Part-time Agriculture
- [ ] Full-time Agriculture
- [x] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [ ] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   - [x] Agriculture Mechanics
   - b. Agriculture Science
   - c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value  thru (4) Essential
   1. 3 class lectures
   2. 4 laboratory activities
   3. 3 oral presentations
   4. 4 FFA/leadership activities
   5. 4 having an SAE project
   6. 4 record keeping skills taught
   7. 4 advice and counseling by teachers
   8. 4 overall program
   9. 4 department facilities
   10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Tyler Lewis
Phone: 423-1131
Graduation Year: 2010

Employment Status:

____ Part-time Agriculture
____ Full-time Agriculture
____ Part-time non-ag
____ Full-time non-ag

School Status:

____ 2-year college agriculture major
____ 4-year college agriculture major
____ 2 year college non-ag major
____ 4 year college non-ag major
____ Technical School
____ no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value  thru (4) Essential
   1. 4 class lectures
   2. 3 laboratory activities
   3. 3 oral presentations
   4. 3 FFA/leadership activities
   5. 3 having an SAE project
   6. 3 record keeping skills taught
   7. 4 advice and counseling by teachers
   8. 4 overall program
   9. 4 department facilities
   10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Stephen Mally
Phone: 238-2195
Graduation Year: 2010

Employment Status:

_____ Part-time Agriculture
_____ Full-time Agriculture
_____ Part-time non-ag
_____ Full-time non-ag

School Status:

_____ 2-year college agriculture major
_____ 4-year college agriculture major
_____ 2 year college non-ag major
_____ 4 year college non-ag major
_____ Technical School
_____ no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value   thru (4) Essential
   1. __4__ class lectures
   2. __4__ laboratory activities
   3. __3__ oral presentations
   4. __3__ FFA/leadership activities
   5. __3__ having an SAE project
   6. __3__ record keeping skills taught
   7. __4__ advice and counseling by teachers
   8. __4__ overall program
   9. __4__ department facilities
   10. __4__ relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Kellen McMillen
Phone: 835-3717
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [X] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [X] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value  thru (4) Essential

1. [3] class lectures
2. [3] laboratory activities
3. [3] oral presentations
4. [3] FFA/leadership activities
5. [3] having an SAE project
6. [3] record keeping skills taught
7. [3] advice and counseling by teachers
8. [3] overall program
9. [3] department facilities
10. [3] relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Joshua Spray
Phone: 

Employment Status:

- Part-time Agriculture
- Full-time Agriculture
- Part-time non-ag
- Full-time non-ag

School Status:

- 2-year college agriculture major
- 4-year college agriculture major
- 2 year college non-ag major
- 4 year college non-ag major
- Technical School
- no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation
   in your employment or continued education.

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</table>
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Nicholas Dritch
Phone: 467-1546
Graduation Year: 2010

Employment Status:

- Part-time Agriculture
- Full-time Agriculture
- Part-time non-ag
- Full-time non-ag

School Status:

- 2-year college agriculture major
- 4-year college agriculture major
- 2 year college non-ag major
- 4 year college non-ag major
- Technical School
- no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation
   in your employment or continued education.

(0) No value thru (4) Essential
1. _____ class lectures
2. _____ laboratory activities
3. _____ oral presentations
4. _____ FFA/leadership activities
5. _____ having an SAB project
6. _____ record keeping skills taught
7. _____ advice and counseling by teachers
8. _____ overall program
9. _____ department facilities
10. _____ relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Jonathan Pahler
Phone: 434-868

Graduation Year: 2010

Employment Status:

\[ \checkmark \]
- Part-time Agriculture
- Full-time Agriculture
- Part-time non-ag
- Full-time non-ag

School Status:

- 2-year college agriculture major
- 4-year college agriculture major
- 2 year college non-ag major
- 4 year college non-ag major
- Technical School
- no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

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Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Evan Postorius
Graduation Year: 2010
Phone: 

Employment Status:

- Part-time Agriculture
- Full-time Agriculture
- Part-time non-ag
- Full-time non-ag

School Status:

- 2-year college agriculture major
- 4-year college agriculture major
- 2 year college non-ag major
- 4 year college non-ag major
- Technical School
- no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

(0) No value thru (4) Essential
1. ______ class lectures
2. ______ laboratory activities
3. ______ oral presentations
4. ______ FFA/leadership activities
5. ______ having an SAE project
6. ______ record keeping skills taught
7. ______ advice and counseling by teachers
8. ______ overall program
9. ______ department facilities
10. _____ relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: ______ Phone: ______

Graduation Year: ______

Employment Status:

Part-time Agriculture
Full-time Agriculture

Part-time non-ag
Full-time non-ag

School Status:

2–year college agriculture major
4-year college agriculture major

2 year college non-ag major
4 year college non-ag major

Technical School

no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value   thru (4) Essential

1. 3 class lectures
2. 3 laboratory activities
3. 2 oral presentations
4. 2 FFA/leadership activities
5. 2 having an SAE project
6. 2 record keeping skills taught
7. 4 advice and counseling by teachers
8. 3 overall program
9. 4 department facilities
10. 3 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Garrett Roth
Phone: 919-4845

Graduation Year: 2010

Employment Status:

✓ Part-time Agriculture
Full-time Agriculture

Part-time non-ag
Full-time non-ag

School Status:

✓ 2-year college agriculture major
4-year college agriculture major

2 year college non-ag major
4 year college non-ag major

Technical School
no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value    thru (4) Essential
1. 4 class lectures
2. 4 laboratory activities
3. 4 oral presentations
4. 4 FFA/leadership activities
5. 4 having an SAE project
6. 4 record keeping skills taught
7. 4 advice and counseling by teachers
8. 4 overall program
9. 4 department facilities
10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Yarrie Schneeden
Phone: 434-1391
Graduation Year: 2010

Employment Status:

- Part-time Agriculture
- Full-time Agriculture
- Part-time non-ag
- Full-time non-ag

School Status:

☑ 2-year college agriculture major
☑ 4-year college agriculture major

☐ 2 year college non-ag major
☐ 4 year college non-ag major

☐ Technical School
☐ no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   ☑ Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

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</table>
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Matt Short
Phone: 591-0659
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [ ] Full-time Agriculture
- [x] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [ ] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [x] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

(0) No value thru (4) Essential
1. [ ] 3 class lectures
2. [ ] 4 laboratory activities
3. [ ] 3 oral presentations
4. [ ] 3 FFA/leadership activities
5. [ ] 4 having an SAE project
6. [ ] 4 record keeping skills taught
7. [ ] 4 advice and counseling by teachers
8. [ ] 4 overall program
9. [ ] 4 department facilities
10. [ ] 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Jake Simpson
Phone: 239-8577
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [ ] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [x] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value thru (4) Essential
   1. 4 [ ] class lectures
   2. 4 [ ] laboratory activities
   3. 3 [ ] oral presentations
   4. 3 [ ] FFA/leadership activities
   5. 3 [ ] having an SAB project
   6. 3 [ ] record keeping skills taught
   7. 4 [ ] advice and counseling by teachers
   8. 4 [ ] overall program
   9. 4 [ ] department facilities
   10. 4 [ ] relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Nancy Sonne
Phone: 472-7571

Graduation Year: 2010

Employment Status:

Part-time Agriculture
Full-time Agriculture

Part-time non-ag
Full-time non-ag

School Status:

√ 2-year college agriculture major

4-year college agriculture major

2 year college non-ag major

4 year college non-ag major

Technical School

no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   ☐ Agriculture Mechanics
   ☐ Agriculture Science
   ☒ Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation
   in your employment or continued education.

   (0) No value thru (4) Essential

1. 4 class lectures
2. 4 laboratory activities
3. 4 oral presentations
4. 4 FFA/leadership activities
5. 4 having an SAE project
6. 4 record keeping skills taught
7. 4 advice and counseling by teachers
8. 4 overall program
9. 4 department facilities
10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Jacob Spalding
Phone: 239-9439
Graduation Year: 2010

Employment Status:

_____ Part-time Agriculture
_____ Full-time Agriculture

_____ Part-time non-ag
_____ Full-time non-ag

School Status:

_____ 2-year college agriculture major
_____ 4-year college agriculture major

_____ 2 year college non-ag major
_____ 4 year college non-ag major

_____ Technical School

_____ no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value   thru (4) Essential
1. 4 class lectures
2. 4 laboratory activities
3. 4 oral presentations
4. 4 FFA/leadership activities
5. 4 having an SAE project
6. 4 record keeping skills taught
7. 4 advice and counseling by teachers
8. 4 overall program
9. 4 department facilities
10. 4 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Kasey Urman
Phone: 227-0244

Graduation Year: 2010

Employment Status:

Part-time Agriculture
Full-time Agriculture

Part-time non-ag
Full-time non-ag

School Status:

2-year college agriculture major
4-year college agriculture major

2 year college non-ag major
4 year college non-ag major

Technical School

no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   - Agriculture Mechanics
   - Agriculture Science
   - Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

(0) No value thru (4) Essential

1. 3 class lectures
2. 3 laboratory activities
3. 3 oral presentations
4. 4 FFA/leadership activities
5. 4 having an SAE project
6. 3 record keeping skills taught
7. 3 advice and counseling by teachers
8. 3 overall program
9. 3 department facilities
10. 3 relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Bob Vanderpas
Phone: 462-9930
Graduation Year: 2010

Employment Status:

- Part-time Agriculture
- Full-time Agriculture
- Part-time non-ag
- Full-time non-ag

School Status:

- 2-year college agriculture major
- 4-year college agriculture major
- 2 year college non-ag major
- 4 year college non-ag major
- Technical School
- no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value   thru (4) Essential
   1. 4  class lectures
   2. 4  laboratory activities
   3. 4  oral presentations
   4. 4  FFA/leadership activities
   5. 4  having an SAE project
   6. 4  record keeping skills taught
   7. 4  advice and counseling by teachers
   8. 4  overall program
   9. 4  department facilities
   10. 4  relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Matthew Viera
Phone: 239-7478
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [ ] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [x] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value  thru (4) Essential

   1. [4] class lectures
   2. [4] laboratory activities
   3. [4] oral presentations
   4. [4] FFA/leadership activities
   5. [4] having an SAE project
   6. [4] record keeping skills taught
   7. [4] advice and counseling by teachers
   8. [4] overall program
   10. [4] relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Libby Wirth
Phone: 238-7235
Graduation Year: 2010

Employment Status:

- [ ] Part-time Agriculture
- [x] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:

- [x] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   - [x] Agriculture Mechanics
   - [ ] Agriculture Science
   - [ ] Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

(6) No value thru (4) Essential
1. [x] class lectures
2. [x] laboratory activities
3. [x] oral presentations
4. [x] FFA/leadership activities
5. [x] having an SAE project
6. [x] record keeping skills taught
7. [x] advice and counseling by teachers
8. [x] overall program
9. [x] department facilities
10. [x] relevancy of skills obtained
Templeton High School Agriculture Department
Graduate Follow-up Questionnaire

Name: Paul Weber
Phone: 238-7492
Graduation Year: 2010

Employment Status:
- [ ] Part-time Agriculture
- [ ] Full-time Agriculture
- [ ] Part-time non-ag
- [ ] Full-time non-ag

School Status:
- [ ] 2-year college agriculture major
- [ ] 4-year college agriculture major
- [ ] 2 year college non-ag major
- [ ] 4 year college non-ag major
- [ ] Technical School
- [ ] no school at this time

1. Which agriculture pathways did you follow? (circle all that apply)
   a. Agriculture Mechanics
   b. Agriculture Science
   c. Ornamental Horticulture

2. Please rate the following items on how they have helped you after graduation in your employment or continued education.

   (0) No value   thru (4) Essential
   1. [4] class lectures
   2. [4] laboratory activities
   3. [4] oral presentations
   4. [3] FFA/leadership activities
   5. [3] having an SAE project
   6. [3] record keeping skills taught
   7. [4] advice and counseling by teachers
   8. [4] overall program
   10. [4] relevancy of skills obtained
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Templeton FFA Chapter Office
Califonia Association Office
South Coast Region Office
San Luis Obispo Section Office
Templeton Chapter Office
Templeton FFA Officers are

Leadership Opportunities
- Teamwork
- Opening & Closing Ceremonies
- Exceptional Speaking
- Job Interviews
- Prepared Public Speaking
- Best Informative Speech
- Creed Speaking
- Parliamentary Procedure
- FFA Officer Training Team
- Floral Design Team
- Horse Judging Team
- Livestock Judging Team
- Welding Team
- Ag weeks:

Competitive Events
Templeton FFA offers practical ex-

Travel the world with Templeton FFA.
Our Program

Course Offerings

- Horticulture Construction
- Ag Science Woodworker I
- Ag Science Woodworker II
- Ag Science Woodworker III
- Ag Science Welding I
- Ag Science Welding II
- Ag Science Welding III
- Ag Science Animal Bio-Diversity
- Ag Science Advanced Landscape Maintenance
- Ag Science Ornamental Horticulture
- Ag Science Floral Design
- Ag Science Leadership

Courses Available for 10th, 11th, and 12th Grades

Instruction

Instruction includes supervised agricultural experience project of their choice.

Supervised Agricultural Experience Project of Their Choice

- Electrical/Power Distribution
- Computer Operations and Management
- Horticultural Production Management
- Animal Health Management
- Marketing Management

Course Descriptions

- Introduction to Horticulture Technology
- Advanced Landscape Maintenance
- Ornamental Horticulture
- Floral Design
- Ag Science Animal Bio-Diversity

Courses Available for 9th Graders

- Ag Science Woodworker I
- Ag Science Woodworker II
- Ag Science Woodworker III
- Ag Science Welding I
- Ag Science Welding II
- Ag Science Welding III
- Ag Science Animal Bio-Diversity
- Ag Science Advanced Landscape Maintenance
- Ag Science Ornamental Horticulture
- Ag Science Floral Design
- Ag Science Leadership

Course Descriptions

- Greenhouse Management
- Field Crop Management
- Livestock Management
- Aquaculture Management
- Poultry Management

Courses Available for 10th Graders

- Ag Science Woodworker I
- Ag Science Woodworker II
- Ag Science Woodworker III
- Ag Science Welding I
- Ag Science Welding II
- Ag Science Welding III
- Ag Science Animal Bio-Diversity
- Ag Science Advanced Landscape Maintenance
- Ag Science Ornamental Horticulture
- Ag Science Floral Design
- Ag Science Leadership

Course Descriptions

- Animal Science
- Plant Science
- Environmental Science
- Agricultural Economics
- Agricultural Safety

Courses Available for 11th Graders

- Ag Science Woodworker I
- Ag Science Woodworker II
- Ag Science Woodworker III
- Ag Science Welding I
- Ag Science Welding II
- Ag Science Welding III
- Ag Science Animal Bio-Diversity
- Ag Science Advanced Landscape Maintenance
- Ag Science Ornamental Horticulture
- Ag Science Floral Design
- Ag Science Leadership

Course Descriptions

- Farm Management
- Ag Business
- Ag Marketing
- Ag Policy
- Ag Law

Courses Available for 12th Graders

- Ag Science Woodworker I
- Ag Science Woodworker II
- Ag Science Woodworker III
- Ag Science Welding I
- Ag Science Welding II
- Ag Science Welding III
- Ag Science Animal Bio-Diversity
- Ag Science Advanced Landscape Maintenance
- Ag Science Ornamental Horticulture
- Ag Science Floral Design
- Ag Science Leadership

Course Descriptions

- Ag Science Research
- Ag Science Extension
- Ag Science Education
- Ag Science Communication
- Ag Science Leadership

Supervised Agricultural Experience Project of Their Choice

- Supervised Agricultural Experience Project of Their Choice
- Supervised Agricultural Experience Project of Their Choice
- Supervised Agricultural Experience Project of Their Choice

School Programs

- The Completion of High School Agriculture Department
- The Completion of High School Agriculture Department
- The Completion of High School Agriculture Department

Supervised Agricultural Experience Project of Their Choice

- Supervised Agricultural Experience Project of Their Choice
- Supervised Agricultural Experience Project of Their Choice
- Supervised Agricultural Experience Project of Their Choice
Templeton FFA
Eighth Grade Orientation

Before eighth graders register for their freshman classes, they come to the agriculture department for an orientation. The FFA chapter provides with a barbecue for the prospective members. Stations are set up around the department to inform students of the courses offered and of the opportunities available through FFA. The stations include: animal science, horticulture, woodshop, metal shop, computer aided drafting, and early opportunities to participate in FFA.

After the students have spent two hours with us in the Ag department eating and having fun getting to know the department and the chapter, they explore the rest of the campus. They visit the classrooms of the other teachers.

The orientation is a fantastic chance for the Ag department to show the students that we value them. It puts a good image of the department in their heads right before they choose their classes for the next year.

Templeton FFA
National FFA Week Activities

Just like so many FFA chapters across the country, Templeton tries to make a big to-do out of National FFA Week. Our officer team is already excited and making plans for the festivities. They have been begging us to order a flag so they can convince the administration to fly it on the flag pole in front of the school that week.

Each day at lunch we have fun activities planned like: an ice cream social, agriculture Olympics, and an appreciation luncheon. Some of the activities will be for FFA members only and will be geared toward keeping them excited about and involved in FFA. Some activities will be open to all students and designed to keep a positive image of agriculture and the FFA organization in their minds as they register for classes in the spring.

In the past, Templeton's version of FFA week has been a real blast, and this year should prove to be no different.
Templeton FFA
Ag Information Day

Each year, preschool through second-graders from Templeton spend some time at the Templeton FFA school farm learning about and experiencing agriculture. They also have the opportunity to interact with many of our most active FFA members. This event is typically held in the Fall each but this year we had time conflicts with the elementary schools so it will be held in the Spring.

Last year, the young students had fun at six different stations:
Farm Safety: The elementary students were shown a variety of tools that are used in agriculture and taught a little bit about the safety precautions that should be taken when you are around them. They also got to see the Ag students drive the tractor and raise the bucket up and down.
Pumpkin Patch: Ag students described to the youngsters how pumpkins are grown, told them about some of the yummy treats that can be made out of pumpkins, and let each student pick out a pumpkin of their very own.
Petting Farm: Students had a chance to interact with rabbits, goats and a pig.
Farm Animal or Zoo Animal?: Students received a lesson in distinguishing domesticated livestock animals from wild zoo creatures. They also learned how we use livestock animals.
Guess What: Students reached their little hands through slits cut in felt to feel a variety of (disgusting) substances related to agriculture. They had to guess what they were. After the activity, the students learned about animal products.
Picture Station: On their way off of the farm, each class was photographed surrounded by bales of hay and pumpkins. Each student received a coloring book, put together by the officer team, so they could learn more about agriculture at home and remember their fun day.

Ag Info Day had great publicity. It was featured in both the local community newsletter and the county-wide newspaper.

Ag Info Day serves as an excellent recruitment tool. The elementary students have their first experience with agriculture and FFA. We feel this goes a long way in developing a positive view of the industry and the program with the students. It also puts a good feeling toward the ag department in the minds of the teachers, who might encourage their students to pursue agriculture in the future. Finally, it creates a positive image for the ag department in the community.

Following this page, you will find a copy of the coloring book handed out at last year's Ag Info Day.
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**Legends:**
- XDVN = Did Not Vote
- NE = Not Eligible
- St. Conf = State Conference
- Fall Reg. Conf = Fall Regional Conference
- GH Conf = Greenhand Conference
- MFE/ALA Conf = Made for Excellence/Advanced Leadership Academy
- SLE = Sacramento Leadership Experience
- O/C = Opening/Closing
- BIG = Best Informed Greenhand
- NNN = Novice Novice Novice Parliamentary Procedure
- P.Pro = Parliamentary Procedure
- Prep. Spk = Prepared Public Speaking
- Imprompt = Impromptu Speaking
# South Coast Region FFA
## Sectional Participation
### 2012-2013

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## 2012-13 Sectional Student Achievement

### State Degree
- Santa Barbara
- 2 Monterey Bay
- 3 San Luis Obispo
- 4 Santa Clara
- 5 Ventura
- 6 Los Angeles

### American Degree
- 1. Santa Barbara
- 2. San Luis Obispo
- 3. Santa Clara
- 4. Monterey Bay
- 5. Ventura
- 6. Los Angeles

### Proficiency Applications
- 1. San Luis Obispo
- 2. Santa Barbara
- 3. Monterey Bay
- 4. Ventura
- 5. Santa Clara
- 6. Los Angeles

### Project Competition
- 1. Monterey Bay
- 2. Santa Barbara
- 3. San Luis Obispo
- 4. Santa Clara
- 5. Ventura
- 6. Los Angeles

### Speaking/JI Contests
- 1. Santa Barbara
- 2. Monterey Bay
- 3. San Luis Obispo
- 4. Ventura
- 5. Santa Clara
- 6. Los Angeles

### Achievement/Chapter
- 1. Santa Barbara
- 2. San Luis Obispo
- 3. Monterey Bay
- 4. Ventura
- 5. Santa Clara
- 6. Los Angeles

### Overall
- 1. Santa Barbara
- 2. San Luis Obispo
- 3. Monterey Bay
- 4. Ventura
- 5. Santa Clara
- 6. Los Angeles

### Section Statistics
- Los Angeles: 3 Chapters/5 Teachers
- Monterey Bay: 9 Chapters/19 Teachers
- San Luis Obispo: 7 Chapters/17 Teachers
- Santa Barbara: 8 Chapters/24 Teachers
- Santa Clara: 5 Chapters/12 Teachers
- Ventura: 5 Chapters/8 Teachers
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Agriculture Department Collaboration Minutes

Date: 9/25/13
Chair: Chris Hildebrand
Secretary: Erin Thompson

Items Discussed
- Reviewed drive thru BBQ. Went very smooth. Ended up with about 10 tri-tip left over. Produce for beans was rotten when ordered; will get from Smart & Final next time. Had 2 extra cases of salad; gave to food services.
- Opening/Closing is October 2nd. Thompson will leave at 2:30PM for Sectional Advisor responsibilities. Brandi will leave on bus at 3PM with teams and will ride back on bus with teams. Judges are David LaRue, Carolynn LaRue, Fran Reich, and Brandi Reich
- Add to white board announcement Local Project Competition meeting is Friday at lunch in room D2. Thompson will do announcement for Daily Bulletin.
- ROP board presentation is tonight. Thompson and 3 students will present and then walk through the shop/horticulture area.

Items of Concern
- 3rd teacher in department...Class sizes are up - I think we need to tie this effort in the academy piece we are putting together.
- 20 percent of base pay extended contract to all agriculture teachers in lieu of summer stipend-Has Mr. Cherry discussed this with Dr. Koski yet? I brought it up last year when we first discussed. If my memory is correct he said that would have to be something that TTA would have to sunshine and bargain for. However, let me verify that with him to make sure I have that correct.

Date: 9/18/13
Chair: Chris Hildebrand
Secretary: Erin Thompson

Items Discussed
- Finalized numbers for Monday’s drive thru BBQ. Went over shopping list. Placed order with Jordanos. Thompson will go to Smart & Final tomorrow.
- Discussed Project Competition.
  - Local contest will be October 15th.
  - Sectional paperwork is due to Erin by October 18th.
  - Contest is the week of November 4th.
  - RSVP for meals at awards banquet is November 15th. (Numbers should go to Chris as Erin will not be here.)
    - Suggest $2 per participant and $8 per guest at banquet.
  - Erin will be back to prep for banquet. Facilities request forms are already submitted.
Items of Concern
- 3rd teacher in department...Class sizes are up
- 20 percent of base pay extended contract to all agriculture teachers in lieu of summer stipend

Date: 9/4/13  
Chair: Chris Hildebrand  
Secretary: Erin Thompson

Items Discussed
- Agriculture Information Night...went well; over 200 people in attendance.
- Student Teacher: Brandi will be filming her PACT lesson next week. Erin will help film. She will begin in Ag Bio at the conclusion of Chapter 2 (Sept. 19th or 23rd). Chris will decide on Woodshop project for Brandi to teach (whole project) and give Brandi an estimated date of starting as the project gets closer.
- Go for the Gold is Sept. 15th at Cayucos Pier
- CTE Plan is due this year. Andrew has samples and will be working with us on completing that.
- Dr. Koski wants us to use Schoolloop for posting assignments
- Drive Thru BBQ Sept. 23rd. Tickets should be ready today and are due back by Sept. 17th.
- Department reviewed STEM Pathways. Thompson will set up meeting for a day in October to receive Advisory Committee blessing on proposed pathways. She will then get with Andrew on implementing pathways.
- Chris will work on pricing for new agriculture truck to replace existing gas truck. Going to get pricing prior to seeking funding sources. Would like to also replace bed of diesel truck with flatbed and keep for hauling.

Items of Concern
- 3rd teacher in department...Class sizes are up
- 20 percent of base pay extended contract to all agriculture teachers in lieu of summer stipend

Date: 8/28/13  
Chair: Chris Hildebrand  
Secretary: Erin Thompson

Items Discussed
- Agriculture Information Night...all is good to go.
- Go for the Gold-Mr. Hildebrand or Ms. Crivello will drive...TBD later. Thompson will already be at Cayucos Pier with Sectional Officers.
- School farm-Barn and pens are done. School Farm Management is working out well.
- Student Teacher-Chris suggested to have Brandi refurbish the greenhouse at the school farm so it can be used by the Middle School and fostudent ran enterprise projects. Brandi will check with Cal Poly Supervising teacher to see if project counts.
- Payments-Went over Atascadero Hay and Feed bill from fair and sorted out payments.

Items of Concern
- We are fabulous!
Agriculture Department Collaboration Minutes

Date: 1/9/13
Chair: Chris Hildebrand
Secretary: Erin Thompson

Items Discussed
- MOT concerned about manure pile at school farm. Hildebrand will borrow bigger tractor and wait for weather to dry out to solve issue.
- MFE/ALA: Athletics will let department borrow 9 passenger van to facilitate 1 advisor attending. Thompson will be at state winter judging finals during conference.
- Agreed upon state conference attendee list and Fran Reich as chaperone.
- Discussed Henry Mayo Newhall grant: Chris will work on CAD plans and basic bullet points for plan. Thompson will “enhance” write up and provide pictures of current structures.

Items of Concern
- We are fabulous!
Agriculture Department Collaboration Minutes

Date: 12/12/12
Chair: Chris Hildebrand
Secretary: Erin Thompson

Items Discussed
- Field Day Registration...will have to wait till next week to do Chico-need welding numbers
- Went over advisory meeting RSVP’s.
- Reviewed sub day allocations...made corrections, Chris will be taking to Laura.

Items of Concern
- Was asked to give a copy of a final to special education case manager ahead of time to help the students study. Isn’t this the intention of the study guide already distributed? Do I have to give out my final ahead of time?
Agriculture Department Collaboration Minutes

Date: 12/5/12
Chair: Chris Hildebrand
Secretary: Erin Thompson

Items Discussed
- Discussed and made changes to proposed courses for next year
- Agreed that white day after furlough day should be kept the same
- Discussed items to be included in school farm Henry Mayo Newhall grant proposal
- Went over meal plans for Dec. 20th Advisory meeting
- Finalized Advisory meeting agenda
Agriculture Department Collaboration Minutes

Date: 11/28/12
Chair: Chris Hildebrand
Secretary: Erin Thompson

Items Discussed
- Went over Advisory meeting information for December meeting
- Made Advisory agenda for December meeting
- Finalized counts for Mondays drive thru BBQ and prep schedule for Sunday
- Finalized plans for CATA Road Show December 10th
Agriculture Department Collaboration Minutes

Date: 11/7/12
Chair: Chris Hildebrand
Secretary: Erin Thompson

Items Discussed
- Devised plan for Local Creed Speaking and BIG contest for Thursday afternoon.
- Did fund raiser request for McLintocks Spirit Night for judging team
- Discussed school farm work day for November 17th, 2012.
- 3 Things Going Well:
  o Follow through on items (discipline, technology, maintenance, etc.) has been awesome
  o Communication to staff, not only via email, but in person as well, has been way more efficient. If an appointment is scheduled, the person is there to meet with.
  o ASB has been super smooth with the new secretary. Sheila is wonderful!
- 3 Things to be Addressed:
  o Better scheduling and placement from the counseling department. It just seems like kids are miss-placed, pre-requisites aren't followed, and teacher recommendations aren't heard.
  o When do dress code warning stop, and consequences occur? We see some repeat offenders who still aren't getting the message no matter how often they are warned.
  o We still don't have our ROP budgets.
Agriculture Department Collaboration Minutes

Date: 10/10/12
Chair: Chris Hildebrand
Secretary: Erin Thompson

Items Discussed

- Discussed plans for Greenhand Leadership Conference. Chris agrees to seek transportation for students by talking to Phil James about borrowing an athletic van and finding additional drivers. Erin agreed to get a final printout, from ASB, of students who are signed up to attend and verify their permission slips are complete.

- Discussed need for December drive thru BBQ. If BBQ is held on December 3rd, tickets will need to be collected by November 27th so food order can be submitted accurately.

- Discussed utilization of FFA account monies for school farm improvement. Chris believes it has been done before. Erin does not think student activity funds can be used on facilities and suggested a rental charge for those members utilizing the school farm for their projects. Chris decided to seek out help from Parent Support Club.
Agriculture Department Collaboration Minutes

Date: 9/12/12
Chair: Chris Hildebrand
Secretary: Erin Thompson

Items Discussed

- Reviewed course descriptions
  - Courses being organized by graduation credit not department makes them difficult to find. Can they either be organized by department or have a separate supplemental list of courses by department?
  - Last year we spent a lot of time revising our courses and most of the information was put correctly in the catalog, however when it comes to scheduling, it seems like no one ever refers to the course handbook regarding pre-requisites, graduation requirements, etc. It would be nice if it was used by all, if we are taking the time to update it and fix it.

- Reviews Drive Thru BBQ ticket count and made supply list for weekend Smart & Final shopping trip
Agriculture Department
Department Meeting Agenda
August 23, 2010

1 Class Numbers
   o Strategies to reduce

2 CATA Shandon Mtg

3 Department Goals for 2010-11

4 Tom's Survey

5 First Week School

6 TEF Grants

7 Purchases
   o Floral cooler
   o Storage container

1 School Farm
   o Concerns
   o Ideas to clean-up

2 Landscape Project

3 Additional/Questions
Department Meeting
9/23/2010

AGENDA

1. October FFA meeting – Greenhand, pumpkin carving

2. Drive-thru BBQ – meal sizes, containers, packaging, absolute numbers

3. Go For the Gold Games – field trip forms, time, driving

4. Cal Poly Football game – when do we offer to students, any qualifications to go

5. Advisory meeting – October 12, new Floral member

6. National Convention

7. COLC – field trip forms, etc.

8. Sectional Opening/ Closing – forms, transportation, etc

9. Additional Business
AGENDA

1 October FFA meeting – Greenhand, pumpkin carving
2 Drive-thru BBQ – work sign-up sheets, prep day, BBQ day
3 Cal Poly Football game – list of qualifications
4 Advisory meeting – October 12, food, speaking parts
5 National Convention
6 COLC – time leaving, vehicles, etc
7 Sectional Opening/ Closing – forms, transportation, drivers, etc
8 State Officer visits
9 Additional Business
Department Meeting  
09/09/09  
Minutes

Agriculture department met in room D6 on September 9, 2009 during PLC time. The meeting began at 14:05 with Chris Hildebrand, Katie Margreiter, Robin Schroeder, and Chris Lemos all being present.

R2 and FFA Roster
We talked about the need to get the student data sheets filled out and the R2 report completed. Chris H. is to organize and finalize the R2 report.

First FFA Meeting
We reviewed the agenda and list of informational booths that were to be set up.

Chart of Responsibilities
The past year’s chart of responsibilities was reviewed. We discussed the responsibilities that each department member wanted. The duties were divided. We also picked the meetings at which Chris L. would act as Advisor.

Career Tech Grant
We discussed the fact that the grand has been funded and we are starting to order the materials on the grant application

Record Books
We decided as a department to use only E-record Books. The paper record book may still be used in class as an educational aid, but will not be used for official record keeping

Meeting was adjourned at 15:10.
Department Meeting
09/23/09
Minutes

Agriculture department met in room D6 on September 23, 2009 during PLC time. The meeting began at 14:05 with Chris Hildebrand, Katie Margreiter, Robin Schroeder, and Chris Lemos all being present.

Ag. Advisory Committee
We went over the tentative agenda for the Ag. Advisory meeting planned for October 6th. We discussed rearranging the makeup of the committee. We need to make sure that there is at least one member on our committee to represent each part of our program.

Cutting Horse Show
The FFA was invited to help with the cutting horse show at the Paso Fair grounds from October 25-28. We decided to put signup sheets in the classrooms see how many students we could get signed up to help.

Drive Thru BBQ
Ticket sales are down and we talked about the need push the students to sell more tickets even though they were supposed to be due by today.

Mr. Lemos Classes
It was decided that Chris L. would start teaching Katie’s G2 Ag Science Intro class for his second class.

Meeting was adjourned at 15:00.
Department Meeting
10/14/09
Minutes

Agriculture department met in room D6 on October 14, 2009 during PLC time. The meeting began at 14:05 with Chris Hildebrand, Katie Margreiter, Robin Schroeder, and Chris Lemos all being present.

Ag. Advisory Committee
We talked about the agenda for the advisory committee meeting that was moved to October 20. Various possibilities for new members were discussed.

Enchilada Sale
Chris H. is going to meet with Jacky Bobsin to order most of the food that is needed for the Enchiladas. T.A.’s will make the tickets for the sale.

Mr. Lemos Classes
It was decided that Chris L. would start teaching Robin’s W1 Ag Mech. Intro class for his third class.

Greenhand Day
Final arrangements were made for the October meeting where the Greenhand degrees are to be awarded and roles were reviewed.

Meeting was adjourned at 14:55.
Department Meeting  
11/18/09  
Minutes

Agriculture department met in room D6 on November 18, 2009 during PLC time. The meeting began at 14:05 with Chris Hildebrand, Katie Margreiter, Robin Schroeder, and Chris Lemos all being present.

Toys 4 Tots
It was decided that the chapter would participate in the Toys 4 Tots drive. Students will be able to earn one activity point for donating a toy.

Creed/BIG Contest
The success of Templeton FFA at the sectional Creed/BIG contest was brought up. Congratulations to our outstanding students

MFE/ALA
MFE/ALA registration is due on December 1st. All teachers will talk to their classes to get a count of how many wish to attend and a lunch meeting will be set up for interested students.

December Meeting
Chris L. is to be the advisor for the December meeting rather than the November meeting due to a time conflict with a Cal Poly obligation.

Meeting was adjourned at 15:00.
# EQUIPMENT INVENTORY

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TEACHER'S SIGNATURE: [Signature]  DATE: 5/14/11
## EQUIPMENT INVENTORY

**TEACHER’S NAME:** Hildebrand  
**ROOM:** D-2

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**TEACHER’S SIGNATURE:**  
**DATE:** 6/14/94