Golden West High School- Visalia, California

AGED 539 Teacher Internship Report

Courtney Serafin

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Golden West High School- Visalia, California

Agriculture Department Quality Criteria Narratives

Courtney Serafin

Quality Criteria Narratives

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Agriculture Department Quality Criteria Narrative 1

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

The following courses are currently offered at Golden West High School: Ag Earth Science, Ag Biology, Introduction to Environmental Horticulture, Advanced Environmental Horticulture, Animal Science, Pre-Vet Science, Introduction to Agriculture Mechanics, Agriculture Mechanics II, Advanced (TCOVE) Agriculture Mechanics. All students in the agriculture program are required to maintain a current Supervised Agriculture Experience project. The projects are documented in the student's FFA Record Book. All students enrolled in agricultural classes are members of the FFA and are required to participate in a minimum of three activities per semester.

Agriculture Biology is a yearlong laboratory class that satisfies the graduation requirements for life science. The course is designed as an introductory science course in living systems for the college prep student. The course is designed to meet the State of California's academic standards for biology. Curriculum is divided into five major areas of study: cells, genetics, ecology, evolution, and structure/function of living things. The class aligns with other biology classes on campus and students participate in the same district exams. This class is offered to sophomore students in the agriculture pathway.

Introduction to Environmental Horticulture is a yearlong elective class currently offered to grade 9th-12th. This course is designed to teach the basics of horticulture including but not limited to: plant systems, nutrient cycles, daily care and maintenance of a nursery facility, tool identification, plant identification, fertilizers and nutrition, insects, integrated pest management, leadership training (public speaking, judging teams, SAE projects), record keeping skills and career opportunities. This course leads into the capstone class for the Plant Science pathway.

Advanced Environmental Horticulture is a yearlong elective class and is the capstone class for the Plant Science Pathway. Curriculum covered in Advanced Horticulture includes plant identification, daily operating procedures of a nursery facility, propagation methods, marketing and retail sales of plants, seasonal floral arrangements, construction of prom flowers, evaluating and treating plant diseases, career training, record keeping skills, job resumes and cover letters.

1B. The Career Technical Education Model Curriculum Standard for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.

When I started at Golden West last school year (August 2011) the pathways offered to students were incomplete and lacked significant structure. There was only one clear-cut pathway offered and that was the Agriculture Mechanics pathway. Emmett Schultz has done a great job in setting up that pathway and it quickly became the model for our Animal Science and Plant Science pathways. Students in the Animal Science or Plant Science pathway did not really have a pattern of classes to follow. For example, I had a senior student who was in her fourth year in Advanced Horticulture. Working with my teaching partners, we restructured our Animal Science and Plant Science pathways to include the following:

Animal Science

Plant Science

With the new pathways set, freshmen students will take either Ag Earth Science, Introduction to Ag Mechanics or both. Sophomores would take either Ag Biology, Ag Mechanics II or both. Our intention is to give our students their two-year science requirement in the Agriculture department and open up their junior and senior years for electives. Our Advanced (TCOVE) Ag Mechanics, Animal Science and Introduction to Environmental Horticulture classes are junior level classes and our Advanced (TCOVE) Ag Mechanics, Pre-Vet Science and Advanced Horticulture courses are our senior capstone classes.

Our current, three pathways meet the Career Technical Education (CTE) Model Curriculum for Agriculture and adhere to and closely align to the foundation standards. Each pathway addresses foundation standards 2.0- Communication, 3.0- Career Planning & Management and 9.0- Leadership & Teamwork.

1C. Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)

The following outline is for students who would like to attend a two/four year college or university directly after high school or who want to graduate with a strong background in agriculture. Following these guidelines will allow a student to have a broad understanding of the agriculture industry and enter into a two/four year college or university majoring in agriculture or directly into the agriculture industry.

Agriculture Department Pathways

The Golden West High School Agriculture Department offers three outstanding pathways for our students. Each is designed to give students great hands-on learning experiences, exposure to the Agriculture Industry and Leadership and personal development through the FFA.

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

It is the goal that students at Golden West get the most out of their education and that they leave our school well-rounded and self-sufficient. Our Vice Principal of Curriculum, Dave Whitmore, has tried extremely hard to ensure that courses in departments do not overlap (i.e., Advanced Horticulture & TCOVE Ag Mechanics are not the same period). This allows students in the Agriculture Department to complete more than one pathway. My Ag Biology courses are offered during the same periods as the regular biology courses and the same time as Sammi's Ag Earth Science courses. This allows our sophomores who are taking a regular biology course or AP biology the option to take an Agriculture class as well. Below is the 2012-2013 schedule for the Agriculture Department.

TEACHER	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period
Schultz	TCOVE Ag Mechanics	TCOVE Ag Mechanics	Ag Mechanics II	Prep	Intro to Ag Mechanics	Intro to Ag Mechanics
Serafn	Ag Biology	Intro to Horticulture	Intro to Horticulture	Advanced Horticulture	Prep	Ag Biology
Slover	Ag Earth Science	Prep	Animal Science	Ag Earth Science	Pre-Vet Science	Ag Earth Science

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

Each class in the Agriculture Department includes Career Awareness. Depending on the course, the Career Units are changed to fit the curriculum being taught.

In Ag Biology, career awareness is provided through several different means. After CST testing, Ag Biology students partake on a field trip to the UC Davis Veterinary Medicine Teaching and Research Center in Tulare with Sammi's Animal Science and Pre-Vet Science classes. Additionally, they complete a job interest survey that goes into the student file in the Ag department.

Students in Introduction to Environmental Horticulture are presented with different agriculture careers through the different units of instruction. While working on insects and integrated pest management, local PCA's are brought into class. Prior to our plant sale, students complete a retail nursery unit and become aware of the different aspects of owning and operating a nursery.

The Pre-Vet Science classes have visited several local veterinary clinics throughout the year to increase their career awareness. In Advanced Horticulture students complete a job application, resume and cover letter and participate in mock interviews. Many of our upperclassmen use these tools when applying for part-time or summer work.

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

Our library on campus includes two computer labs; one containing twenty-three computers and the other with twenty-seven. We are able to use these on a scheduled basis. Reserving a computer lab must be done ahead of time with the librarian. We also have three mini lap top computers in the department that students may use when needed. None of this is an ideal situation for us. It is hard to actually get a computer lab on the date that you need it and often there are double-bookings or the library will be closed when you want to come in. The mini lap tops in the agriculture department are hard to type on and are not programmed for every students school identification number.

1G. The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6)

<i>-Computerized Record Book</i>	<i>-Agriscience Fair Report</i>
<i>-Agriculture Term Paper</i>	<i>-Agriculture/FFA Speech manuscript</i>
<i>-Job Resume</i>	<i>-Job Cover Letter</i>
<i>-Portfolio Letter of introduction</i>	<i>-Other Agriculture Related Project</i>

Computers are used for the following items: Term Papers, Manuscripts, Job Resume, Job Cover Letter, SAE Proficiency Applications, and Semester SAE Projects. In Animal Science and Pre-Vet Science, students use computers to complete term papers on various livestock species and breeds while the Pre-Vet Science works on case studies. My Advanced Horticulture class completes their cover letter and job resume on computers. This year, I worked with a student on her proficiency application in Agricultural Processing. Additionally, all of my students complete a semester SAE project that requires them to download a proficiency application and complete the cover page, pages 2 and 3, and the six picture pages. All of this must be done on a computer and emailed to the instructor.

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

All students in the department are taught recordkeeping through the FFA record book. All students in our program maintain a paper record book that is filed in the Ag teachers' classrooms. Graduate books are moved to their permanent file in the department. Students applying for their State Degree may transfer their written books to an E-Record book. Students update their record books on a monthly basis in all classes.

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

My first year at Golden West was a challenge in regards to this specific area. Both new teachers, had stacks of record books in their classrooms with no rhyme or reason to the order. Over the past year and a half, we have gone through all record books and now have a filing system. At the beginning of the year, student files are updated or created in our filing cabinets in our classrooms and graduates' files and record books are moved to their permanent student file in our copy room. The permanent files contain a student's data sheet, home visit records, past record books and proficiency applications.

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

All agriculture courses meet graduation requirements. For basic graduation requirements, students must have one year of life science and one year of physical science credit. Ag Earth Science counts for physical science credit and Ag Biology counts for life science credit. Our newest courses, Animal Science and Pre-Vet Science, along with Advanced Environmental Horticulture, all meet the A-G credit. We will work on making Introduction to Environmental Horticulture A-G in the 2013-2014 school year. Additionally, students need a total of 75 elective units for graduation requirements.

Agriculture Class:	Requirement Met:
Ag Earth Science	Graduation Science; A-G College
Ag Biology	Graduation Science; A-G College
Animal Science	Elective; A-G College
Pre-Vet Science	Elective; A-G College
Intro to Environmental Horticulture	Elective
Advanced Environmental Horticulture	Elective; A-G College
Intro to Ag Mechanics	Elective
Ag Mechanics II	Elective
Ag Mechanics III	Elective
Ag Mechanics IV	Elective

Agriculture Department Quality Criteria Narrative 2

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

The Visalia-Golden West chapter received its state charter in 1979, the year the school first opened. We are currently in our 33rd year as a school and FFA chapter.

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

Our Program of Work was completely redrafted in 2011. At the start of my first year at Golden West, there was not a current P.O.A. on file in the Ag Department or with the Regional Supervisor. The FFA officers and advisors created a new P.O.A. and at our retreat in July 2012, we updated the document for the current school year. The newest Program of Activities is currently on file with Mr. Charles Parker.

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

Every ag course in our department includes a grading scale that includes FFA as 10% of a student's grade. To meet the 10% requirement per semester, students must attend/participate in a minimum of 3 FFA activities during that semester. Activities may not be accumulated in one semester and used in the next. FFA activities are announced in classes, posted on our Facebook and website, announced in the campus bulletin and by flyers and word of mouth.

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

All students enrolled in an agriculture class are listed on the R-2 data report. The R-2 report is filled out and submitted electronically prior to October 15th annually. During the third week of the second semester (typically the end of January) the R-2 roster is updated to reflect students that have either added or dropped an Ag class.

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

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

State Leadership Conference	Regional Meeting	Greenhand Conference
Made For Excellence Conference	Sectional O/C Contest	Sectional BIG Contest
Advanced Leadership Academy	Sectional Job Interview	Sectional Creed
Sectional COOP Quiz Contest	State FFA Degree App.	COLC
Submitted Proficiency App.	Sectional Chapter Award Applications	
Regional Banking Quiz	Exeter Citrus Contest	Tulare Citrus Contest
Hanford Citrus Contest	Mid Winter State Finals	UC Davis Field Day
Merced College Field Day	Modesto JC Field Day	Reedley Field Day
Fresno State Field Day	Cal Poly State Finals	

2F. *A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intracurricular activities:*

-Local Best Informed Greenhand Contest	-Local Creed Speaking Contest
-Local Opening & Closing Contest	-Local COOP Quiz Contest
-Local Program of Work Committee(s)	-Local Demonstration Fair
-Local Agriscience Fair Exhibition	-Local Public Speaking Contest
-Local Parliamentary Procedure Contest	-Chapter Meeting or Activity
-Any Section, Region, or State Activity	-Other Local Activities

Over 80% of our members meet the requirement of three leadership development activities annually through a variety of activities. Our documentation of this can be found in an Excel spreadsheet for our Point Awards competition. The majority of our members attend monthly FFA meetings and participate on CDE teams.

Agriculture Department
Quality Criteria
Narrative 3

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

Every student in our agriculture department is required to have a Supervised Agriculture Experience project as part of their grade. This is 10% of their grade. Students are required to keep records of their projects in their record books that are kept in the classrooms. The most common types of SAE projects are Tulare County Fair projects (livestock, indoor Ag mechanics projects & plant projects) and home improvement projects such as mowing the lawn or planting and maintaining a garden.

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

First year students jump right into SAE projects within our department. Incoming freshmen have the option of raising a market animal for the Tulare Fair. Students in Intro to Ag Mechanics enter woodworking, electrical and rope projects into the fair and students in Intro to Environmental Horticulture enter various plants into the fair as well. From their students develop plans to further their projects in these areas or create and start another SAE project. Students in Ms. Serafin's class complete an SAE report the first semester and enter a local project competition the second semester. Both of these assignments require first year students to be engaged in an SAE project regardless of size or scope.

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

All students in the department are required to fill out a California FFA Record book. The record book serves as our department records to verify the 80% minimum. Record books are updated and kept in every classroom in our department.

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

This past year, I made it a point to really record my visits to SAE projects. By doing so I have noticed that I visit livestock projects far more than I do other projects. For my swine SAE visits, I use a swine binder that contains a tab for each exhibitor. Each tab has a blank piece of paper where I record the date of each visit and what took place at the visit. With horticulture and home improvement projects, I use a similar method with a binder and handwritten notes. All binders are kept in my classroom and updated annually. Notes from the visits then go into the students' permanent folder in our department.

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

Our agriculture department has three vehicles in our immediate possession. They include a 1991 Ford F-250 that is currently inoperable, a 2000 Ford F-350 and an 8-passenger Ford van. When we need additional vehicles for transportation we can request to borrow a school suburban. However, the suburban may only be used within a 75-mile distance. Often we do not get a suburban because of sports conflicts. This can cause limitations on the number of students able to attend events.

Agriculture Department Quality Criteria Narrative 4

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

All agriculture teachers, Emmett Schultz, Courtney Serafin, and Sammi Slover, hold a Single Subject Agriculture credential and an Agriculture Specialist credential.

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

Below is the list of professional development activities attended by each agriculture teacher.

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES						
	Sammi Slover	Emmett Schultz	Courtney Serafin				
Fall Region Meeting	X	X	X				
Region In-service Day	X		X				
Spring Region Meeting	X	X	X				
Section In-service*	X	X	X				
Section In-service*	X	X	X				
Section In-service*	X	X	X				
Section In-service*	X	X	X				
Summer Conference	X	X	X				
University AgEd Skills Week	X		X				
Professional Development **	X	X	X				

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 New Professionals Institute
- 2 Sectional Record Book Scoring
- 3 School Wide Monthly Staff Meetings
- 4 Sectional Interviews Host
- 5 School Site & District Professional Learning Community Weekly Meetings

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

Our agriculture department does not hold formal staff meets but rather meets every day at lunch and in the mornings when needed. We have a great working relationship and the lines of communication between the three of us are extremely open and efficient. Additionally, we meet with our chapter officer team every Tuesday at lunch.

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

We do not have a written record of minutes for each meeting/lunch period. Usually, our notes consist of my to-do list and post-it notes with reminders. We do keep written minutes from each chapter officer meeting and those are kept in our department files.

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

All expenses that are incurred while participating in a board-approved activity is reimbursed after the conference attendance sheet and all receipts are turned back into the office secretary. IF receipts are not included, the teacher must fill out an affidavit stating that the amount is true. If a conference attendance sheet is not filled out for an event, a teacher cannot be reimbursed for those personal expenses. A reimbursement check is usually given out a week after the conference attendance sheet and receipts have been turned in.

Agriculture Department Quality Criteria Narrative 5

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

Facilities and equipment are modified when needed to meet the needs of students. The majority of all students in the agriculture department can function without the need of additional modification. However, accommodations have been made to ensure our two hard of hearing students can understand the content of videos shown in class by using closed captioning. Additionally, students with vision problems are allowed to move closer to the front of the classrooms for better seeing and/or printed materials. My newest student, Zachary, has autism and requires additional time on the daily warm ups. He can fully function in the greenhouse and OH unit and has shown no need for modification of facilities.

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

Our department consists of a self-contained building that holds three classrooms, a copy/print room, department office, storage/kitchen space, Ag shop, and mezzanine that includes two enclosed rooms that span the entire length of the building. Additionally, we have two acres on campus that hold two tool sheds, eight cinder block stalls, a greenhouse, small hoop house, shade house, pheasant run, chicken coop and barn.

Within the department, each classroom has two walls lined with cabinets and counters for additional space within the classroom. Student supplies, record books, lab supplies and equipment are typically stored in these. In the copy/print room, filing cabinets contain our student files as well as all printing materials (i.e. paper, labels, envelopes, ink cartridges). The department office includes built in shelving and five individual workstations.

The shop holds various tools and equipment used for projects throughout the year. Permanent welding booths are located along two walls of the shop while work benches with student lockers underneath are found on the opposite side. The shop contains three tool rooms and two roll up doors for larger projects. Metal is stored horizontally in an outside cage located under the shop awning. Wood is stored in the mezzanine upstairs. The two enclosed rooms of the mezzanine are used for design container storage storage (pots, pans, to go fair supplies storage, floral and food preparation containers, etc.).

In our OH unit, our tool sheds are used to store hand tools, lawn mowers, weed eaters, tillers, back pack sprayers, fertilizers, herbicides and insecticides. Our cinder block stalls hold various planting containers, soil, and compost mixes. The barn includes a tack room that currently houses all our chicken supplies and feed.

5C. *At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for the SAE project(s):*

*-School Farm Laboratory
-Growing Area*

*-Greenhouse
-Agriculture Shop*

Our School Farm Laboratory is located on campus and is an enclosed two acre area that includes a newly built barn, chicken coop, pheasant run, small hoop house, shade house and greenhouse. Students interested in raising poultry or growing various horticulture projects may keep these projects at this site. Students constantly use the Ag shop to build a variety of SAE projects. Currently, a senior student is building a stock trailer in the shop. Other students build barbecues and fire pits throughout the school year as their projects. Students wanting to show a market hog, market lamb, market steer, or dairy heifer at the Tulare Fair can house their project at the VUSD School Farm. This thirty-five acre farm is shared by all four high schools in Visalia. Students housing projects in any of the facilities are responsible for feeding, watering, daily cleaning and maintenance of all things related to their project. They are also financially responsible for all supplies and materials needed.

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

All agriculture staff have district emails and have access to their district email through Microsoft Outlook, which is installed on each laptop/desktop used by the teachers.

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

Each teacher is responsible for making sure his or her area of interest is neat, clean and orderly. Emmett is in charge of his classroom and shop and keeps them in proper working order throughout the year. Sammi is responsible for her classroom, the chicken coop, barn and pheasant run. Students in her Animal Science and Pre-Vet classes work regularly in these areas to ensure they are up kept. I am responsible for my classroom and the tool sheds, cinder block stalls, greenhouse, small hoop house, and shade house. When I first arrived at Golden West, I can say that these facilities were far from neat, clean, and orderly. They were overgrown, damaged, messy and outright embarrassing. The past year and a half has brought significant challenges but these areas

are completely transformed. They are clean, in working order and relatively neat, although there is still more work to be done.

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

When first starting at Golden West, I was overwhelmed with the amount of repair and maintenance the OH unit needed. At times, I still feel like I will never have it completely done but there is a tremendous amount of support to make it happen. Emmett Schultz is our department "dad" and will repair and fix anything we need. We have replaced the shade cloth on the shade house and just recently ordered new panels for the greenhouse. Flat tires on wheelbarrows are replaced or repaired by students in Emmett's Ag Mech classes. Any sprinkler/irrigation maintenance or repair that I cannot handle on my own can be taken care of by Fred Avalos, our campus grounds supervisor, or by district plumbers and landscapers. Tools in the OH unit are often replaced with better quality items. All my students know that if something breaks, they are to tell me immediately so that it can be fixed.

Agriculture Department Quality Criteria Narrative 6

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

The Agriculture Advisory Committee was reintroduced to our department during the 2011-2012 school year. When I first started at Golden West, the most recent Advisory minutes on file were from 2005. We held one advisory meeting last year and one thus far for this school year. Our committee is comprised of the following members from the Visalia community:

Johnny Jameson: Mr. Jameson owns and operates De Leo Olive Company that grows and produces olives for the purpose of olive oil. Johnny has strong ties to the community and is currently serving as our committee chair. He has had one daughter complete the FFA program at Golden West, two currently enrolled, and another daughter on her way in.

Leslie Gardner: Leslie is an alumnus of Golden West High School and was extremely active when she went through the program. She has two sons that have both gone through the program as well. She is the current Executive Director for Happy Trails Riding Academy and a member of California Women in Agriculture.

Kim Alvetri: Mrs. Alvetri manages Bud Nursery, north of Visalia. The nursery specializes in the development of new fruit. Her three sons are Golden West graduates and her husband is the current president of the Tulare County Fair and is a huge Golden West FFA supporter.

Tom Polich: Tom works for All-Flex ear tags and travels throughout California selling livestock tags. His family raises and breeds Dorset sheep and he has connections to pharmaceutical veterinary supplies through his wife and works closely with Emmett to maintain the VUSD school farm.

Ed Needham: Mr. Needham is another local agriculturalist that works for Duarte nursery. He is the former president of the Tulare County Farm Bureau and is a generous sponsor for various department needs.

Rick Hamilton: Rick is our current Golden West Principal. Rick has an interest in our program and is focused on our continued growth and development.

Jason Starr: Jason owns Gold Starr Cattle Company in Tulare and just recently donated new breeding stock to our sheep enterprise program. Jason has close ties to the school. He is a past graduate and his father was the auto shop teacher on campus for over thirty years.

6B. *The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)*

Our Advisory committee met on November 29, 2012 and is scheduled to meet for a second time this school year on April 25, 2013. Minutes are available for the November meeting and were sent to all advisory members after the meeting.

At the November advisory meeting the following components of the Comprehensive Program Plan were discussed: Total Program Goals & Objectives, Course Subject Matter Outlines, 5 Year Facility & Equipment Acquisition, and Program Description. At the April meeting the committee plans to evaluate the following: Job market description, Graduate follow up, Targeted occupations, Program Completion standards, and Active placement sites.

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

Our current Advisory Committee Chair is Johnny Jameson. His information can be found on the cover of our AIG checklist submitted to Charles Parker in November.

Agriculture Department Quality Criteria Narrative 7

*7A. Students are counseled regarding: (FS 3.0)
Career opportunities in agriculture and agribusiness
Agriculture and academic courses necessary to complete career pathway offerings
Post-secondary education and training options*

Through curriculum presented to students in class, they are taught about the career opportunities available to them based on the pathway they chose to pursue through the agriculture department. In addition, students meet with their counselors between March and April to enroll for the upcoming school year. Prior to this, students are counseled in class about which classes they can take for the upcoming school year. Through the different career presentations and curriculum students gain an understanding of what post-secondary education and options are needed. In my classes, we celebrate Teach Ag Day and explore what it takes to become an Agriculture Educator.

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

Student Data Sheets are completed in every agriculture class by October 1st annually. Students that are returning members fill out a new sheet each year and all sheets are added to each student's permanent folder in the department.

7C. Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).

Currently there are no articulation agreements with community colleges or universities. The last record of an articulation agreement was from 2003 for Ornamental Horticulture and the College of the Sequoias. One of my goals for the 2013-2014 school year is to gain this articulation once again. We looked into articulating our Pre-Vet science class but the closest college to articulate with would be one located in Southern California.

Agriculture Department Quality Criteria Narrative 8

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

In my first year at Golden West, I developed a program brochure that highlighted our plant science, animal science, and agriculture mechanics pathways, as well as FFA and SAE activities and events. The brochure was updated at the start of the 2012 school year and has been used at our local middle school recruitment visits, as well as our Back to School Nights and 8th Grade Parents night. The brochure is available digitally and in hard copy and in color and black and white. The brochure was emailed to local feeder schools to also help with recruitment. One way to increase the efficiency of our brochure would be to make a Spanish version. To accomplish this, I would need to work with one of Spanish teachers, counselors or Assistant Principal.

8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities)

We are fortunate to have a supportive community that will help students with financial barriers. This year the Tulare County Farm Bureau launched the Blue Jacket Bonanza. Students that are unable to purchase an FFA jacket on their own, would fill out an application and interview through this program to earn their own jacket. Supporters, such as Groppetti Automotive and Peter Alvetri, will pay for students to attend conferences. When the Ag Mechanics team went back to Indiana to compete in the National Contest, one of the students could not pay for his airline ticket and Mr. Alvetri graciously paid for it.

In regards to fair projects, students can apply for a loan through Rabobank or work in our sheep breeding enterprise to earn their market project. If a student works thirty hours through feeding and caring for the sheep, they will receive a sheep raised by the school to show at the Tulare County Fair.

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

There are various activities that are held or attended in order to recruit for the agriculture program. This year, our officer team contacted Valley Oak Middle School and set up four lunchtime visits. The visits were focused on the following four areas: FFA, Ag Mechanics, Animal Science and Plant Science. Recruitment brochures and postcards were passed out at each lunchtime visit. In addition to FFA officers attending these lunch visits, current freshmen attended as well. Our hope was that they would know the current 8th graders and be able to help recruit them into our program. At each pathway visit, projects geared towards the curriculum of each pathway were brought with us. For example, at the Ag Mechanics visit, a BBQ and toolbox went with us to Valley Oak; at the Animal Science visit, a live goat went to the school with us. This was the first year we recruited at the local middle school and their principal was so impressed that he has already asked us to come back next year.

In addition to targeting incoming freshmen, we also engage younger students each year through our Petting Farm. In May, we invite first and second graders to our School Farm Laboratory and rotate them through various livestock and plant stations. This is a huge hit with these small students and their teachers. Our goal is that we plant the seed early on and then by middle school when they see us at lunch it is another reminder to join the agriculture program in high school.

Agriculture Department Quality Criteria Narrative 9

9A. A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.

There is not a current comprehensive program plan on file with the Regional Supervisor. The plan on file is at least ten years old. Along with completing my Master's project, I have complied, updated and created a comprehensive program plan that is now on file with Mr. Parker and is stored in the Ag department office. The majority of the documents for the program plan were up to date, just not complied in a binder or on file with our Regional Supervisor.

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

Although a complete Comprehensive Program Plan is not on file with our Regional Supervisor, we still ensured that our information for the five areas were updated and on file with Mr. Parker. Below is a Word document that was sent out by Chuck on November 26, 2012, which shows that all of our updates were met.

Duncan Poly	11,306	OK	X	X	X				X						111	109	
El Diamante	11,600	OK	X	X	X	X	X	X	X	X	X	X	X	X	252	272	
Exeter	18,755	OK	X	X	X		X	X		X	X				430	424	
Farmersville	19,646	OK	X	X	X								X	X	203	200	
Firebaugh	15,582	OK	X	X	X										536	372	
Foothill	30,158	OK	X	X	X		X	X		X	X	X	X		272	292	
Fowler	9,665	OK	X	X	X								X	X	240	198	
Frazier Mt.	7,896	OK	X	X	X										70	30	V-Y
Frontier	11,397	OK	X	X	X										430	438	
Golden Valley	10,126	OK	X	X	X										326	320	
Golden West	19,920	OK	X	X	X	X	X	X	X	X	X	X	X	X	273	268	
Granite Hills	8,565	OK	X	X	X										119	92	
Hanford	40,669	OK	X	X	X	X	X	X	X	X	X	X	X	X	975	1054	
Highland	9,998	OK	X	X	X		X	X	X	X	X				270	299	
Independ	6,317	OK	X	X	X										128	126	
Kerman	31,155	OK	X	X	X			X					X	X	427	382	
Kern ROC	NA	NA	X	X	NA										4	16	
Kern Valley	15,563	OK	X	X	X		X	X		X	X				216	223	
Kingsburg	17,939	OK	X	X	X		X	X	X	X			X	X	201	216	
Laton	13,062	OK	X	X	X										98	88	
Lemoore	28,177	OK	X	X	X	X	X	X	X	X	X	X	X	X	438	488	

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

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

We do not currently use a paper method to gather information from program completers. We gather the information via phone or email or by asking current students what the program completer is currently doing. While this is not an ideal method and does not give us any feedback in regards to value or relevance of the program or improvement suggestions, it does work for collecting status of employment or school enrolled within. Working with Emmett and Sammi, we are developing an online survey that we can email out to our recent graduates that will gather information on all areas. We are planning to launch the survey with our 2013 graduates.

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

Using the information gathered from recent graduates and current members, we successfully entered information for twenty-eight graduates by the October 15th deadline.

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

During the 2011-2012 school year, we recognized that the current classes and pathways offered in our Agriculture department were not conducive to retention within the program. We were losing a large amount of our juniors because we really only had one class to offer. The current school year is the first year with our new pathways and two years of science being offered in the department. We struggled with our counseling department and the placement of students within the Ag Earth Science class. Our freshmen class this year is not as strong as we would like to see. However, we do have very supportive administrators that have made it a point to fill our classes with quality students next year to build up our program. We will re-evaluate the current course offerings at the end of the 2013-2014 school year to see how our change to the pathways has impacted our retention.

9F. *The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.*

This year Emmett and I worked together to submit the above documents by the October 15th deadline. Emmett worked on and submitted the AIG Expenditure Reports while I worked on and submitted the R-2 and FFA Roster.

Agriculture Department
Quality Criteria
Narrative 10

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

If we count first year students as .5 then we meet the above class sizes. If we count all students per class then we exceed both of these class size numbers. Our shop classes max out at twenty-two students and our classroom-based classes are capped at twenty-eight students. Administration and our counselors are very diligent at staying within those maximums. In my past two years at Golden West, I have not exceeded twenty-eight students in a single class period.

10B. The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only.

We currently have 268 students enrolled in our program. Out of the 268, 157 are first year members. The math below shows that each teacher is below 75 students per teacher.

$$268 - 157 = 111$$

$$157 \times .5 = 78.5$$

$$111 + 78.5 = 189.5$$

$$189.5 / 3 = 63.17 \text{ students per teacher}$$

Agriculture Department Quality Criteria Narrative 11

11A. A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than \$2000.

Each teacher in the agriculture department is given an FFA stipend that exceeds the \$2000 minimum as well as an additional 35 contract days throughout the school year.

11B. During the school year, one teaching period For supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teacher in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

Our school, nor our district meets the criteria. The district does not give agriculture teachers project supervision periods. We are not compensated for the loss of the project period either. This has been the norm since I first started and after talking to other agriculture teachers in the district, this has been common practice for numerous years now. Project supervision, for most agriculture teachers in our district, takes place after school or on the weekends.

Agriculture Department Quality Criteria Narrative 12

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

Based on the Criteria 12 checklist below, we do not meet 12 E or 12 F. Since our Advisory Committee was re-established last year, we did not meet three times. This year we will meet that criterion. On 12 F our 3rd and 4th year members are 16% of our R-2 number, not 25. With the restructuring of our pathways and the new courses being offered, we are planning on seeing that number increase.

274	Number of Students on Last Year's R-2 Form
12A. Curriculum and Instruction	
5	Number of UC Approved Agriculture Courses (must be at least one)
12B. Leadership and Citizenship Development	
25	Number of activities on the approved FFA activity list which the local chapter participated in (must participate in at least 80% of the activities).
12C Practical Application of Occupational Skills	
14	Number of students who received the State FFA Degree (must be at least 5% of the R-2 number)
12D Qualified and Professional Activities	
3	Number of teachers who attended a minimum of 5 professional inservice activities (must attach approved Inservice Activities Verification Page)
12E Community, Business and Industry Involvement	
1	Number of meetings held by the local Agriculture Advisory Committee (must meet at least 3 times with minutes attached)
Name of Agriculture Advisory Committee Chair	
Johnny Jameson	
Phone Number of Ag. Advisory Committee Chair	
(559) 909-5848	
12F Retention	
45	Number of students who were in their 3rd and 4th year of agriculture instruction (must be at least 25% of the R-2 number)
12G Graduate Follow-Up	
28	Number of program completers graduating last year.
24	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.

Golden West High School- Visalia, California

AGED 539 Project Report
Repair and Modification to Ornamental
Horticulture Unit

Courtney Serafin

Background

The Golden West Agriculture Department was established in 1979, the same year the school opened. The department has always had three full time agriculture instructors, although the courses taught have changed numerous times. During the history of the department, two acres on campus were devoted to an onsite-learning laboratory. Originally, the onsite farm housed a greenhouse, shade house, and tool sheds. Over time, the original greenhouse was torn down and a larger greenhouse and pole barn with cinder block stalls were added. The area was also fenced in with security paneling added within the last ten years. Currently this area, most commonly referred to as the OH unit, contains two 20' x 20' tool sheds, a 37' x 80' greenhouse, a 50' x 50' shade house, 8 cinder block stalls under a pole barn, a 20' x 30' hoop house, chicken coop, pheasant run and a 40' x 50' barn.

When first starting at Golden West High School in July 2011, I was offered the position of horticulture instructor and told that I had an OH unit on campus. I eagerly accepted the position without looking at the OH unit first. In hindsight, I would have still accepted my current position and the challenge it has given my students and I.

After receiving keys to the OH unit, I went out to explore. A flood of emotions overwhelmed me as I walked through an overgrown, weed infested, worn down, dead, and neglected OH unit. I knew instantly that I could change it and that is where my Master's project began. Pictures on the following pages show the OH unit in August 2011, at the start of my first year teaching.

Greenhouse Interior

The above pictures show the inside of the greenhouse at the start of the 2011-2012 school year. Benches were filled with dead plants. Wandering Jews among other plants that became invasive covered the greenhouse floor in addition to the almost 10' ficus tree that was growing in the middle of the greenhouse. Panels from the back water cooler wall were missing and feral cats were living inside the greenhouse.

Shade House

The pictures of the shade house were also taken at the beginning of the 2011-2012 school year. Not only was the shade house completely over run by invasive weeds and dead plants in containers, the expanded metal growing tables were in piles in the corner of the shade house. The corner sprinklers in the shade house were in decent condition, but the solenoids in the valves needed to be replaced.

Overall Facility

The OH unit in its entirety was a huge example of neglect. Weeds and Johnson grass filled flowerbeds and the space between the greenhouse and shade house. The raised garden beds had dead vegetables left in them and the cinder block stalls were disorganized.

Goal

At the start of my tenure, my goal wasn't my Master's degree but rather to have a working, operational OH unit that my students and I could be proud of. As we spent the first year cleaning and modifying the OH unit, I began to realize that this had turned into my Master's project.

With this in mind, I focused my Master's project on Quality Criteria 3: Practical Application of Occupation Skills and Quality Criteria 5: Modification of facilities and equipment. The overall goal of this project was to improve the horticulture unit at Golden West High School. This goal would be accomplished through five objectives:

- 1: Installing a sprinkler system in the existing greenhouse and shade house
- 2: Replacing the shade cloth on the shade house
- 3: Creating and implementing an integrated pest management plan
- 4: Creating a mother stock bed
- 5: Reintroduce community support by holding Spring Plant Sales

Objective 1: Installing a sprinkler system in the existing greenhouse and shade house

For the past year, I worked with an Advisory Committee member, Ed Needham, on getting a Rain Bird sprinkler system donated to the program. The only sprinkler system in the greenhouse was a mist system that hung three feet above one table in the greenhouse. It was not on a timer and was extremely ineffective when on. Most of the mister heads were pointing in random positions and not even misting the plants that would be on the table below. This was not sufficient for a greenhouse full of plants. Despite creating layouts of the greenhouse and tables and constant communication with Ed, I was getting nowhere with securing the sprinkler system donation. After sending in a monthly update to my Master's

committee, Dr. Burgoa placed me in contact with Dave Palumbo, a Xerigation Product Sales Manager for Rain Bird. Within two weeks of emailing and talking to Dave over the phone, all the sprinkler parts had arrived at school.

With my Advanced OH students, we carefully laid out all parts to the three sprinkler lines and began connecting the pieces. Our system includes a six line out emitter with spaghetti line and individual staking tubes for individual container watering. We installed three lines, each with twenty emitters on two tables in the greenhouse. The sprinkler systems connect into our main water line in the greenhouse and run off of our current timer system. The list of sprinkler parts is listed below:

- Multi (6)-outlet Xeri-bug (XB-05-6 or XB-10-6 or XB-20-6)
- Low Flow Control Zone Kits with PR filter (XCZ-100-PRF):
- ½" Male pipe thread adapter (MDCF50MPT)
- Removable flush cap (MDCFCAP)
- XT-700 Distribution Tubing
- XQ ¼" Distribution Tubing
- Universal ¼" tubing stake (TS-025)

In the shade house, we were able to use the existing corner sprinklers and just replace the solenoids in the valves. We then ran a low voltage wire underneath the weed cover in the shade house to connect it to a timer located on the Southwest corner of the greenhouse.

(Left picture) Students in Advanced OH work on connecting PE tubing to tee joints to create the main sprinkler line that will run down the center of the greenhouse table.

(Right picture) Other students focus on connecting spaghetti line and tubing stakes to the emitters.

Objective 2: Replacing the shade cloth on the shade house

During the spring of 2012, students in Emmett's Ag Mechanics class replaced the shade cloth on the shade house. Using AIG and VPIE funds, we ordered 240 feet of shade cloth from Grower's Supply. The original shade cloth had tears on all four sides of the shade house that were large enough for a grown adult to step through. By replacing the shade cloth we allowed for better shade coverage and overall eye appeal of the OH unit.

Objective 3: Creating and implementing an integrated pest management plan

I have really focused on creating and implementing a plan to control pests, which includes feral cats, ants and weeds. These are the most prominent nuisances in our OH unit.

First and foremost are the weeds. At the start of the 2011-2012 school year, they were taking over the entire OH unit. Having ninety students chop them out is a nice way to get rid of them at first but is not a permanent solution. We focused on eradicating every weed in the greenhouse, shade house and around the OH unit in the Fall Semester of 2011. Our first step was to simply remove them. Once we cleaned up the area, Emmett and I set up a spray control. During winter, spring and summer breaks we spray a pre-emergent in the OH unit. Once a month, we spot treat any weeds that may be a problem. Additionally, students still manually remove weeds from the OH unit. Although, we are still nowhere near the ideal, we are much closer than when we first began and now have a schedule in place.

Feral cats are another issue on our pest list. They were living in the greenhouse when we started the 2011-2012 school year. They were using our soil piles as litter boxes, spraying containers in the greenhouse and breeding and having litters in the tool sheds. Working with our grounds keeper, we placed "have a heart" traps in the OH unit.

Working with our grounds keeper, we placed “have a heart” traps in the OH unit.

Throughout the course of a year and a half, we have caught and removed eight adult cats and a litter of four kittens. While our cat problem is still ongoing the amount of cats in the OH unit has dropped significantly.

Our last major problem in the OH unit is ants. It seems like every time we would work in a flowerbed, we would uncover a new colony of red ants. While I do not have a monthly plan in place, we do keep ant spray in the OH unit now so that we can spray on an as needed basis.

Through regular maintenance and strict spraying schedules we are able to control the weeds in the OH unit. Additionally, we replaced the pads in the water cooler so that feral cats cannot find their way into the greenhouse.

Objective 4: Creating a mother stock bed

From our first plant sale in May 2012 until now, I have come to the realization that we do not have any mother stock plants in our OH unit. The majority of plants sold in May were annuals that died after the first freeze. It is difficult, as a teacher, to have students try various propagation methods when you do not have proper stock. I want my classes to have plants in the OH unit year round and a way to do that is by installing a mother stock bed.

We had a flowerbed behind the greenhouse that was overgrown and lacking purpose. During the 2012-2013 school year, my Advanced OH students designed and installed a mother stock bed in this area. Our water cooler wall in the greenhouse leaks and the water puddles in a part of this flowerbed. My students decided to use this as a natural pond and lined the area with rocks. After that they selected perennial shrubs and bushes that can tolerate full sun and little water. We also lined the flowerbed with weed cover to aid in our weed management of this area. Students chose the following plants to use: boxwood, butterfly weed, lavender, lemon verbena, achillea, tri-color sage, and variegated pittosporum. All plants were donated by Monrovia nursery and will be used for teaching various propagation methods with future students.

Objective 5: Reintroduce community support by holding Spring Plant Sales

Last year, I wanted to bring back the community that once supported the Golden West Agriculture program and the horticulture unit by holding a spring plant sale. This was a first for me and most of my students. We planned everything for a plant sale: timing, advertising, marketing, growing our own plants and set up of our facilities. We sold various annuals in cell packs, houseplants, sweet potato vines, and summer vegetables. We also made our own pots thanks to Dan's pots with pizzazz recipe and sold succulent pots. Overall, our first plant sale was very successful. We sold \$3000 worth of plants and had a two-page article in the Visalia Times Delta. Our customers were very supportive and gave great feedback. We had a lot of requests for drought tolerant plants and perennials, shrubs and ground cover.

For this year's plant sale, we have taken the information gathered from last year and applied it. We are going to feature our pots again this year since they were such a hit last year. In addition to some annuals, we have increased our number of perennials, shrubs and ground covers for this year's sale. Since the houseplants did not sell as well I had hoped, we cut back on the amount of those ordered. In addition to the pots, we are also going to sell Golden West football planters that will contain black velvet petunias and yellow snapdragons. I am working with the local newspaper again to get an article to promote the event.

Through last year's sale I made connections with Terry Denlay, the propagation manager from Monrovia who helped us with donations this year, several Visalia Unified School District employees, and Phil Brown, the very first OH teacher at Golden West. It is humbling and very exciting to receive such praise for our program and the amount of work our students have put into the OH unit.

2012 Plant Sale

Conclusion

After two years of work in the OH unit, I feel that my students and I have set a foundation for future years. There have been noticeable changes and modifications to the unit and I can really begin to see my future ideas and plans start to become reality. There is still so much to be done in the OH unit but I am so proud of everything accomplished thus far. Although we have finished the objectives outlined in this report; in the next three to five years the following items in the OH unit will be also be completed:

- Replace greenhouse siding
- Install orchard and grape vines
- Re-gravel the greenhouse floor
- Lay new weed cover in the shade house
- Modify the existing raised garden beds and begin summer garden projects
- Apply for and obtain school nursery certification
- Articulation horticulture classes with COS

Supporting Completion Materials

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1. Student Data Sheets

Revised

H. Date: 10/1/17

I. Locator Data
Street Address: [REDACTED]

City, Zip: Visalia 93292
Phone Number: 559-730-1357

Email: Soccerdiva1a me.com
Parent/Guardian Name (Print Full Name For Each): _____

Mr. [REDACTED]
Miss/Mrs./Ms. [REDACTED]

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

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

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

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

2. Go to College

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

3. Go Into Military Service _____

Veteranaranan

Revised

H. Date: Oct 1

1. Locator Data
Street Address: [REDACTED] [REDACTED]

City, Zip: Visalia, 93292
Phone Number: 559 623 428

Email: [REDACTED] 400@yahoo.com

Parent/Guardian Name (Print Full Name For Each):

Mr. Pat [REDACTED]

Miss/Mrs./Ms. Anita [REDACTED]

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

X 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 1

No Further Education	
Some College Later	X

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

Writer (Veterinarian)

Revised

H. Date: 10/1/12

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email: [REDACTED] h@rphoo.com

Parent/Guardian Name (Print Full Name For Each):

Mr.

Miss/Mrs./Ms.

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Among

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

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:

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

1. Go to Work Full - Time

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

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 _____

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.

3. Go Into Military Service ✓

(United States Marines)

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

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

B. Gender: Male ☒ Female ☐

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

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

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

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

E. Grade Level in School: 11th
 (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.

Ag. Mechanic

H. Date: 10-1-12

I. Locator Data
 Street Address: [Redacted]
 City, Zip: Visalia, CA
 Phone Number: 559-798-2386

Email: _____

Parent/Guardian Name (Print Full Name For Each):

Mr. Chris [Redacted]
 Miss/Mrs./Ms. Robyn [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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

A. Name [Redacted] R
 Last Name First Name, Mi

B. Gender: Male ☒ Female ☐

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

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

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

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

E. Grade Level in School: 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.

Welder (grow plants)

H. Date: 010-1-2012

I. Locator Data
 Street Address: [Redacted]
 City, Zip: Tulare, CA 93274
 Phone Number: 559-736-2642

Email: _____

Parent/Guardian Name (Print Full Name For Each):

Mr. BOBBY RAY [Redacted]

Miss/Mrs./Ms. Kim [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 ☐

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised

A. Name _____
Last Name First Name, MI

B. Gender: Male ☐ Female ☒

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

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

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

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

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

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

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

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

law enforcement (let)

H. Date: 10-1-12

I. Locator Data
Street Address: [REDACTED]

City, Zip: Visalia 93297

Phone Number: 55416276727

Email: Saukwest97@aol.com

Parent/Guardian Name (Print Full Name For Each):

Mr. [REDACTED]

Miss/Mrs./Ms. Sonia

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 X

Revised

H. Date: 10-3-12

I. Locator Data
Street Address: [REDACTED]

City, Zip: Visalia 93292
Phone Number: (559) 635-7820

Email: [REDACTED]@Yahoo.com

Parent/Guardian Name (Print Full Name For Each):

Mr. James [REDACTED]

Miss/Mrs./Ms. Leslie

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

— Hmong

Japanese

Korean

Laotian

_____ Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

X	White
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2nd
(1st, 2nd, 3rd, 4th)

11

(9, 10, 11, 12)

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 3

Community College

Four Year College XFull-Time Student ☒Part-Time Student ☒

Agriculture Major

Non-Agriculture Major $\overline{X}$

3. Go Into Military Service

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.

(Kindergarten teacher, personal trainer)

~~Ag. Zacher~~ (Professional runner)

Revised

H. Date: 10/1/12

I. Locator Data
Street Address: [REDACTED]

City, Zip: 03201
Phone Number: 554-334-7864

Email: Fatty554@yahoo.com
Parent/Guardian Name (Print Full Name For Each):

Mr. Guadalupe
Miss/Mrs./Ms. Maria

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)

V Ornamental Horticulture (4050)
Forestry & Natural Resources (4060)

AgriScience (4070)

Agriculture (40/0)

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 ☒

Community College	<u>1</u>
Four Year College	<u>1</u>

Four-Year College
Full-Time Student

Full-Time Student	$\frac{\lambda}{2}$
Part-Time Student	$\frac{\lambda}{4}$

Part-time Student
Agriculture Major

Agriculture Major	
Non-Agriculture Major	$\frac{\sqrt{1}}{\sqrt{1}}$

3. Go Into Military Service _____

Revised

H. Date: 10-1-12

I. Locator Data
Street Address: [REDACTED]

City, Zip: Visalia, 93292
Phone Number: (559) 744-0647

Email: [REDACTED]@breakaball.net

Parent/Guardian Name (Print Full Name For Each):

Mr. [redacted] Dean [redacted]

Miss (Mrs.) Ms. Rhonda

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)

Agrisience (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	☒
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Full-Time Student

Part-Time Student ☒

Agriculture Major ☒ 1

3. Go Into Military Service

2. Permanent Student File System

Permanent Filing System

Our permanent Agriculture student filing system was completely restructured last year.

Originally, the filing system had our students divided by grades in the different filing cabinet drawers. This year, we simply went by last name of students. This is a little easier for us to update and manage. In October, we print labels for each student and attach them to a file folder. A Teachers Aide then organizes the files in alphabetical order. In the cabinet to the right of our filing system, we store recent graduate files and files for students that are still enrolled at Golden West High School but are not currently in an Agriculture class. We have had a lot of students that are in an Ag class one year, out the next, and back in again, so we hold their file incase of this happening.

3. Course Outlines

Golden West Agriculture Department
Advanced Environmental Horticulture
Ms. Serafin

Room: AG-3
Length of Course: 1 Year
School Phone: (559) 735-8087
Email: cserafin@vusd.org

1) Course Description:

Advanced Environmental Horticulture is a course designed for students who have a sincere interest in the nursery and or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities will include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Students will have the opportunity to grow nursery crops and sell them to the public through class run plant sales in the fall and spring. Leadership skills will be taught through participation in FFA.

2) Course Objectives: Students will be able to:

- understand plant classification and use principles.
- understand plant physiology and growth principles.
- understand sexual and asexual plant reproduction.
- understand water and soil management practices.
- understand ornamental plant nutrition practices.
- understand the selection, installation, and maintenance of turf.
- understand nursery production principles.
- understand the use of containers and horticultural tools, equipment, and facilities.
- understand basic landscape planning, design, construction, and maintenance.
- understand basic floral design principles.

3) Textbooks:

Introduction to Ornamental Horticulture (In Class Only)

Sunset Western Garden Book, 2001 Sunset Magazine

California Vocational Record Book

REQUIRED: *Notebook*
 Pencils/Pens

4) Assessment Methods:

Tests and Quizzes
Classroom assignments
Self-Evaluations/ Group Projects
Participation

5) GRADING:

35% Classroom Participation

This includes: Exams / Assignments / Participation / Weekly Notebooks

35% OH Unit Participation

This includes: Clean Up / Plant Care / Soil Mixing / Plantings and Cuttings / Plant Sales

10% FFA Participation

This includes: Attendance to 3 activities per quarter
Activities can be fundraisers, meetings, team practices, contests, etc.

10% Supervised Agriculture Experience Program (SAE)

This includes: Record Book or Teacher Approved Reports

10% Cooperative Attitude & Behavior

This includes learning and being responsible for his/her behavior.
Volunteer to assist teacher, fellow students, or the community

6) Attendance:

Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments, NOT the instructor's. This can best be done prior to missing class or after class and after school. Please be aware that class instruction time is never an appropriate time to request make up work.

Missing days when we are working in the OH Unit will result in a "0" for the day unless student is on an excused school activity

7) Late Work:

Late work will be **NOT** be accepted after the due date. If a student is absent on the day an assignment is due and *HAS NOT* made prior contact with the teacher the work will not be accepted.

8) No Name Work:

Any assignment turned in without a name will be posted on the "No Name" clipboard. The assignment will remain there for 2 days. After the 2 days, if the paper has not been claimed by the student, the assignment will be thrown out.

9) Course Outline:

- a. Ag Leadership Development
 - i. FFA
 - ii. SAE
 - iii. California Record Book
- b. Plant Identification
 - i. Classification
 - ii. Common Names
 - iii. Botanical Names
- c. Botany
 - i. Plant Taxonomy & Classification
 - ii. Plant Parts & Functions
 - iii. Photosynthesis
 - iv. Respiration
- d. Plant Propagation
 - i. Sexual with seeds, methods & applications
 - ii. Asexual with methods and applications
 - iii. Cuttings

- iv. Layering
 - v. Budding & Grafting
- e. Soils
 - i. Characters of planting medias
 - ii. PH of the soil & regulation
 - iii. Soil type characteristics
 - iv. Plant nutrients, functions & uses
- f. Landscape Maintenance
- g. Landscape Design
 - i. Principles of design
 - ii. Tools & Materials
 - iii. Lettering, symbols & measurement
- h. Nursery Practices
 - i. Nursery & Greenhouse Plant Production
 - ii. Soil Mixes
 - iii. Sterlization Methods
 - iv. Planting Containers
- i. Irrigation Design
 - i. Basic Hydraulics
 - ii. Irrigation Equipment
 - iii. System Design
- j. Plant Maintenance
 - i. Nursery Organization
 - ii. Proper Pruning Methods
 - iii. Irrigation Methods & schedules
- k. Turf & Lawns
 - i. Turf varieties & uses
 - ii. Mowing
 - iii. Fertilization
 - iv. Planting Techniques
- l. Floral Design Principles
 - i. Elements of design
 - ii. Color & the Color Wheel
 - iii. Design Style
- m. Holiday Arrangement
- n. Arrangement Design
 - i. Basic table arrangements
- o. Corsages & boutonnieres
 - i. Basic design & construction
- p. Merchandise & Sales
 - i. Management
 - ii. Advertising
 - iii. Cashiering
 - iv. Sales & Displays
- q. Job Preparation & Professionalism
 - i. Work ethics
 - ii. Filling out an application
 - iii. Preparing an effective resume
 - iv. Job researching skills

10) **Grading Scale:**

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

I have read over the class syllabus and understand fully the requirements and expectations of this course.

Student Signature

Date

Parent/Guardian Signature

Date

Golden West Agriculture Department
Agriculture Biology
Ms. Serafin

Room: AG-3
Length of Course: 1 Year
School Phone: (559) 735-8087
Email: cserafin@vusd.org

1) **Course Description:**

A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology and is matched to the *Visalia Unified School District* common course outline for **Biology**. Major areas of study include cell biology, genetics, ecology, evolution and the structure and function of living things. Participants are expected to take the Core Content Area Test for Biology.

2) **Course Objectives:** Students will be able to:

- understand the skills necessary for scientific investigation.
- understand the diversity in cell structures and functions.
- understand the difference between meiosis and mitosis and understand both.
- understand how genotype and phenotype affect traits in offspring.
- understand basic DNA principles.
- understand what evolution means and how genes are affected.
- understand structures and functions in the living system.
- understand the human immune response and how it is triggered.

3) **Textbooks:**

Biology – McDougal- Littell Publisher, 2007

REQUIRED: Notebook
Pencils/Pens

4) **Assessment Methods:**

Tests and Quizzes
Classroom assignments
Self-Evaluations/ Group Projects
Participation

5) **GRADING:**

50% Interactive Notebook

This includes: Notes / Lab Write Ups / Handouts / Assignments / Homework

20% Test & Quizzes

10% FFA Participation

This includes: Attendance to 3 activities per quarter
Activities can be fundraisers, meetings, team practices, contests, etc.

10% Supervised Agriculture Experience Program (SAE)

This includes: Record Book or Teacher Approved Reports

10% Cooperative Attitude & Behavior

This includes learning and being responsible for his/her behavior.
Volunteer to assist teacher, fellow students, or the community

6) Attendance:

Attendance is very important, as the activities involving discussion and classroom participation are invaluable and notes cannot substitute what took place in the classroom. It is the responsibility of the student to make up missed notes and assignments, NOT the instructor's. This can best be done prior to missing class or after class and after school. Please be aware that class instruction time is never an appropriate time to request make up work.

Missing days when we are working in the OH Unit will result in a "0" for the day unless student is on an excused school activity

7) Late Work:

Late work will be NOT be accepted after the due date. If a student is absent on the day an assignment is due and *HAS NOT* made prior contact with the teacher the work will not be accepted.

8) No Name Work:

Any assignment turned in without a name will be posted on the "No Name" clipboard. The assignment will remain there for 2 days. After the 2 days, if the paper has not been claimed by the student, the assignment will be thrown out.

9) Course Outline:

- a. Ag Leadership Development
 - i. FFA
 - ii. SAE
 - iii. California Record Book
- b. Introduction to Agriculture Biology
 - i. Ag Biology
 - ii. Ag Research
 - iii. Scientific Method
 - iv. Lab Skills & Procedures
- c. Cell Biology- Plants & Animals
 - i. Cell organelles (structure & function)
 - ii. Homeostasis (osmosis & diffusion)
 - iii. Enzymes
 - iv. Prokaryotic & Eukaryotic Cells
 - v. Biochemistry
 - vi. Cell Reproduction (Mitosis)
 - vii. Cell Respiration & Photosynthesis
- d. Genetics- Plants & Animals
 - i. Meiosis
 - ii. Mendelian principles of genetics
 - iii. Human genetics
 - iv. DNA/Structure & Replication
 - v. Protein Synthesis

- e. Evolution
 - i. Theories
 - ii. Environment & Genetic Influences
- f. Structure & Function in Living Systems
 - i. Organ Systems/Homeostasis
 - ii. Disease & Immune Response
- g. Ecology
 - i. Ecosystems
 - ii. Communities
 - iii. Populations
 - iv. Environment Problems/Human Impact

10) Grading Scale:

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

I have read over the class syllabus and understand fully the requirements and expectations of this course.

Student Signature

Date

Parent/Guardian Signature

Date

Golden West Agriculture Department
Introduction to Environmental Horticulture

Ms. Serafin

Room: AG-3
Length of Course: 1 Year
School Phone: (559) 735-8087
Email: cserafin@vusd.org

1) Course Description:

Instruction in this course provides a understanding of the basic anatomy and physiology of plants. The *Introduction to Environmental Horticulture* course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

2) Course Objectives: Students will be able to:

- understand the effects of technology on agriculture.
- understand the cell structure and function of plants and animals.
- understand soil science principles.
- understand plant growth and development.
- understand fundamental pest management.

3) Textbooks & Materials: Introduction to Ornamental Horticulture (In Class Only)
Sunset Western Garden Book, 2001 Sunset Magazine
California Vocational Record Book
REQUIRED: *Notebook*
Pencils/Pens

4) Assessment Methods: Tests and Quizzes
Classroom assignments
Self-Evaluations/ Group Projects
Participation

5) GRADING:

35% Classroom Participation

This includes: Exams / Assignments / Participation / Weekly Notebooks

35% OH Unit Participation

This includes: Clean Up / Plant Care / Soil Mixing / Plantings and Cuttings / Labs

10% FFA Participation

This includes: Attendance to 3 activities per quarter
Activities can be fundraisers, meetings, team practices, contests, etc.

10% Supervised Agriculture Experience Program (SAE)

This includes: Record Book or Teacher Approved Reports

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9) **Course Outline:**

- a. Ag Leadership Development
 - i. FFA
 - ii. SAE
 - iii. California Recordbooks
 - iv. Careers
- b. Plant Classification
 - i. Taxonomy & Classification
 - ii. Plant Identification
- c. Plant Cell Components
 - i. Cell Structure & Function
 - ii. Cell Reproduction
 - iii. Genetics & Heredity
 - iv. DNA
- d. Plant Physiology & Growth
 - i. Anatomy
 - ii. Functions
 - iii. Physiological Processes
- e. Plant Reproduction
 - i. Asexual Reproduction
 - ii. Sexual Reproduction
 - iii. Propagation
- f. Plant Pathology
 - i. Entomology
 - ii. Weed & Insect Identification
 - iii. Integrated Pest Management
- g. Soil Properties
 - i. Texture, Structure & Types
 - ii. Irrigation & Drainage

- iii. Soil & Water Management
- h. Fertilizers
 - i. Components & Structures
 - ii. Essential Nutrients
 - iii. Application
- i. Crop Management
 - i. Cotton
 - ii. Alfalfa
 - iii. Citrus
 - iv. Walnuts
 - v. Grapes
- j. Retail Nursery Practices
 - i. Selection & Maintenance of Plants
 - ii. Marketing
 - iii. Merchandising
 - iv. Customer Service & Sales

10) Grading Scale:

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

I have read over the class syllabus and understand fully the requirements and expectations of this course.

Student Signature

Date

Parent/Guardian Signature

Date

4. Grade Book

PowerTeacher Gradebook: Courtney Serafin - Golden West High School

Classes: Semester 2

- 1(A) Ag Biology (P) S2
- 2(A) Teacher Aide S2
- 2(A) Intro Environ Hort S2
- 3(A) Intro Environ Hort S2
- 3(A) Teacher Aide S2
- 4(A) Teacher Aide S2
- 4(A) Adv Envrn Hort ROP S2
- 6(A) Teacher Aide S2
- 6(A) Ag Biology (P) S2

Student Groups: Active (28), Dropped (1)

Categories: ALL, Attitude & Behavior, Classroom, FFA, Homework, Interactive Notebook, OH Unit, SAE, Tests

Reporting Term: P5 Mode: Assignments Final Grades Student View

P5 In Progress

Students (28)	(P5) Final Grade	A	T	FFA Activity #1 01/16/2013 pts: 10	FFA Activity #2 01/16/2013 pts: 10	FFA Activity #3 01/16/2013 pts: 10	Pots with Pizza... 01/16/2013 pts: 10	SAE Project Board 01/16/2013 pts: 50	Floral Bows & ... 01/17/2013 pts: 10	Pots With Pizza... 01/17/2013 pts: 10	Principles of Fl... 01/25/2013 pts: 30	Weekly Agenda... 01/25/2013 pts: 35	Color Theory N... 01/31/2013 pts: 20	Crayon Color ... 01/31/2013 pts: 15	Valentine's Flor... 01/31/2013 pts: 15
A+	99% 345/3...	1	-	10	10		10		10	10	30	30	20	15	
A+	98% 325/3...	6	-				10		10	10	25	35	20	15	
D+	69% 220/3...	3	2	10	10		10		10	10	30	30	20	10	
A+	100% 340/3...	4	-	10			10		10	10	30	35	20	15	
F	53% 185/3...	3	-	10	10		10		10	10	20	0	20	10	
B+	87% 295/3...	2	-	10			10		10	10	20	35	20	15	
A+	98% 343/3...	1	1	10	10		10		10	10	28	35	20	10	
A+	99% 345/3...	5	-	10	10		10		10	10	30	35	20	15	
A	97% 340/3...	1	-	10	10		10		10	10	20	35	20	15	
A	94% 340/3...	3	-	15	15	10	10		10	10	25	35	20	15	
A+	98% 353/3...	1	-	10	10	10	10		10	10	28	35	20	10	
A+	100% 340/3...	4	-	10			10		10	10	30	35	20	15	
A	97% 350/3...	-	-	10	10	10	10		10	10	25	35	20	10	
B+	89% 295/3...	2	-				10		10	10	27	33	20	10	
B+	87% 296/3...	5	-	10			10		10	10	28	33	20	15	
A+	100% 70/70	-	-	10											
A+	100% 360/3...	1	-	10	10	10	10		10	10	30	35	20	15	
B	84% 295/3...	6	-	10	10		10		10	10	25	35	20	15	
B	83% 282/3...	-	-	10			10		10	10	25	35	20	12	
A	95% 323/3...	5	-	10			10		10	10	28	35	20	15	
A+	100% 350/3...	-	-	10	10		10		10	10	30	35	20	15	
A+	99% 336/3...	-	-	10			10		10	10	28	33	20	15	
B	83% 275/3...	5	-				10		10	10	30	35	20	15	
A+	101% 363/3...	-	-	15	10	10	10		10	10	28	35	20	15	
A+	100% 340/3...	1	-	10			10		10	10	30	35	20	15	
A+	100% 340/3...	3	-	10			10		10	10	30	35	20	15	
A+	100% 360/3...	2	-	10	10	10	10		10	10	30	35	20	15	
A+	99% 335/3...	11	-	10			10		10	10	30	30	20	15	

Summary

Revert Save

PowerTeacher Gradebook: Courtney Serafin - Golden West High School

Semester 2

1(A) Ag Biology (P) S2

2(A) Teacher Aide S2

2(A) Intro Environ Hort S2

3(A) Intro Environ Hort S2

3(A) Teacher Aide S2

4(A) Teacher Aide S2

4(A) Adv Envrn Hort ROP S2

6(A) Teacher Aide S2

6(A) Ag Biology (P) S2

Student Groups

Active (28)

Dropped (4)

Categories

ALL

Attitude & Behavior

Classroom

FFA

Homework

Interactive Notebook

OH Unit

SAE

Tests

Scoresheet

Assignments

Student Info

Grade Setup

Class Content

Reports

Attendance

Notifications

Reporting Term: P5 Mode: Assignments Final Grades Student View

P5 In Progress

	(P5) Final Grade	A	T	FFA Activity #1 01/16/2013 pts: 10	FFA Activity #2 01/16/2013 pts: 10	FFA Activity #3 01/16/2013 pts: 10	Greenhouse Pla... 01/16/2013 pts: 10	OH Work Day 1... 01/16/2013 pts: 10	SAE Project Board 01/16/2013 pts: 50	CA Natives Mot... 01/17/2013 pts: 10	Floral Bow Stic... 01/17/2013 pts: 10	Essential Nutri... 01/25/2013 pts: 20	Essential Nutri... 01/25/2013 pts: 30	Weekly Agenda... 01/25/2013 pts: 35	Cuttings & Tra...
A+	98% 499/5...	-	-	10	10		10	8		10	10	20	30	33	
A	93% 455/4...	5	-	10	10		10	10		10	10	Ex	30	35	
B+	89% 417/4...	2	-				8	8		8	10	Ex	30	35	
A-	90% 430/4...	1	-	10						7	10	20	30	35	
A-	91% 453/4...	2	-	10						10	10	20	25	35	
B+	89% 435/4...	4	-				10	10		0	10	20	20	35	
A	97% 471/4...	4	-				10	10		8	10	20	30	35	
B+	88% 431/4...	3	2				10	8		8	10	20	25	30	
A+	99% 483/4...	1	-				10	10		10	10	20	25	35	
A	94% 480/5...	-	-	10	10		10	10		10	10	20	30	35	
A-	90% 441/4...	-	-	10	10		10	8		8	10	Ex	10	31	
B+	88% 373/4...	3	3								10	20	30	0	
B-	80% 388/4...	3	4				0	7		8	10	20	10	35	
F	59% 280/4...	1	1				Ex	8		10	10	15	25	0	
A-	91% 444/4...	3	-				8	8		8	10	20	30	35	
B-	80% 388/4...	7	1				10	0		8	10	20	25	20	
B	85% 413/4...	11	4				10	9		10	10	20	30	35	
A	94% 461/4...	2	5	10	10		9	8		8	10	Ex	25	35	
D+	68% 331/4...	4	1				8	8		10	10	20	25	35	
A+	99% 483/4...	1	-				10	10		10	10	20	25	35	
A+	100% 488/4...	5	-				10	10		10	10	20	30	35	
A-	91% 453/4...	-	1		10		8	9		8	10	20	25	35	
F	58% 282/4...	10	1				10	0		8	10	20	10	0	
A-	91% 442/4...	-	-				8	7		7	10	20	20	35	
A-	92% 460/4...	7	-	10			10	10		10	10	20	20	30	
B+	88% 447/5...	2	1	10	10		8	7		7	10	20	20	35	
C	74% 353/4...	-	8				8	8		8	10	0	25	23	
A	97% 475/4...	2	-				10	9		8	10	20	25	35	

Summary

Revert

Save

PowerTeacher Gradebook: Courtney Serafin - Golden West High School

Classes: Semester 2

- 1(A) Ag Biology (P) S2
- 2(A) Teacher Aide S2
- 2(A) Intro Environ Hort S2
- 3(A) Intro Environ Hort S2
- 3(A) Teacher Aide S2
- 4(A) Teacher Aide S2
- 4(A) Adv Envrn Hort ROP S2
- 6(A) Teacher Aide S2
- 6(A) Ag Biology (P) S2

Student Groups: Active (25), Dropped (0)

Categories: ALL, Attitude & Behavior, Classroom, FFA, Homework, Interactive Notebook, OH Unit, SAE, Tests

Reporting Term: P5 Mode: Assignments Final Grades Student View

P5 In Progress

Students (25)	(P5) Final Grade	A	T	FFA Activity #1 01/16/2013 pts: 10	FFA Activity #2 01/16/2013 pts: 10	FFA Activity #3 01/16/2013 pts: 10	SAE Project Board 01/16/2013 pts: 50	DNA Structure ... 01/18/2013 pts: 20	Notebook Chec... 02/13/2013 pts: 170	DNA RNA Test 02/15/2013 pts: 39	Notebook Chec... 02/27/2013 pts: 80	Natural Selectio... 03/01/2013 pts: 19	Midterm #4 03/12/2013 pts: 40	Ecology Puzzle... 03/22/2013 pts: 0	Ecology Quiz
82% 334/4...	5	2		10				15	143	25	70	16	27		
77% 309/3...	2	3		10				7	159	27	70	9	22		
85% 330/3...	2	-						3	168	29	75	14	24	10	
73% 299.5/...	-	1		10	10			18.5	75	33	80	16	27	10	
94% 364/3...	1	-						18	156	34	80	16	31	10	
87% 356/4...	6	4		10	10			9	160	33	78	12	18	10	
88% 358/4...	7	5		10	10			16	162	27	78	15	26		
83% 338/4...	4	-		10	10			12	150	24	80	13	17	10	
81% 323/3...	4	5		10				13	163	0	78	15	25		
94% 374.5/...	1	-		10				18.5	170	29	80	16	25	10	
88% 343/3...	8	-						18	150	29	78	15	25	10	
88% 344/3...	3	-						16	160	29	78	13	28		
83% 338/4...	7	-		10	10			13	155	25	60	14	23	10	
90% 351/3...	8	-		10	10			11	165	31	70	15	29	10	
58% 224/3...	7	4						9	100	0	65	9	19	10	
94% 395.5/...	3	-		10	10	10		17	168	33	80	18	26	10	
94% 374/3...	3	3		10				16	170	26	80	13	29	10	
76% 302/3...	1	2		10				9	150	20	75	11	16		
96% 383/3...	1	-		10				17	165	35	80	14	33	10	
76% 281.5/...	2	8						6	142	25	75		22		
92% 358/3...	4	1						20	170	36	80	16	24		
86% 361/4...	7	-		15	10	10		16	150	27	73	12	23	10	
83% 324.5/...	15	-						15	155	29	65	12	26	10	
75% 291/3...	6	-						17	125	26	55	16	32		
79% 316/3...	3	-		10				0	147	25	80	11	24		

Summary

Revert Save

5. SAE Supervision Forms

SAE Supervision Forms

In addition to using the notepad for project visits, I also keep a binder on all of my students' SAE projects. The binder contains a tab per student. Within the tab, any contracts signed by the student pertaining to the project, copies of receipts, and a written record of visits are kept. If a student has multiple projects all projects will be listed under their tab in the binder.

SAE Supervision Form

Name: Natalie Johnson
Address: 33408 rd 152, Van Horn, CA 93292
Phone: 559-782-2313
Cell Phone: 559-292-7509
Advisor: Natalie Johnson

July 2 - Ear tagged, weighed + wormed
Entered as crossbred

July 18 - Weighed - 139 lbs

August 28 - 214 lbs

14 days x 1.82 = 25.48 @ fair

75/41 days = 1.82/day

SAE Supervision Form

Name: Natalie Johnson
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July 2 - Ear tagged, weighed + wormed
Entered as crossbred

July 18 - Weighed - 139 lbs

August 28 - 214 lbs

14 days x 1.82 = 25.48 @ fair

75/41 days = 1.82/day

SAE Supervision Form

Name: Natalie Johnson
Address: 33408 rd 152, Van Horn, CA 93292
Phone: 559-782-2313
Cell Phone: 559-292-7509
Advisor: Natalie Johnson

July 7 - Ear tagged, weighed + wormed. 90 lbs.
Entered as Hampshire

Aug 19 - 175 lbs

85 lbs/42 days = 2.02/day

203 @ fair

3 lbs/day = 217 @ fair

Project Visit

Name Mereesa Foreman
Date 7/2/12 Days to Fair 100+ (71)
☒ Hog ☐ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other
Animal Wt. 137 Expected Wt. 100 lbs

Current Feed Program

Grain _____ Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

New Feed Program

Grain _____ Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

York gilt #1231

Project Visit

Name Bridy Williams
Date 7/2/12 Days to Fair 100+ (71)
☒ Hog ☐ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other
Animal Wt. 96 lbs Expected Wt. 100 lbs

Current Feed Program

Grain Verdemont Pounds Fed free
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

New Feed Program

Grain same Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

Duroc Gilt #1234

1 dose Atgard

Project Visit

Name Ashlee Williams
Date 7/2/12 Days to Fair 100+ (71)
☒ Hog ☐ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other
Animal Wt. 114 lbs Expected Wt. 100 lbs

Current Feed Program

Grain Verdemont Pounds Fed free
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

New Feed Program

Grain same Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

Hamp Gilt #1233

1 dose Atgard

Project Visit

Name Carley Pratt
Date 7/2/12 Days to Fair 100+ (71)
☒ Hog ☐ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other
Animal Wt. 103 lbs Expected Wt. 100 lbs

Current Feed Program

Grain Showtime Pounds Fed 3/4 scoop
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

New Feed Program

Grain Showtime Pounds Fed 1/2 scoop
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

X - barrow #1235 wt feed down!!

1 dose Atgard

Project Visit

Name Adam Muller
Date 7/16/12 Days to Fair 000
☒ Hog ☐ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other
Animal Wt. 90 lbs Expected Wt. 100 lbs

Current Feed Program

Grain Hand fed Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

New Feed Program

Grain Full feed Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

Hamp Gilt #1228
1 Dose Atgard

Project Visit

Name Gadie Jameson
Date 7/12/12 Days to Fair 100+ (71 lbs)
☒ Hog ☐ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other
Animal Wt. 117 Expected Wt. 100 lbs

Current Feed Program

Grain Show time Pounds Fed 3-6 lbs
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

New Feed Program

Grain keep the same Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

Cross X Gilt
#1236
Atgard - 1 dose

Project Visit

Name Pam Stage
Date 7/12/12 Days to Fair 100+ (71)
☒ Hog ☐ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other
Animal Wt. 117 lb Expected Wt. 100 lbs

Current Feed Program

Grain _____ Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

New Feed Program

Grain _____ Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

Hamp Gilt #1227
1 dose Atgard

Project Visit

Name Mackenzie Jared
Date 7/12/12 Days to Fair 100+ (71)
☒ Hog ☐ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other
Animal Wt. 148 lb Expected Wt. 100 lbs

Current Feed Program

Grain _____ Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

New Feed Program

Grain _____ Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

X bred barrow #1229
1 dose Atgard

Project Visit

Name Ricci Padilla
Date 7/2/12 Days to Fair 100+ (71 days)
Hog ☒ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other ☐
Animal Wt. 118 lbs Expected Wt. 100 lbs.

Current Feed Program

Grain unknown brand Pounds Fed 3 QTS.
Grain _____ Pounds Fed _____
Hay N/A Pounds Fed _____
Supplements _____

New Feed Program

Grain stay the same Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

Blue X barrow
#1230
Atgard wormer - 1 dose

Project Visit

Name Brianna Sanchez
Date 7/2/12 Days to Fair 100+ (71 lbs)
Hog ☒ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other ☐
Animal Wt. 144 lbs Expected Wt. 100 lbs

Current Feed Program

Grain showtime Pounds Fed free
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

New Feed Program

Grain showtime Pounds Fed 6 lbs
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

Cross X barrow
#1231
Atgard - 1 dose

Project Visit

Name Nick Gylmore
Date 7/2/12 Days to Fair 100+ (71)
Hog ☒ Lamb ☐ Beef ☐ Goat ☐ Heifer ☐ Other ☐
Animal Wt. 109 lbs Expected Wt. 100 lbs

Current Feed Program

Grain Fed 1 show Pounds Fed 6 lbs
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

New Feed Program

Grain same as current Pounds Fed _____
Grain _____ Pounds Fed _____
Hay _____ Pounds Fed _____
Supplements _____

Management Recommendations

Hamp Barrow
#1232

6. School Board- Approved Policy (SAE)

Matched Against:
State X AP____
Articulate Depart. Chairs:____
High School Curric. Meeting:____
Initial Board Approval:____
Review Cycle:3/2002
Revision Approval: 6/26/01
CSU/UC Requirement:
Sites taught: Golden West

FFA

SAE

Visalia Unified School District Course Outline

Course Title: ROP Advanced Environmental Horticulture
"Nursery and Floral Industry"
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 Year/ 2 periods/20 Credits
Prerequisites: NONE
Course Number and CBEDS:
Replaces: TCOVE Nursery Technology

I. Course Description:

This is an advanced course designed for students who have a sincere interest in the nursery and or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities will include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Students will have the opportunity to grow nursery crops and sell them to the public through class run plant sales in the Spring and Fall. Leadership skills will be taught through participation in FFA.

II. Instructional Materials:

Each student will have the opportunity to work in a commercial style greenhouse and utilize the latest in horticulture and floral equipment. Equipment used will include tractors, mowers, chainsaws, shredders, soil mixers and sterilizers and edging equipment. In the classroom student will have access to all the floral tools used in the floral industry including glue pans, cash registers and bunch cutters. Safety equipment will be utilized as needed for the student's protections. Videos and slides will be utilized as needed for educational purposes.

Required Text:

California Association of Nurseryman Retail Training Manual

Ornamental Plants, D. Dwight Wait

Supplementary Text:

NONE

III. Course Outline: (260 Hours of Classroom Instruction)

	Hours of Class Time
A. Plant Identification	20
1. Plant Classification	
2. Terms used to classify plants	
3. Common names	
4. Botanical names	
5. Plant uses in landscapes	
B. Botany	20
1. Plant taxonomy and classification	
2. Plant parts and functions	
3. Photosynthesis	
4. Respiration	
5. Plant reproduction	
C. Plant Propagation	20
1. Sexual propagation with seeds, methods and applications	
2. Asexual propagation, methods and applications	
3. Cuttings	
4. Layering	
5. Budding and grafting	
D. Soils	10
1. Characters of planting medias	
2. PH of the soil and regulation	
3. Characteristics of soil type	
4. Plant nutrients, functions, and uses	
5. Irrigation of soil medias	
E. Landscape maintenance	20
1. Prepare the site	
2. Planting trees, shrubs, and bedding plants	
3. Construction methods and materials	
F. Landscape Design	10
1. Principals of design	
2. Tools and materials	
3. Lettering, symbols, and measurement	
4. How to read blueprints	
5. Design problems and practice	
G. Nursery Practices	20
1. Nurseries and Greenhouse Plant Production	
2. Soil Mixes	
3. Sterilization methods	
4. Planting containers	

H. Fertilizers	5
1. Foliage Plant Production	
2. Fertilizers in the Landscape	
3. Application Practices	
I. Irrigation Design	10
1. Basic Hydraulics	
2. Irrigation equipment	
3. System Design	
J. Plant Maintenance	20
1. Nursery organization	
2. When and how to use fertilizer	
3. Proper pruning methods	
4. Irrigation methods and schedules	
K. Turf and Lawns	5
1. Tools and equipment	
2. Turf varieties and uses	
3. Mowing	
4. Fertilization	
5. Planting techniques	
L. Floral Design Principles	20
1. Elements of design	
2. Color and the color wheel	
3. Design styles and origins	
4. Scale, harmony, balance and texture	
M. Holiday Arrangement	10
1. Cultural Implications	
2. Scheduling	
N. Arrangement Design	20
1. Basic table arrangements	
2. Vase arrangements	
3. Container selection	
4. Round and one-sided arrangements	
O. Wedding flower Construction	5
1. Bouquets	
2. Personal flowers	
3. Altar pieces	
P. Merchandise and Sales	10
1. Management	
2. Advertising	
3. Cashiering	
4. Use of floral wire service (FTD)	
5. Delivery techniques	
6. Sales and displays	

Q. Professionalism	20
1. Define professional responsibility	
2. Ethical and legal roles in the work place	
3. Professionalism in the floral industry	
4. Time management and goal setting	
R. Inter-Personal Communication	10
1. Customer and employee interaction	
2. Team work in the work place	
3. Non-verbal communication	
4. Customer relations	
5. Telephone skills	
S. Occupational Safety	5
1. Tool safety and handling	
2. Proper lifting and moving techniques	
3. Electrical power hazard	
4. Work-place safety and liability issues	
T. Job Preparation Skills	10
1. Filling out an application	
2. Preparation of an effective resume	
3. Job researching skills	
4. Job interviewing	
U. Cut Flowers	5
1. Uses in design	
2. Identification	
3. Cultural practices	
4. Optimum stage of security	
V. Flower Processing	5
1. Techniques	
2. Flower preservation	
3. Bunching, shipping, and grading of cut flowers	
W. Community Classroom (100 hours)	
1. Students will have the option to participate in real world leaning experiences through the community classroom program.	
2. Areas of practical study include:	
a. Nursery Production	
b. Floral Design	
c. Landscape Installation and Maintenance	
d. Parks and Golf Courses	

IV. Expectations for Student Learning

Each student who completes this course will be able to:

A. Botany, Fertilizers and Soils

1. Identify and understand the functions and uses of the different parts of cultivated plant material
2. Understand biological functions such as photosynthesis, respiration and transpiration and their importance to humans.
3. Understand soil science and how correct to soil conditions in the landscape
4. Identify major and minor nutrients needed by plants.
5. Understand and be able to identify nutrient problems and understand how to correct them in a nursery or garden setting
6. Be able to apply fertilizers to plant material both in the garden and in containers

Plant Propagation and Nursery Practices

1. Understand and demonstrate typical methods of asexual and sexual propagation.
2. Identify characteristics of a nursery and how they are used in plant production.
3. Understand the components of a greenhouse and demonstrate the use of climate controls
4. Demonstrate novelty techniques in plant propagation such as Air-layers and budding and grafting.
5. Understand soil mixes and their importance to plant production
6. Identify and utilize different soil and container sterilization techniques

Landscape and Irrigation Design and Maintenance

1. Demonstrate proper landscape maintenance practices
2. Demonstrate basic skills in landscape design
3. Design to scale a working drawing to be used in an actual landscape installation
4. Identify different varieties of turf used in the San Joaquin Valley
5. Demonstrate basic turf practices such as mowing and fertilizing
6. Demonstrate proper Pruning Practices
7. Understand the basic concepts in irrigation design
8. Design a basic irrigation system for a garden and install it to the correct specifications
9. Understand and demonstrate proper planting techniques for tree, shrubs and annuals

Plant and Flower Identification

1. Identify floral and ornamental plants of the San Joaquin Valley
2. Identify plant uses in the landscape
3. Understand and demonstrate the correct use of cut flowers and foliage in floral designs

Career Preparation

1. Understanding how professional skill development-including positive attitude, honesty, self-confidence, time-management and other positive traits affect employability.
2. Understanding principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.
3. Understand the importance of good basic skills, critical thinking and problem solving skills in the work place.

4. Understand principles of effective communication.
5. Understand occupational safety issues.
6. Understand career pathways and strategies for obtaining employment.
7. Understand and adapt to changing technology.

Design Elements

1. Explain the history of floral design
2. Explain the cultural diversity and implications of different types of floral design.
3. Explain the three styles of modern floral design and their origins.
4. Explain the elements and principles of floral design.
5. Demonstrate the design of a variety of popular floral arrangements
6. Demonstrate the construction personal flowers
7. Construct holiday and wedding flowers

Oral and Written Communications and Research

(As per English Standards)

1. Students will write a 2 page research paper on a new technology or application in the industry.
2. Students will make short oral presentations and demonstrations
3. Students will be expected to read and keep up to date using trade journals and selected readings.

V. Instructional Methods

Lecture
Audio/Visual Materials
Group/Individual Assignments
Laboratory Activities
Discussions
Reading Assignments
Field Trips
Research Projects

VI. Assessment and Evaluation

A. Assignments

Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. Term Paper
2. Speeches
3. Class Participation
4. Class Assignments
5. Laboratory Activities
6. Class Projects

B. Assessment

1. Students will be given objective tests including performance based tests on a regular basis. Assessment will require students to retain, interpret and apply the ideas and information discussed in class through the use of written assignments, laboratory activities, scenarios and class presentations.

2. Students will participate regular lab activities and will be evaluated by the instructor
3. Students will be given comprehensive quizzes during each unit of instruction.

C. Homework

1. The students will be responsible for completing a variety of assignments as determined by the instructor.

D. Plant and Landscape Projects

1. All students will be required to maintain a plant and landscape project. The plant projects may consist of houseplants, shrubs, vegetable or perennials, grown and cared for by the student. The students will also be responsible for the maintenance of one of the many landscaped flower beds or lawn areas in the GWHS OH unit.
2. Projects will vary depending on class and student interest.

Matched Against: State Frameworks

State X AP

Articulate Depart. Chairs: X

High School Curric. Meeting: X

Board Approval: 1-25-00

Review Cycle: 1/2001

Sites taught: Golden West, Mt. Whitney, Redwood

Visalia Unified School District Course Outline

Course Title: Agriculture Biology

Grade Level: 10th

Elective/Required: Required

Length/Credits: 1 year/10 credits

Prerequisites: None

Course Number & CBEDS Codes: 0041/2603

Replaces: N/A

I. Course Description:

A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things.

II. Instructional Materials:

Required Text:

Biology: Principles and Explorations, George P. Johnson and Peter H. Raven, 1998 Holt, Rhinehart, and Winston

Supplementary Text: None

III. Course Outline:

1. Introduction to Agricultural Biology (10%)
 - a. Agricultural Biology
 - b. Agricultural Research
 - c. Scientific Method
 - d. General Lab Skills and Procedure

2. Cell Biology – Plants & Animals (25%)
 - a. Cell organelles (structure and function)
 - b. Homeostasis (osmosis and diffusion)
 - c. Enzymes
 - d. Prokaryotic and Eukaryotic Cells/Cellular Complexity
 - e. Biochemistry
 - f. Cell reproduction (Mitosis)
 - g. Cell Respiration and Photosynthesis
3. Genetics- Plants & Animals (25%)
 - a. Meiosis
 - b. Mendelian principles of genetics
 - c. Human genetics
 - d. DNA/Structure and Replication
 - e. Protein Synthesis
 - f. Modern application of bioengineering
4. Evolution (10%)
 - a. Theories of evolution
 - b. Environmental and Genetic Influences on Evolution
5. Structure and Function in Living Systems (15%)
 - a. Organ Systems/Homeostasis
 - b. Disease and Immune Response
6. Ecology- Plants & Animals(10%)
 - a. Ecosystems
 - b. Communities
 - c. Populations
 - d. Environmental Problems/Human Impact
7. Leadership (5%)
 - a. SOEP (Supervised Agriculture Experience Project)
 - b. FFA- Leadership development
 - c. Record Books

IV. Expectations for Student Learning

- A. Introduction to Agricultural Biology
 1. Biological skills are an important aspect of biological sciences. Students must develop the skills necessary for science investigation. As a basis for understanding this concept, students should learn:
 - a. The use of the scientific method and procedure.
 - b. Utilization of agriculture of agriculture research.
 - c. Implementation of agriculture and laboratory skills
- B. Cell Biology
 1. 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. As a basis for understanding this concept, students should learn:

- a. Cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.
- b. 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.
- c. How prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
- d. The Central Dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.
- e. The role of endoplasmic reticulum and Golgi apparatus in secretion of proteins.
- f. Usable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.
- g. The role of the mitochondria in making stored chemical bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
- h. Most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

C. Genetics

1. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept, students should learn:
 - a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
 - b. Only certain cells in a multicellular organism undergo meiosis.
 - c. How random chromosome segregation explains the probability that a particular allele will be in a gamete.
 - d. New combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization)
 - e. Why approximately half of an individual's DNA sequence comes from each parent.
 - f. The role of chromosomes in determining an individual's sex.
 - g. How to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
2. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept, students should learn:
 - a. How to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
 - b. The genetic basis for Mendel's laws of segregation and independent assortment.

3. Genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept, students should learn:
 - a. The general pathway by which synthesize proteins, using tRNAs to translate genetic information in mRNA.
 - b. How to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
 - c. How mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence rather than to differences of the genes themselves.
 - d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expressions rather than to differences of the genes themselves.
 - e. Proteins can differ from on another in the number and sequence of amino acids.
4. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept, students should learn:
 - a. The general structures and functions of DNA, RNA, and protein.
 - b. How to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into nRNA.
 - c. How genetic engineering (biotechnology) is used to produce novel biomedical agricultural products.

D. Ecology

1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept, students should learn:
 - a. Biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
 - b. How to analyze changes in an ecosystems resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
 - c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
 - d. How water, carbon, nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
 - e. A vital part of an ecosystem is the stability of its producers and decomposers.
 - f. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.
 - g. How to analyze the effects that changes in population size have on the ecological balance of a community.

E. Evolution

1. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time. As a basis for understanding this concept, students should learn:
 - a. Why natural selection acts on the phenotype rather than the genotype of an organism.
 - b. Why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus maintained in a gene pool.
 - c. New mutations are constantly being generated in a gene pool.
 - d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept, students should learn:
 - a. How natural selection determines the differential survival of groups of organisms.
 - b. A great diversity of species increases the chance that at least some organisms survive large changes in the environment.
 - c. The effects of genetic drift on the diversity of organisms in a population.
 - d. Reproductive or geographic isolation affects speciation.
 - e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

F. Structure and Function in Living Systems

1. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment. As a basis for understanding this concept, students should learn:
 - a. How the complementary activity of major body systems provides cells with oxygen and nutrients, and remove toxic waste products such as carbon dioxide.
 - b. How the nervous system mediates communication between different parts of the body and interactions with the environment.
 - c. How feedback loops in the nervous and endocrine systems regulate conditions within the body.
 - d. The functions of the nervous system, and the role of neurons in transmitting electrochemical impulses.
 - e. The roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
 - f. The individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.

- g. The homeostatic role of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.
 - h. The cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2} , and ATP.
 - i. How hormones (including digestive, reproductive, osmoregulatory) provide feedback mechanisms for homeostasis at the cellular level and in whole organisms.
2. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response concept, students should learn:
- a. The role of the skin in providing nonspecific defenses against infection.
 - b. The role of antibodies in the body's response to infection.
 - c. How vaccination protects an individual from infectious disease.
 - d. 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.
 - e. Why an individual with a compromised immune system. (for example, a person with AIDS) may be unable to fight off and survive infections of microorganisms that are usually benign.
 - f. The roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.
- G. Leadership
1. The future of Agriculture is dependent upon skilled and confident leaders who aspire to premier leadership, personal growth and career success. As a basis for understanding this concept, students should learn:
- a. The skills necessary for public speaking.
 - b. The importance of keeping accurate records in relation to their SOEP.
 - c. The ability to communicate and work with others effectively for a future career in Agriculture.
 - d. The opportunities in Agriculture Biology related fields.
 - e. And appreciate their self worth and develop a sense of self-confidence.

V. Instructional Methods

- A. Laboratory and field investigations
- B. Current readings
- C. Videos
- D. Discussions
- E. Lectures
- F. Guest speakers
- G. Internet activities
- H. Research projects.

VI. Assessment and Evaluations

A. Assignments

Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. Term Paper
2. Speech
3. Lab activities
4. Record keeping problem
5. Class Participation
6. Science project

B. Testing

1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given a comprehensive exam.

C. SOEP and Record Book

1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement

1. Students will be required to participate in a variety of FFA activities.
2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

E. Homework

1. The student will be responsible for completing a variety of assignments as determined by the instructor.

VII. Grading Policy:

Completion of assigned projects & FFA involvement

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against:
State X AP _____
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 7/13/04
Review Cycle: 3/2007
Revision Approval: 7/14-04
CSU/UC Requirement: X

**Visalia Unified School District
Course Outline**

Course Title: Plant and Soil Science
Alternate Course Titles: None
Grade Level: 11th and 12th
Elective/Required: Elective
Length/Credits: 1-year/10 credits
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
Course Numbers: 0086, 0087
CBEDS Number: 4010
Replaces: None

I. Course Description:

A course that covers the fundamentals of plant and soil science, the factors that influence crop production, integrated pest management, laboratory skills, basic research and the role of plants in the ecosystem. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide students the basic knowledge and skills necessary for an entry-level position in the Agricultural Industry, and to provide students the basic background knowledge necessary for an entry-level college course in plant science. The class meets the science high school graduation requirement.

II. Instructional Materials:

Required Text:

Introduction to Plant and Soil Science; Biondo and Lee.

Supplementary Texts:

Teacher notes, Student handouts, related agricultural magazines and the Agricultural Education Record Book.

III. Course Outline:

First six-week grading period

A. Agriculture Leadership Development

1. Use and application of Parliamentary Law
2. FFA Leadership Development and public speaking
3. Careers and Supervised Occupational Experience Project

B. Plant Classification

1. Taxonomy and Classification
2. Plant Identification

C. Plant Cell Components

1. Cell Structure and Function
2. Cell Reproduction
3. Genetics and Heredity

English Language Arts - 1.3,2.5

Second six-week grading period

A. Plant Cell Components

1. Plant DNA

B. Plant Physiology and Growth

1. Anatomy
2. Functions
3. Factors affecting growth
4. Physiological Processes

English Language Arts – 1.7,2.4,2.8

Third six-week grading period

A. Plant Reproduction

1. Asexual versus Sexual Reproduction
2. Propagation

English Language Arts – 3.2

B. Plant Pathology

1. Entomology
2. Weed Identification
3. Integrated Pest Management
4. Plant Diseases

English Language Arts – 2.4,2.7

Fourth six-week grading period

A. Soil Properties

1. Soil Texture, Structure, and Types
2. Soil and Water Management
3. Biology
4. Soil Origins
5. Irrigation and Drainage

English Language Arts – 1.7,2.5,2.6,2.7,2.8

B. Fertilizers

1. Components, Structures
2. pH, Salinity
3. Application
4. Development

English Language Arts – 2.4,2.5,2.7,3.2

Fifth six-week grading period

A. Crop Management

1. Cotton
2. Alfalfa
3. Citrus
4. Walnuts
5. Grapes

English Language Arts – 2.3

B. Post Harvest Physiology and Marketing

1. Packaging
2. Processing
3. Post Harvest Treatments

Sixth six-week grading period

A. Equipment Management and Safety

1. Tractors, Maintenance, and Implements
2. Occupational Safety Hazards
3. Hazardous Materials

B. Biotechnology

1. Micro-propagation
2. Biological Pest Controls
3. Modern Mechanized Agriculture

English Language Arts – 1.5,1.7,2.2,2.7

C. Record Keeping

1. Record Books and Financial Records

English Language Arts – 2.7

IV. Expectations for Student Learning:

First six-week grading period

Biology

1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.

1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.

1e – Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

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

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

2a – Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

3a- Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

4d – Students know every cell has the same set of genes although all of them may not be utilized by each cell.

Second six-week grading period

Biology

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

Third six-week grading period

Biology

2a - Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

2b – Students know only certain cells in a multicellular organism undergo meiosis.

2e – Students know why approximately half of an individual's DNA sequence comes from each parent.

2f – Students know the role of chromosomes in determining an individual's sex.

3a - Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

Fourth six-week grading period

Chemistry

Atomic Structure and Bonding

- Students know how to use the periodic table to identify metals, metalloids, nonmetals, halogens, and noble gases.

- Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
- Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion.
- Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
- Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.
- Students know the atoms and molecules in liquid move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

Conservation of Matter/Stoichiometry

- Students know how to describe chemical reactions by writing balanced equations.
- Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

States of Matter

- Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
- Students know the definitions of solute and solvent.
- Students know temperature, pressure, and surface area affect the dissolving process.
- Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
- Students know the observable properties of acids, bases, and salt solutions.
- Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
- Students know how to use the pH scale to characterize acid and base solutions.

Kinetics and Thermodynamics

- Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
- Students know energy is released when a material condenses or freezes and is absorbed when material evaporates or melts.
- Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
- Students know the role a catalyst plays in increasing the reaction rate.

Organic and Biochemistry

- Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
- Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

Fifth six-week grading period

Chemistry

None

Sixth six-week grading period

Chemistry

States of Matter

- Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
- Students know the values and meanings of standard temperature and pressure (STP).

V. Instructional Methods:

- A. Lecture/Note-taking
- B. Audio/Visual materials
- C. Group/Individual assignments
- D. Laboratory activities
- E. Discussion
- F. Reading assignments/related worksheets
- G. Guest Speakers
- H. Field trips

VI. Assessment and Evaluations:

A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. In-class work/homework
2. Labs
 - a. Field work and laboratory
3. Speeches/Presentations
4. Term paper

B. Testing

1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.

2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book

1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A	=	90% - 100%
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
F	=	0% - 59%

7. School Board- Approved Policy (FFA)

School Board-Approved Policy

Please refer to Tab 6 for School Board-Approved Policies that highlight FFA as intracurricular.

8. FFA Program of Activities

Golden West FFA

Program of Activities
2012-2013

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Advisors' Message

Dear Parent(s), Guardian(s), & FFA Members,

Your child(ren) has shown interest in being an active member of the Golden West FFA Chapter. While some people believe that you have to live on a farm to be in FFA, this is no longer true. FFA is a student organization that, at one time, was known as "Future Farmers of America," however in 1988 the name was changed to the "National FFA Organization." This was done to accommodate the changing face and diversity of today's agriculture industry. Whereas agricultural production in farming crops and livestock was the focal point for projects, new projects like turf grass management, forestry, ag sales, floriculture/landscaping, and many more are now widespread FFA activities.

This Program of Activities (POA) is designed to allow you to fully understand and become aware of the opportunities your child(ren) has in the Golden West FFA. It contains a brief chapter overview, events, and a tentative calendar of activities. Please let us know if you have any questions involving the FFA opportunities available to your student. We look forward to our upcoming year with you!

Emmett Schultz

Emmett Schultz
Ag Mechanics Teacher
eschultz@vusd.org

Courtney Serafin

Courtney Serafin
Plant Science Teacher
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Sammi Slover

Sammi Slover
Animal Science Teacher
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Department Outline

Introduction:

The purpose of this outline is to acquaint you with the opportunities offered by the Golden West High school Agriculture Department. This will enable your student to take full advantage of these opportunities. The agriculture program is unique to each student as it is customized to individual educational needs and interests. To participate fully in the agriculture program, students must be actively engaged in all three aspects of agriculture education: classroom activities, FFA, and SAE.

FFA:

This intra-curricular national youth organization is for all students studying agriculture education. The purpose of this organization is to develop leadership skills and serve as a learning tool to strengthen the “hands-on” component of the high school agriculture curriculum.

Supervised Agricultural Experience (SAE):

Otherwise known as “projects,” students engage themselves in an activity related to their individual agriculture program outside of the normal classroom environment. They keep records on the transactions related to their project in an official record book. It also provides them the opportunity for personal recognition, skill development, and career preparation.

Advisors:

Mr. Emmett Schultz-	Department Head, Ag Mechanics, Beef Projects
Ms. Courtney Serafin-	FFA Advisor, OH Supervisor, Plant Science, Swine Projects
Ms. Sammi Slover-	Animal Science, Sheep Breeding Enterprise, Sheep Projects

What is taught in the Agriculture Department?

- Advanced Environmental Horticulture
- Ag Biology
- Ag Earth Science
- Ag Mechanics
- Animal Science
- Introduction to Environmental Horticulture
- Pre-Vet Technology
- Welding

Department Outline, Continued

Career Development Events (CDE):

*Ag Mechanics	Farm Safety	Soils/Land
Agriscience Fair	Floriculture	*Specialty Animals
*Best Informed Greenhand	Horse Judging	Vegetables
*Citrus	*Impromptu Speaking	Vine Pruning
*Cooperatives	*Job Interview	
Cotton	Livestock Judging	
*Creed Speaking	Marketing	
*Dairy Products	Marketing Plan	
*Extemporaneous Speaking	*Opening/Closing	
Farm Recods	Parliamentary Procedure	
Farm Business Management	Small Engines	

*The CDE's marked with an * are current teams offered through Golden West FFA.*

Leadership Development Plan:

9 th grade-	Greenhand Conference
10 th grade-	Made for Excellence Conference
11 th grade-	Advanced Leadership Academy
12 th grade-	Sacramento Leadership Experience
9 th -12 th	State Leadership Conference
9 th - Graduate	National FFA Conference

Fairs and Shows:

- Tulare County Fair
- Cow Palace, Grand National Junior Livestock Show
- California State Fair
- Various jackpots and shows throughout California

Comments:

The above outline is only a brief sketch of the opportunities available to students. A student, with the support of family, can take advantage of any of these opportunities. By doing so, students will be able to graduate saying, "I'm glad I did..." rather than, "I wish I would have..."

2012-2013 Officer Team

President- Carley Pratt
Vice President- Hattie Jameson
Secretary- Ashlee Williams
Treasurer- Courtney Russell
Reporter- Audra Walker
Sentinel- Kacey Seeger
Historian- Mary Akin
Operations- Brody Williams

2012-2013 Chapter Goals

- 1) Create an easy to find, easy to use webpage that is user friendly and is updated after every meeting.
- 2) Scrapbook in Regional contest and make top five.
- 3) Establish and stick to a budget and update after every event.
- 4) Participate in 1 additional community service activity outside the regularly scheduled activities. The additional activity will be one of the following: Relay for Life, Happy Trails event, Blind Babies.
- 5) Meet specified attendance goals on each activity sheet.
- 6) Post meeting agendas a week before each meeting inside each ag teacher's classroom.
- 7) Hold a T-shirt design contest, starting August 19th with voting at the Welcome Back BBQ, and are available by Tulare Fair.
- 8) Fundraise a minimum of \$16,000 during the 2012-2013 school year.
- 9) Plan lunchtime activities with the Valley Oak 8th graders two times a semester. Activities and displays will be the following: FFA, Ag Mechanics, Animal Science, Plant Science

2012-2013 Chapter Budget

Date	Event	Expenses	Receipts
July 23	Officer Retreat	\$300	
Aug 16	Officer/Parent Dinner	\$100	
Aug 31	Welcome Back BBQ	\$600	
Sept 15	Fair Booth & Banner	\$400	\$400
Sept	Fair Supplies	\$200	
Sept	Landscape Plot	\$100	\$100
Sept	Fall Movie Night	\$100	\$50
Oct 1	Drive Thru BBQ	\$850	\$3200
Oct	Halloween Meeting	\$100	
Oct	Cow Palace	\$300	
Nov	Turkey Bowling	\$100	
Nov	Greenhand Conference	\$420	
Nov 22	Fall Awards Banquet	\$1000	\$1000
Dec 7	Winter Wonderland Meeting	\$100	
Dec	Officer Potluck	\$50	
Jan 5	Winter Officer Retreat	\$100	
Jan 13	January Meeting	\$500	\$200
Feb 2	MFE/ALA	\$500	
Feb	Taco Truck Meeting	\$100	
Feb	Teacher Appreciation Breakfast	\$300	
	Spring Field Days	\$2000	
	Dairy Product Supplies	\$400	
	Western Week	\$400	\$100
	Sweetheart Dinner	\$300	\$8000
	State Convention	\$2000	\$1500
April 18	Spring Movie Night	\$100	\$50
May	Spring Awards Banquet	\$1400	\$1000
May 30	Pool Party	\$150	
June	End of Year Trip	\$525	
	Outside Donations		\$1000
	T-Shirts	\$900	\$500
	Toyota Truck Tickets		\$900
	Scholarships	\$1000	
	Misc. Expenses	\$1500	
	Petting Farm	\$100	
	Officer Polos	\$250	
	Valley Oak Lunches	\$50

Calendar of Activities

July 23-25	Officer Retreat	December 17	Scrapbook Meeting (8:20)
August 9	Officer & Parent Potluck	December 21	Officer Potluck
August 20	T-shirt Design Contest	January 8	Mid-year Officer Retreat
	Starts	January 19	Tulare Citrus Contest
August 29	Welcome Back BBQ (5 PM) & T-shirt Design	January 23	Valley Oak Lunch
	Voting		Activity (Animal Science)
September 5	Farm Fair	January 24	Sequoia Sectional
September 7	GW FFA T-shirts in	January 26	Speaking Contests
September 10-16	Tulare County Fair	January 28	Hanford Citrus Contest
September 17	Scrapbook Meeting (8:20 AM)	January 30	Scrapbook Meeting (8:20)
	Record book Meeting	February 1	January Meeting
September 19	(3:30 PM)	February 2	Kiss-a-cow Begins
September 26	Fall Movie Night (6 PM)	February 8-9	Fresno State Winter Finals
September 29	Drive Thru BBQ (6-8 PM)	February 12-14	MFE/ALA
October 1	Scrapbook Meeting (8:20 AM)	February 14	World Ag Expo
	Strathmore O/C Contest	February 15	Kiss-a-cow Ends
October 1	Record book Meeting	February 19	Kiss-a-cow at lunch
October 3	(3:30)	February 21	BIG & CoOp Contests
	COLC- Scicon		Teacher Appreciation
October 5-6	Sequoia Sectional O/C	February 23	Breakfast
October 10	Contest	February 27	San Joaquin Regional
	Valley Oak Lunch	March 2	Meeting
October 11	Activity (FFA)		Taco Truck Meeting
October 17	Record book Meeting	March 4-8	UC Davis & Hanford
	(3:30)	March 8	Field Days
October 31	Halloween Meeting	March 16	Western Week
November 5	Scrapbook Meeting (8:20 AM)	March 21	Sweetheart Dinner
	Record book Meeting		Merced Field Day
November 7	(3:30)	March 23	Valley Oak Lunch
November 8	Greenhand Conference	April 3	Activity (Plant Science)
November 14	Turkey Bowling	April 13	MJC Field Day
November 17	San Joaquin Regional	April 20	State Degree Banquet
	FFA Meeting (8:30 AM)	April 20-23	Reedley Field Day
November 28	Fall Awards Banquet	May 1	Fresno State Field Day
December 5	Record book Meeting	May 2	State FFA Conference
	(3:30)	May 4	Spring Movie Night
December 5	Valley Oak Lunch	May 8	Petting Farm
	Activity (Ag Mechanics)		State Finals
December 12	Winter Wonderland FFA	May 8-10	Sectional Officer
	Meeting	May 22	Elections
December 15	Exeter Citrus Contest	May 29	Plant Sale
		June 10	End of Year Awards
			Banquet
			Pool Party
			Top Ten Trip

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 school 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 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 Indianapolis, Indiana. The National FFA Convention is held in October every year and is currently located in Indianapolis, Indiana. The California FFA Association holds its annual conference at the Selland Arena in Fresno each April.

This 2012-2013 Program of Activities was developed to explain the purpose of the FFA organization and give insight into many opportunities that are available to all agriculture students at Golden West High School.

The FFA Motto:

*Learning to Do
Doing to Learn
Earning to Live
Living to Serve*

Mission and Strategies

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

To accomplish this mission, FFA:

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

The Agricultural Education Mission

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

FFA Code of Ethics

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

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

FFA Official Dress

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

Female members are to wear a black skirt, white blouse with official FFA blue scarf, black shoes and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities such as judging contests and camping.

Official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks, and official jacket zipped to the top.

Proper Use of the FFA Jacket

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

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The *back* of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The *front* of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the official FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.

Golden West FFA

How to Order Your Very Own FFA Jacket

Follow the steps below to purchase your Golden West FFA Jacket. If you have any questions, please do not hesitate to contact an advisor!

Step 1: Have your son or daughter try on a chapter jacket at school and record their size in the box below.

Name:

Size:

Step 2: Go to <http://ffa.org>

Step 3: Click on Shop, then Blue Catalog, then Official Dress, then Click here to order Official Jackets!

The screenshot shows the Shop FFA website interface. At the top, the 'Shop FFA' logo is displayed. Below it, a navigation bar contains links: Blue Catalog (Apparel), Gold Catalog (Awards), Core Catalog (Teaching Resources), Official Dress, New, and Design Studio. A search bar is located on the right. On the left side, there are category links: BLUE (Official Dress, Womens Sportswear, Mens Sportswear, Accessories, Gifts, Alumni), GOLD (Awards, Supplies), CORE (FFA Programs, Instruction, Marketing, Partnerships, Professional Development, Program Planning, SAE), and CLEARANCE. The main content area features a banner with the text 'Click here to order Official Jackets!' and a photo of FFA members in their official dress. A red arrow points from the 'Blue Catalog' link to the 'Official Dress' link, and another red arrow points from the 'Official Dress' link to the 'Click here to order Official Jackets!' button. A third red arrow points from the 'Click here to order Official Jackets!' button to the 'Click here to order Official Jackets!' text in the banner. The right sidebar contains a 'Your Shopping Cart' section with contact information, a 'Log In / My Account' link, and a 'Enter Coupon' section.

Step 4: Click on either Men's Standard Official Dress Jacket or Womens Standard Official Dress Jacket

Step 5: Type in the following information...

18) Popular ▼

Jacket

Don't forget you MUST choose a size from the drop down menu below!

In Stock

Size: Choose a size below ▼

Color: Navy ▼

Chapter Number: CA0224 (required)

Advisor Name: Courtney Serafin (required)

Front Line 1 (Name): First & Last (optional)

Front Line 2 (Chapter Office - Only one - optional):

Front Line 3 (Year of office held- optional):

Front Line 4: (optional)

Back State Line 1: California (required)

Back Chapter Name Line 2: Golden West (required)

Back Chapter Name Line 3 (if applicable): Visalia (optional)

Your Name Goes Here

Step 6: Click on **ADD TO CART**

Step 7: Click on Official Dress, then Ties

Step 8: Add any style tie (men) or any style scarf (women) to your shopping cart.

Step 9: Click on **CHECKOUT** Login as a **First Time Customer** and enter your billing and shipping information. Include the following information on the New Customer page:

Chapter Name: Chapter #
(optional) (six-digits)
(optional)

*Note: The remainder of the Official FFA Uniform can be purchased more affordably by shopping locally.
 Here are some suggestions...

Ladies Official Dress

Nude Colored Nylons.....Grocery Store, Wal Mart \$3-\$6
 Knee Length Black Skirt.....Ross, Good Will, Kohls \$5-\$20
 White Collared Shirt (with top button)..... Ross, Good Will, Kohls \$5-\$20
 Black, Close Toed, Dress Shoes.....Ross, Good Will, Payless, Target \$10-\$25

Mens Official Dress

Black Socks.....Grocery Store, Wal Mart \$3-\$6
 Black Slacks.....Ross, Good Will, Kohls \$10-\$25
 White Collared Shirt (with top button)..... Ross, Good Will, Kohls \$5-\$20
 Black Dress Shoes.....Ross, Good Will, Payless, Target \$10-\$25

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 is 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 or a test.
 - 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 Areas

Agricultural Communications

Typically includes programs in which students work at newspapers or other agricultural print facilities such as magazines to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms, or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as web sites, aimed at communicating about agriculture.

Agricultural Mechanics Design and Fabrication

Involves designing and constructing agricultural equipment, structural land improvements and/or structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation, and/or air conditioning in agricultural settings.

Agricultural Mechanics Repair and Maintenance

Involves adjusting, repairing, and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid, and/or water power.

Agricultural Mechanics Energy Systems (Agricultural Power)

Involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.

Agricultural Processing

Involves students who assemble, transport, process, fabricate, mix, package, and store food and nonfood agricultural products. Products may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup, and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages, as well as producing birdseed and other pet foods. **Note:** the processing of forest products is no longer a part of this proficiency area.

Agriculture Sales Entrepreneurship/Placement

Involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery, or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.

Agricultural Services

Involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, agricultural education, animal breeding, custom baling, crop scouting,

horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.

Beef Production Entrepreneurship/Placement

Includes programs that use the best management practices available to produce and market beef efficiently.

Dairy Production Entrepreneurship/Placement

Involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.

Diversified Agricultural Production

Involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.

Diversified Crop Production Entrepreneurship/Placement

Involves the use of the best management practices available to produce and market efficiently two or more crop related proficiency areas such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.

Diversified Horticulture Entrepreneurship/Placement

Typically involves producing, processing, and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses a student SAE with at least two of the following areas: Floriculture; Nursery Operations; Landscape Management; Turf Grass Management; and Fruit and/or Vegetable Production – such as viticulture (grapes), pomology (fruit trees) and horticulture fruits and vegetable (not including fruit and vegetable row crops).

Diversified Livestock Production Entrepreneurship/Placement

Involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal, small animal production or poultry.

Emerging Agricultural Technology

Involves programs where students gain career experiences in new and emerging agricultural technologies such as agriscience, global positioning, biotechnology lab research, computers and others that are not covered by existing categories.

Environmental Sciences and Natural Resources Management

Typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agricultural waste, recycling agriculture products, cleaning the environment, or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations

and pollution education; land use that regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.

Equine Science Entrepreneurship/Placement

Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

Fiber Crop Production

Involves the use of the best management practices available to produce a market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint and safflower.

Floriculture

Involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials, for ornamental purposes.

Food Science and Technology

Involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting.

Forage Production

Involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, brome grass, orchard grass, grain forages, corn or grass silages and pasture.

Forest Management and Products

Involves the use of the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices a thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experience with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/mulch.

Grain Production Entrepreneurship/Placement

Involves the use of the best management practices available to produce and market efficiently grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, Milo, wheat, rice and rye. (Grain production would not include any of the previously mentioned crops where its intended use is for forage.)

Home and/or Community Development

Typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants. This area can include activities to modernize a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community and betterment and development activities such as volunteerism to improve the community.

Landscape Management

Typically involves experiences of planting and maintaining plants and shrubs landscaping and outdoor beautification, installing sprinklers and improving recreational areas.

Nursery Operations

Typically provides students with job-entry experiences in areas such as shrubs, tree or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.

Outdoor Recreation

Typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.

Pomology Production Entrepreneurship/Placement

Involves the use of the best management practices to produce and market efficiently fruit crops such as stone, pome, and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits. (Pome fruits include apples, may haws and pears. Stone fruits include peaches, nectarines, plums, apricots, and cherries.)

Poultry Production

Involves the use of the best management practices available to produce and market efficiently domestic fowl such as duck, geese and guinea; chickens; as well as turkeys and their products.

Sheep Production

Involves the use of the best management practices available to produce and market sheep and wool efficiently.

Small Animal Production and Care

Involves the use of the best management practices available to manage, produce and/or market efficiently small pet animals such as rabbits (for pets), cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting service.

Specialty Animal Production Entrepreneurship/Placement

Involves the use of the best management practices available to manage, produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at zoo or at any specialty animal facility.

Specialty Crop Production

Involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.

Swine Production Entrepreneurship/Placement

Involves the use of the best management practices available to produce and market swine efficiently.

Turf Grass Management

Typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.

Vegetable Production Entrepreneurship/Placement

Involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.

Viticulture Production Entrepreneurship/Placement

Involves the use of the best management practices available to produce and market efficiently grapes and/or their by-products.

Wildlife Production and Management Entrepreneurship/Placement

Typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitats for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and Department of Natural Resources. Wildlife and wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.

California Leadership Map

GREENHAND CONFERENCE (9th Grade)

FFA Organization, Agricultural Career Awareness, Individual Personal Plan

MADE FOR EXCELLENCE (10th/11th Grades)

Self-Esteem Building, Internal Motivation, Positive Attitude,
Self Improvement, Time Management

CHAPTER OFFICER LEADERSHIP CONFERENCE

Coordinated by Regional and State Officers, Officer Skills, Meeting Activities,
Speaking, Team Management

SECTIONAL OFFICER LEADERSHIP CONFERENCE

Coordinated by Regional and State Officers, Organizing Meetings,
Mixers & Eye Openers, Making Presentations

ADVANCED LEADERSHIP ACADEMY (11th/12th Grade)

Verbal Communication, Interviewing, Presentation Techniques,
Key Messages

STATE LEADERSHIP CONFERENCE

Exercising Democratic Principles, Developing a Committee Report,
Award Recognition, Group Interaction

REGIONAL OFFICER LEADERSHIP CONFERENCE

Working with Others, Critical Thinking, Workshop Development, Team Building

NATIONAL CONVENTION

Group Interaction, Teamwork, Critical
Thinking, Developing a National Perspective

SACRAMENTO LEADERSHIP EXPERIENCE (12th Grade)

Government Operations, Agricultural Industry, Organization, Management,
Critical Thinking

Point Awards System

Each year the Golden West FFA keeps a point system for the activities that students attend. Each activity is worth a certain amount of points that are tallied up through the year. Chapter level activities are worth 10 points. Sectional and regional level activities are worth 20 points. State and national level activities are worth 30 points. The chapter secretary is in charge of keeping this system up to date. Monthly totals are posted in the agriculture department for students to keep track. At the end of the school year, the top ten most active, non-officer members are announced at the Spring Awards banquet. These individuals are then invited to a paid trip to an adventure park or activity chosen by the officer team at the summer officer retreat.

ACTIVITY	POINT VALUE	ACTIVITY	POINT VALUE
1. State Fair	30	28. Taco Truck Meeting	10
2. Welcome Back BBQ	10	29. MFE/ALA	20
3. Tulare Fair	20	30. Farm Show	30
4. Farm Fair	20	31. Sectional Speech Contest	20
5. Fair Booth	20	32. BIG Contest	20
6. Fair Banner	20	33. Banking Quiz	20
7. Fall Movie Night	10	34. Co-Op Contest	20
8. Cow Palace	30	35. Staff Appreciation Breakfast	10
9. Strathmore O/C	20	36. Spring Regional Meeting	20
10. Sectional O/C	20	37. UC Davis Field Day	20
11. Drive Thru BBQ- 5 Tickets Sold	10	38. Hanford Field Day	20
12. Drive Thru BBQ- 2 Hours Worked	10	39. Merced Field Day	20
13. National Convention	30	40. MJC Field Day	20
14. Halloween Meeting	10	41. Blind Babies Community Service	20
15. Greenhand Conference	20	42. State Degree Ceremony	30
16. Fall Regional Meeting	20	43. Sweetheart Dinner	10
17. Turkey Bowling	10	44. Western Week Committee or Team	10
18. Fall Awards Banquet	10	45. Petting Zoo	10
19. Sectional Activities (Skating)	20	46. Reedley Field Day	20
20. Winter Wonderland Meeting	10	47. Spring Movie Night	10
21. GW Citrus Contest	20	48. Fresno Field Day	10
22. Scrapbook Committee	20	49. State Conference	30
23. Proficiency Application	20	50. Cal Poly State Finals	30
24. Lock-In	10	51. Chapter Officer Application	10
25. Porterville Citrus Contest	20	52. Sectional/Regional Officer Application	20
26. Tulare Citrus Contest	20	52. SLE or State Officer Candidate	30
27. Winter State Finals	30

Chapter Officer Duties

PRESIDENT: Carley Pratt

Preside over meetings
Help appoint committees and serve on them
when needed as ex-officio
Coordinate the activities of the chapter
Evaluate the process of the POA
Represent the chapter in public & official
functions
Assist committee chairs with activities
Preside over officer meetings and meet
beforehand with advisor to set up agenda

VICE PRESIDENT: Hattie Jameson

Assume all duties of the president when needed
Develop the POA and serve as the ex-officio
on committee when needed
Coordinate all committee work
Work closely with the president and advisor
to assess progress toward meeting chapter
goals
Submit school bulletin announcements

SECRETARY: Ashlee Williams

Prepare and present the minutes of each chapter
meeting
Record minutes for each officer meeting and keep
on file with ASB
Place all committee reports on file
Be responsible for chapter correspondence
Maintain membership attendance records
and issue membership cards

Golden West FFA

TREASURER: Courtney Russell

Assist the advisor with receiving, recording, and depositing FFA funds
Present up-to-date treasurer's reports at each chapter meeting
Collect money when required and serve as the chairperson to the fundraising committee
Maintain financial records
Correspond with ASB Director about authorization of fundraiser dates
Promote innovative ideas to increase revenue at chapter fundraisers

REPORTER: Audra Walker

Work with local newspapers, radios, television, and service clubs to promote chapter happenings
Write articles for the New Horizon magazine
Create press releases for chapter activities
Compile a chapter scrapbook to submit in Regional contest
Serve as the chapter photographer and assist the advisor in maintaining the chapter display case

SENTINEL: Kacey Seeger

Assist the president in maintaining order during meetings
Get the FFA paraphernalia and supplies for each meeting
Welcome members and guests at events
Reserve the meeting room and keep it comfortable
Take charge of candidates for degree ceremonies
Assist with special activities and refreshments
Serve as decorations committee chair

HISTORIAN: Mary Akin

Develop and maintain a scrapbook of memorabilia

Research and prepare items of significance of the chapter's history

Prepare displays of chapter activities and submit stories of former members to the media

Assist the reporter in providing photography for chapter needs

OPERATIONS: Brody Williams

Assist the sentinel in preparing meeting room

Aid in set up and take down at all events

Work with sentinel to reserve meetings rooms

Serve as Barbecue committee chair

GOLDEN WEST – VISALIA CHAPTER
NATIONAL FFA ORGANIZATION
CONSTITUTION

ARTICLE I.

Name and Purposes

Section A.

The name of this organization shall be “Golden West – Visalia Chapter of the National FFA Organization”.

Section B.

The purposes in which this chapter is formed are as follows:

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

ARTICLE II.

Organization

Section A.

The Golden West – Visalia Chapter is a chartered local unit of the California State Association, which is a chartered unit by the National FFA Organization.

Sectional B.

The chapter accepts in full provisions in the constitution and bylaws of the California State Association as well as those of the National FFA Organization.

ARTICLE III.

Membership

Section A.

Membership in this chapter shall be of two kinds: (1) Honorary as defined by the National FFA Constitution; and (2) Active.

Section B.

The regular work of this chapter shall be carried on by the active membership.

Section C.

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

Section D. Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:

1. He/she attends 3 chapter activities per semester (1 activity per 6 week period)
2. He/she shows an interest in, and takes part in the affairs of the chapter.

Section E. Names of applicants for membership shall be filed with the chapter secretary.

ARTICLE IV. Emblems

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

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the National FFA Organization.

ARTICLE V. Membership Degrees and Privileges

Section A. There shall be four grades of active membership in this chapter. Those grades are: (1) the Greenhand Degree; (2) the Chapter Degree; (3) the State Degree; and (4) the American Degree.

Section B. Qualifications for election to the various degrees shall be the same as those set up in the FFA Handbook.

Section C. Special committees shall review the qualifications of members, and make recommendations to the chapter concerning degree advancements.

Section D. The Star Greenhand, Star Chapter Degree, Star Junior and Star Senior, shall be selected from the top five—point award winners of each class demonstrating the most diversified degree of FFA participation.

1. FFA participation shall be judged by:
 - A. Scholarship
 - B. Judging Teams
 - C. Projects
 - D. Fair and Shows
 - E. FFA Activities
 - F. Citizenship
 - G. Conferences/Conventions

ARTICLE VI. Officers

Section A. The officers of the chapter shall be as follows: (Constitutional) President, Vice President, Secretary, Reporter, Treasurer, Sentinel; (Optional) Historian, Operations.

Section B. Officers shall be elected annually through a scoring rubric: Application 40%; Interview 40%; Member voting 20%.

- Section C. President shall be a senior during his/her year in office, susceptible to an amendment.
- Section D. The officers of the chapter together with the chairman in charge of the major committees of this Program of Work shall constitute the Chapter Executive Committee. This Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or by-laws adopted from time to time.
- Section E. Honorary members shall not vote nor shall they hold office in the chapter except that of adviser.
- Section F. Major Duties:
1. **PRESIDENT**
Preside over meetings
Appoint committees
Coordinate work of chapter
Members of all committees, ex officio
Be familiar with constitution and bylaws
Check on progress being made by chapter
Represent the chapter at special occasions
 2. **VICE PRESIDENT**
Assist the President
President at meetings in absence of President
 3. **SECRETARY**
Prepare and read minutes and reports
Attend to official correspondence
Keep membership and degree roll
Have available list of business for each meeting
Have on hand for each meeting secretary's book and list of committees.
Prepare membership cards
 4. **TREASURER**
Maintains chapter funds
Collect dues and send in State and National Dues
Assist in preparing annual budget
Keep financial record of chapter
Pay out chapter funds as authorized
Devise methods to raise funds
Encourage individual and chapter thrift
 5. **REPORTER**
Prepare chapter news articles
Keep a chapter scrapbook
Keep file on all chapter news
Contact newspapers and arrange publicity
Maintain FFA bulletin boards
 6. **SENTINEL**

Set up the meeting room
Care for chapter paraphernalia and equipment
Attend the door and welcome visitors
See that the meeting room is kept comfortable
Assist with entertainment and refreshments

7. HISTORIAN

Assist Reporter in maintaining scrapbook
Assist Reporter in maintaining FFA bulletin boards

8. OPERATIONS

Help arrange chapter parliamentary procedure contest
Help sentinel with meeting room and paraphernalia

ARTICLE VII.

Meetings

Section A

Regular Chapter meetings shall be held at least once a month during the school year at such a time and place designated by the Chapter Executive Committee.

Section B.

Official delegates at the State Convention shall be active members in good standing.

1. Additional members may be named as necessary in order to have proper representation at various sessions as the State Convention. These delegates must have a 3.0 GPA and will be required to pay the specified amount determined on a year to year basis. Selection of these additional delegates will be done by interview.

Section C.

One-third of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to a proposal or action.

ARTICLE VIII.

DUES

Section A.

Full local, State, and National Dues shall be paid by the chapter.

ARTICLE IX.

Amendments

The constitution may be amended at any regular chapter meeting by a two-thirds vote of the active membership present providing it is not a conflict with the State and National Constitutions.

POLICIES

I. ELECTION OF OFFICERS

1. Officers shall be slated by a committee.

2. All officers, except Sentinel, Historian, and Operations must hold a chapter degree.
3. Applicants must have a 2.5 GPA with no "F's" for the last grade period and a "B" in their current Ag class at that time of the application.
4. President must be a senior.

II. NONPERFORMANCE OF DUTY

1. An officer may be removed from office by a majority vote of the Executive Committee if in the opinion of the Executive Committee, he/she fails to perform their duty.

III. REPLACEMENT OF OFFICERS

1. Replacement of officers will be made by appointment of the Executive Committee.

IV. ELIGIBILITY RULES FOR PARTICIPATION

1. To participate in off campus activities, a member must:
 - A. Have a 2.0 GPA with no "F's" in all subjects and a "C" or better in his/her Agriculture class.
 - B. Members must show proper citizenship and behavior at all activities.
 - C. Show proper conduct in the FFA jacket.
 - D. Not have been sent to the Vice Principal for disciplinary action more than two times per year.

VI. CHANGE OF POLICIES

1. The executive committee will convene annually to evaluate the constitution and make any necessary modifications or amendments for the benefit of the chapter.
2. These policies may be changed or added to by a two-thirds majority vote of the Chapter at any regular meeting at which a quorum is present.

Agriculture Department Pathways

The Golden West High School Agriculture Department offers three outstanding pathways for our students. Each is designed to give students great hands-on learning experiences, exposure to the Agriculture Industry and Leadership and personal development through the FFA.

Offered Agriculture Courses

Course Title: Ag Physical/Earth Science

Grade Level: 9th

Elective/Required: Elective; meets Physical/Earth science graduation requirement

Length/Credits: One Year / 10 credits

Prerequisites: None

Course Numbers: 4400 2618

Places: N/A

Course Description: Earth Science plays a unique and essential role in today's rapidly changing world. Knowledge of the Earth Sciences is important because most human activities involve interaction with the structures, cycles and history of this planet.

Earth Science is designed to be a first year course that introduces the history and structure of the Earth. Described by NASA as "Earth System Science," this course will explore the Solid Earth (tectonics, geologic history), and the Fluid and Biologic Earth (water cycle and climate, radiation, ocean currents, biogeochemical cycles, and ecosystems/biomes). The observational aspects of science will be emphasized through laboratory investigations and activities.

Course Title: Agriculture Biology

Grade Level: 10th

Elective/Required: Elective; meets biology graduation requirement

Length/Credits: 1 year/10 credits

Prerequisites: None

Course Numbers: 0041, 0042

CBEDS Codes: 2603

Replaces: N/A

Course Description: A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology and is matched to the *Visalia Unified School District* common course outline for *Biology*. Major areas of study include cell biology, genetics, ecology, evolution and the structure and function of living things. Participants are expected to take the Core Content Area Test for Biology.

Course Title: Agricultural Mechanics I

Grade Level: 9th -12th

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: None

Course Numbers: 0052, 0053

CBEDS Codes: 4030

Replaces: N/A

Course Description: This introductory course in *Agricultural Mechanics* is designed to provide a strong foundation in the use of all basic farm shop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. Instruction provides an opportunity for project development and begins preparation for careers in the construction, operation, and maintenance of equipment used by the agriculture industry. Throughout the school year, students will be working on small individual projects.

Course Title: Agriculture Mechanics II

Grade Level: 10th -12th

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: Agriculture Mechanics I or approval of instructor

Course Numbers: 0054, 0055

CBEDS Code: 4030

Replaces: N/A

Course Description: This second course in *Agricultural Mechanics* is designed to further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction. Instruction also includes small engine repair and maintenance. The Agricultural Mechanics Pathway provides preparation for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. While students learned the "basics" in Agriculture Mechanics I, this course requires advanced welding techniques, as well as beginning project construction.

Course Title: Agriculture Mechanics III

Grade Level: 11-12

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: Ag. Mech. 2, and/or approval of teacher Course Number & CBEDS Codes: 0003/4030

Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

Course Title: Agriculture Mechanics IV

Grade Level: 12

Elective/Required: Elective

Length/Credits: 1 year/10 credits

Prerequisites: Ag. Mech. 2, and/or 3 or approval of teacher Course Number & CBEDS Codes: 0004/4030

Replaces: N/A

Course Description: Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc. This course is an extension of the principles taught in Agricultural Mechanics 3.

Course Title: Animal Science

Grade Level: 11th

Elective/Required: Elective

Length/Credits: Year/10 Units

Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry

Course Numbers: 0093, 0094, and 0095

CBEDS Code: 4020

Replaces: NA

Course Description: This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

Course Title: Pre-Vet Science

Grade Level: 12th

Elective/Required: Elective

Length/Credits: Year/10 units

Prerequisites: Ag Science I, Ag Biology, Algebra, English I

CBEDS Codes: 0084, 0085 4020

Replaces: None

Course Description: This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.

Course Title: Introduction to Environmental Horticulture

Grade Level: 9-10

Elective/Required: Elective

Length/Credits: 1 Year/10 Credits

Prerequisites: None

Course Numbers: 0032, 0033

CBEDS Code: 4050

Replaces: None

Course Description: Instruction in this course provides a understanding of the basic anatomy and physiology of plants. The *Introduction to Environmental Horticulture* course emphasizes practical biological knowledge and develops essential understandings in soil science, entomology, propagation, genetics, and local crop production and harvesting practices. Leadership skills are taught through participation in FFA.

Course Title: Advanced Environmental Horticulture

Grade Level: 11^a -12^a

Elective/Required: Elective

Length/Credits: 1 Year/ 2 periods/20 Credits

Prerequisites: NONE

Course Numbers: 4533, 4534, 4535

ROP Course Numbers: 8732, 8733, 8734

CBEDS: 2535

Replaces: TCOVE Nursery Technology

Course Description: This is an advanced course designed for students who have a sincere interest in the nursery and/or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Course participation includes production of nursery crops and marketing and sales of nursery/floral products each semester. Leadership skills will be taught through participation in FFA.

9. Recruitment

Recruitment Program

Our Agriculture Department participates in four specific recruitment activities during the course of the school year. The four events are: Valley Oak lunch visits, 8th Grade walk thru, 8th Grade parent night, and our Annual Petting Farm.

Valley Oak Lunches

The Valley Oak lunch visits stemmed from an idea at our officer retreat in July and were extremely successful. We set up four visits to promote four specific areas: FFA, Ag Mechanics, Animal Science and Plant Science. On December 5, we made our first visit to Valley Oak Middle School and promoted our FFA chapter. Our members wore their FFA t-shirts and we brought along our scrapbook, trophies and FFA banner. We handed out postcard flyers and played a few icebreakers with interested students. On December 18, we went back to Valley Oak and focused on our Ag Mechanics pathway. Emmett had some of his Intro to Ag Mechanics students attend the visit and student projects were brought along as displays. We had interested students sign up and write down their student identification number so that we could give that to our counseling staff. We continued our visits on January 15 and January 24 with our emphasis on our Animal Science and Plant Science pathways respectively. At the Animal Science lunch visit we were able to coordinate with their annual Kiss A Pig event and bring a pig as well as a goat. At the plant science visit, current freshmen in Intro to OH recruited potential 8th graders for the program. The Principal at Valley Oak was so impressed with our visits that they have already asked us back for next year.

8th Grade Walk Thru

Every year, prior to ninth grade registration, 8th graders from the local feeder schools visit Golden West and are given a tour of campus by our Link Leaders. On this day, departments are encouraged to set up a display table for the groups. We not only set up a table display outside the department, we also have live animals and current freshmen students out there. The animals are a great way to get students interested.

8th Grade Parent Night

In conjunction with the 8th grade walk thru, we also hold an 8th grade parent night. All incoming freshmen parents and guardians are invited to the Main Gym at Golden West where they have the opportunity to meet Administrators, counselors and clubs and organizations on campus. We set up a display table at this event and are on site to answer any questions the parents may have about the program.

Annual Petting Farm

With the completion of our onsite barn in 2011, we held our first ever petting farm last spring. Our second annual petting farm is scheduled for May 2, 2013. The purpose of the petting farm is to ignite interest in agriculture and in our program at an early age. Local first and second graders from our feeder schools are invited to our OH unit and are rotated through various livestock and planting stations. This is a huge hit with the local schools and a lot of teachers are using this as their field trip for the year since it is local, free and very hands-on.

Become a Golden West FFA Member!!

Sign up for Ag Earth Science or Ag
Mechanics I today!

Golden West FFA
The Ag Way or The Highway!

GET INVOLVED!!!
FFA Activities include
monthly meetings,
raising animals,
traveling and more!

<http://www.facebook.com/goldenwestffa>

Golden West FFA
The Ag Way or The Highway!

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Contact the Department:

Emmett Schultz, Department Head
(Ag Mechanics, Steer Advisor, Ag Mechanics CDE)
Courtney Serafin, Agriculture Teacher
(Horticulture, Swine Advisor, Dairy Products CDE)
Sammi Slover, Agriculture Teacher
(Animal Science, Sheep Advisor,
Specialty Animal CDE)

Emails:

eschultz@vusd.org
cserafin@vusd.org
sslover@vusd.org

2012-2013 Golden West FFA Events

July 23-25	Officer Retreat
August 9	Officer & Parent Potluck
August 20	T-shirt Design Contest
August 29	Welcome Back BBQ
September 5	Farm Fair
September 7	GW FFA T-shirts in
September 10-16	Tulare County Fair
September 17	Scrapbook Meeting
September 19	Record book Meeting
September 26	Fall Movie Night (6 PM)
September 27	Time Out Pizza Section Event
September 29	Drive Thru BBQ (6-8)
October 1	Scrapbook Meeting
October 1	Strathmore O/C Contest
October 3	Record book Meeting
October 5-6	COLC- Seicon
October 10	Sequoia Sectional O/C
October 11	Valley Oak Lunch
October 17	Record book Meeting Section Corn Maze Event
October 31	Halloween Meeting
November 5	Scrapbook Meeting
November 7	Record book Meeting
November 8	Greenhand Conference
November 14	Turkey Bowling
November 17	San Joaquin Regional FFA Meeting (8:30 AM)
November 28	Fall Awards Banquet
December 5	Record book Meeting
December 5	Valley Oak Lunch
December 11	Section Christmas Tree Decorating (5-7)
December 12	Winter Wonderland FFA Meeting
December 15	Exeter Citrus Contest
December 17	Scrapbook Meeting
December 21	Officer Potluck
January 8	Mid-year Officer Retreat

Golden West High School Agriculture Department

The Ag Way or The Highway!

**1717 N. McAuliff Street
Visalia, CA 93292**

(559) 735-8087

LEADERSHIP THROUGH FFA!

Western Week

Tulare Fair

Judging Competitions

Pathways:

Animal Science-

Agriculture Earth Science
Agriculture Biology
Animal Science
Pre-Vet Tech

Horticulture-

Agriculture Earth Science
Agriculture Biology
Introduction to Environmental Hort.
Advanced Environmental Hort.

Ag Mechanics-

Intro to Ag Mechanics
Ag Mechanics 2
TCOVE Ag Mechanics (11th & 12th)

It all starts in the
CLASSROOM!

10% of a student's grade in an ag class
comes from FFA participation. Another 10%
comes from an SAE project.

SAE...

*What's in it
for you?*

Enterprise Project-
Applying knowledge of
agriculture by taking
ownership of your own
project

Work Experience-
gain experience
working in the field of
agriculture

10. FFA Chapter Scrapbook

FFA Scrapbook

The FFA scrapbook has been a tradition in our department since its opening in 1979. For the past two years, I have had the opportunity to work with our students on the chapter scrapbook. Not coming from a program with a chapter scrapbook, I am still in disbelief over the time, energy, and effort members pour into this book. It truly is a piece of our chapter history. Every year at our Annual Sweetheart Dinner, supporters flock to our scrapbook table and look over the past years and remember their own time in the Golden West Agriculture Department. After attending a workshop on scrapbooking during the CATA summer conference, we purchased a Cricut for the department and let our scrapbook committee take over the staff office for a couple of months. Our goal for this year was to be in the top ten at the regional contest. Our goal was exceeded this year when we won the San Joaquin Regional Scrapbook Contest.

11. Summer Activities Calendar

Golden West FFA

July 2012

Sun	Mon	Tues	Wed	Thu	Fri	Sat
1	2	3	4 Independence Day	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19 Brody Bday	20	21
22	23 Officer Retreat----	24 -----	25 -----	26	27	28
29	30 Sectional Officer	31 Retreat				

Golden West FFA

August 2012

Sun	Mon	Tues	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7 Jared's Bday	8	9 Parent Potluck	10	11 Sarah's birthday (19)
12	13 Staff Develop.	14 Teacher Work Day	15 School Starts	16	17	18
19	20 T-shirt design contest	21 OM @ lunch	22	23	24	25
26	27	28 OM @ lunch	29 T-shirt vote Welcome. Back BBQ 5 PM	30	31 <u>No School</u>	

Golden West FFA

June 2013

Sun	Mon	Tues	Wed	Thu	Fri	Sat
						1
2	3	4 Finals	5 Finals	6 Finals	7	8 Kacey's Bday (17)
9 End of year trip	10	11	12	13	14	15
16	17	18 Regional Officer	19 Retreat-----	20 -----	21	22
23 ATA Summer	24 Conference-----	25 -----	26 -----	27 -----	28 -----	29
30						

VISALIA UNIFIED SCHOOL DISTRICT
2012 - 2013 Work Grid Calendar

Name: Serafin, Courtney
Position: Ag Teacher
Site: Golden West
Work Days: 35 additional days (plus 182)

2012

July							August							September						
Sun	Mon	Tue	Wed	Thr	Fri	Sat	Sun	Mon	Tue	Wed	Thr	Fri	Sat	Sun	Mon	Tue	Wed	Thr	Fri	Sat
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3 H	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

October							November							December						
Sun	Mon	Tue	Wed	Thr	Fri	Sat	Sun	Mon	Tue	Wed	Thr	Fri	Sat	Sun	Mon	Tue	Wed	Thr	Fri	Sat
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12 H	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22 H	23 H	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24 H	25 H	26	27	28	29
														30	31					

2013

January							February							March						
Sun	Mon	Tue	Wed	Thr	Fri	Sat	Sun	Mon	Tue	Wed	Thr	Fri	Sat	Sun	Mon	Tue	Wed	Thr	Fri	Sat
		1 H	2	3	4	5						1	2						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11 H	12	13	14	15	16	10	11	12	13	14	15	16
20	21 H	22	23	24	25	26	17	18 H	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29 H	30
														31						

April							May							June						
Sun	Mon	Tue	Wed	Thr	Fri	Sat	Sun	Mon	Tue	Wed	Thr	Fri	Sat	Sun	Mon	Tue	Wed	Thr	Fri	Sat
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27 H	28	29	30	31		23	24	25	26	27	28	29
														30						

(H) Holiday (N-WK) Non-Work Day

Employee Signature

Date

Supervisor's Signature

Date

HRD/Date

12. Graduate Follow Up Surveys

Graduate Follow-Up Survey

We currently do not have a formal graduate survey. We call, text, or email our recent graduates or ask current members that may know a recent graduate what they are doing currently. While this provides us with information needed to complete the graduate portion of our R-2, it does not give us feedback as to the value of our agriculture program or how we can improve it. Currently, Emmett, Sammi and I are working on developing an online survey that we can email out to recent graduates that will give us the information needed for the R-2 but also provide feedback to our department. On the following pages are our online survey that is in development.

Graduate Follow Up Survey

Name: (optional)

1. Year Graduated

HS Graduated From

2. Sex: ☐ Male
☐ Female

3. Please check education/training you are now involved in or have completed since high school graduation.

- ☐ a. 4-year college degree
- ☐ b. 2-year college degree
- ☐ c. Vocational/Technical Training
- ☐ d. Military
- ☐ e. Apprenticeship program
- ☐ f. Other
- ☐ g. No further education/training

4. If working, my current job is:

5. In my working experience since graduation:

(check all that are true)

- ☐ a. I use computer technology often
- ☐ b. I work in small groups to solve work problems
- ☐ c. I need to read technical manuals
- ☐ d. I do basic math without any technology
- ☐ e. I am expected to "think on my feet"
- ☐ f. I have to communicate well in writing
- ☐ g. I have to communicate well verbally
- ☐ h. I have to analyze information to solve problems

6. Staff at my high school encouraged me to:

(check all that apply)

- ☐ a. strive for excellence

- ☐ b. strive to achieve specific goals
- ☐ c. be whatever I wanted to be
- ☐ d. try new courses/areas
- ☐ e. reach for my highest potential
- ☐ f. explore activity options
- ☐ g. avoid specific courses/areas
- ☐ h. give something back to the community

7. For each area below, check column A to represent which high school skills/courses best prepared you for what you are doing now

☐ A	☐ B	Agriculture
☐ A	☐ B	Art
☐ A	☐ B	Business Education
☐ A	☐ B	Computers
☐ A	☐ B	Language Arts
☐ A	☐ B	Foreign Language
☐ A	☐ B	Home Economics
☐ A	☐ B	Industrial Arts
☐ A	☐ B	Mathematics
☐ A	☐ B	Music-Instrumental
☐ A	☐ B	Music-Vocal
☐ A	☐ B	Physical Education
☐ A	☐ B	Science
☐ A	☐ B	Social Studies
☐ A	☐ B	Speech
☐ A	☐ B	Technology (not comp)
☐ A	☐ B	Extracurricular Activities
☐ A	☐ B	Other

8. Of the above, are there any classes you feel should have been emphasized more? Check B

9. How could the following services be improved?

Counseling (guidance services)
Career Ed.- speakers/job shadowing
Field Trips
Media/Library
Vocational/technical

--

10. For each area below, indicate activities you were involved in:

☐ Pep Club

☐ Speech

☐ Drama

☐ Music

☐ Athletics

☐ Cheerleading

☐ Church Group

☐ 4-H

☐ FFA/FHA

☐ Student Council

☐ Other

11. How well have these activities prepared you for your current situation?

(Examples: team player, goal setting)

12. How well did the education you received at your H.S. prepare you for your current situation? (e.g., work, education, other)

☐ a. very well

☐ b. well

☐ c. adequately

☐ d. poorly

13. Grade each item below with an A, B, C, D, or F.

The quality of the program:

The school climate:

The support I received for personal needs:

The practical learning I received:

The problem solving skills I learned:

The quality of equipment and materials:

The quality of equipment and materials:

The availability of equipment and materials:

14. If you could repeat high school, what classes would you want offered?

Submit

13. Graduate Follow Up Survey Results

Graduate Follow-Up Survey Results

Since we do not currently have a survey used to gather feedback about our program, we do not have survey results to analyze and use to improve our program. However, with the implementation of our new survey explained in our graduate follow-up survey section, we will be able to collect the information of our recent graduates, import the data into an Excel spreadsheet and analyze the results. By starting this process, we will also be able to compare results from each year for a better understanding about our program and its effectiveness and support to our students.

Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

Graduate Follow-up

CA0224 Visalia - Golden West
Golden West HS
1717 N. McAuliff
Visalia, CA 93292

Graduates for Spring:

Last Name	First Name	Graduate Status
Gomez	Jonathan	Two Year College-Non-Ag Major
Sahagun	Cynthia	Two Year College-Non-Ag Major
Stage	Sarah	Two Year College-Ag Major
Jameson	Mazie	Four Year College-Ag Major
Dunn	Jordan	Four Year College-Ag Major
Meendering	Georan	Two Year College-Non-Ag Major
Merrill	Connor	Two Year College-Non-Ag Major
Mcclaskey	Roric	Two Year College-Ag Major
Adney	Brice	Military-
Sweeney	Theresa	Four Year College-Ag Major
Young	Hayley	Four Year College-Ag Major
Bowman	Dylan	Two Year College-Non-Ag Major
Burgess	Tanner	Two Year College-Ag Major
Morse	Macayla	Two Year College-Ag Major
Borges	Seth	Four Year College-Ag Major
Sigley	Courtney	Four Year College-Non-Ag Major
Foreman	Mereesa	Two Year College-Non-Ag Major
Neece	Derek	Two Year College-Ag Major
Russell	Ricky	Two Year College-Ag Major
Polich	Josh	Four Year College-Ag Major
Walther	Matthew	Two Year College-Ag Major
Stover	Cory	Employed - Parttime-Non-Ag Job
Tarbell	Jace	Four Year College-Ag Major
Torres	Evelyn	Location or Position Unknown-
Stane	Brandon	Two Year College-Non-Ag Major
Zavala	Omar	Location or Position Unknown-
Anderson	Katlynn	Location or Position Unknown-
Bernardo	Frank	Employed - Parttime-Ag Job

Printed: 3/27/2013 11:03:04 AM

Count: 28

14. Comprehensive Program Plan

A. Job Market

Golden West High School is one of four comprehensive high schools in the Visalia Unified School District. Located on the northeast side of Visalia (population 124,442) just south of Fresno, CA (population 495,913), the high school has a current enrollment of 1,821 students. The composition of student demographics are as follows; 55% Hispanic or Latin, 37% Caucasian, 4% Asian, 1% African American, 1% American Indian or Alaska Native, and less than 1% Filipino and Pacific Islander. 45% of students at this school participate in the free or reduced-price lunch program and 12% of the students are identified as English Language Learners.

Due to Golden West's location on the northeast side of Visalia, the school receives students from the low socio-economic country areas of Ivanhoe (population 5,051; 82.5% Hispanic) and Farmersville (population 10,773; 72.9% Hispanic). The majority of families living in these areas are employed in production agriculture. To reflect the importance of the agriculture industry, the Golden West High School Agriculture Department offers pathways in Plant Science, Animal Science, and Agriculture Mechanics.

Tulare County's Agriculture is a diverse one, producing numerous crops, livestock, poultry, and other agricultural commodities. Once in five jobs in Tulare County is agriculturally related, most of which don't require any college degree. Therefore, preparing students with job skills for positions in agricultural occupations is crucial. High school graduates from Golden West High School attend schools, or obtain work throughout California but primarily attend community colleges within the San Joaquin Valley and obtain part or full-time work in or near the Tulare County boundaries. Graduates are employed in agricultural production as well as packing houses, welding, and numerous other agricultural related jobs.

Tulare County is a total of 3,100,800 acres. Of this total 1,400,885 acres are described as farms by the United State census. The remainder of the area is in Kings Canyon and Sequoia Parks, Sequoia National Forest, cities, and roads. It extends from about the mid-valley floor on the west to the crest of the Sierra Nevada range on the east side including Mt. Whitney, the highest peak in the original 48 state. It is bound on the north by Fresno County, on the south by Kern County, and on the west by Kings County. It lays 80 air miles inland from the Pacific Ocean. The climate is one of limited rainfall, 10 inches during November to March. The summers are hot and dry with day temperatures of 90 to 105 degrees Fahrenheit. The winter months are cool and foggy with night temperatures ranging as low as 25 degrees Fahrenheit. Extremes of 115 degrees and 16 degrees have been recorded although such temperatures are rare. The months of July and August are the hottest and January and February are the coldest. Because of the dry summers, most agricultural crops require irrigation. There is a small acreage of dry farmed barley and wheat and considerable dry land pasture, particularly in the foothills. Water for irrigation is supplied from wells and from rivers that flow from the Sierra Nevada Mountains. Storage reservoirs on the San Joaquin, Kings, Kaweah, and Tule rivers extend the snowmelt runoff into the summer. Additional water supplies would increase the irrigated acreage. About 700,000 acres of land are irrigated.

The soils along the foothills have weathered in place and usually have a hardpan. The valley floor is made up of alluvial soils placed there in the past by streams. Consequently, soil texture ranges from sandy soils near the mountains in the east, to very fine clay soils in the basin in the western part of the county. A wide variety of crops are grown. Agricultural enterprises include alfalfa, citrus, cotton, corn, beans, deciduous fruits, nuts, oil crops, grapes, olives, sugar beets, vegetables, barley, wheat, sorghum, beef, dairy, poultry, nursery crops, and many others. The gross agricultural income in 2011 was \$5.017 billion dollars, making Tulare County the second richest agricultural county in the state of California.

Some of the major agricultural enterprises in Tulare County in 2011 were:

- Milk & Cream
- Oranges
- Cattle & Calves
- Grapes
- Alfalfa
- Plums
- Cotton
- Nectarines
- Corn
- Peaches

B. Targeted Occupations

The career paths that we have targeted at Golden West are Ag Mechanics & Construction, Animal Science, and Nursery & Floral Technology. Because of our onsite facility, we have a strong exposure to nursery practices in our Ornamental Horticulture courses. This exposure has led to many students finding an interest in the Ornamental Horticulture area.

Our classes have regular guest presenters from industry and higher education options, such as tech schools, local community colleges and local universities.

The sequence of courses in Ag Mech & Construction is:

Ag Mech 1	Introduction to Agricultural Mechanics
Ag Mech 2	Agricultural Welding
TCOVE (ROP)	Advanced Ag Mechanics & Construction

The sequence of courses in Animal Science is:

Ag Earth	Agricultural Earth Science
Ag Bio	Agricultural Biology
Animal Sci	Animal Science
Pre-Vet	Pre-Vet Science

The sequence of courses in Nursery & Floral Technology is:

Ag Earth	Agricultural Earth Science
Ag Bio	Agricultural Biology
Intro to OH	Introduction to Environmental Horticulture
TCOVE Adv. OH (ROP)	Advanced Environmental Horticulture

We strive to teach our students skills to meet competencies in an occupation in one or more of the "Four Program Areas of Occupations in Agriculture." Listed below are various jobs within each of the program areas.

Agriculture Production

Crop Production

Jobs

Irrigator, Propagator, Farmhand,
Foreman, Ranch Laborer, Feed Lot Hand,
Field Crop Grower, General Maintenance

Animal Production

Livestock Handler, Milker, Inseminator,
Auctioneer, Vet, Aide, Pet Care, Ranch
Laborer, Brand Inspector, Farm Hand,
Pest Control

Agriculture Mechanics

Mechanics

Jobs

Small Engine Mechanics, Equipment

Operator, Parts Person, Farm Mechanic,
Shop Foreman, Repairman, General
Maintenance/Mechanics

Welder

Welder/Helper, Fabricator, Specialized
Repair and Maintenance, Equipment
Operator, Tractor Driver, Harvest
Equipment, Operator, Fork Lift Driver,
Mechanic Helper Ornamental Horticulture

Greenhouse Management

Greenhouse Worker, Forman

Jobs

Maintenance, Propagator, Tissue Culture

Nursery & Turf Operator

Nursery Worker, Salesman, Plant
Propagator, Gardener, Golf Course
Maintenance

Landscape

Grounds Worker, Gardening Business,
Garden Store Sales

Floriculture

Floral Design, Floral Sales, Floral Delivery

Agribusiness/Computers

Agribusiness

Jobs

Ag Sales, Banking, Keyboard, Operator,
Farm Accounting, Ag
Secretary/Bookkeeper, Inventory
Maintenance

C. Total Program Goals & Objectives

The majority of families living in these areas are employed in production agriculture. To reflect the importance of the agriculture industry, the Golden West High School Agriculture Department offers pathways in Plant Science, Animal Science, and Agriculture Mechanics. The Golden West Agriculture Department is fortunate to have an onsite learning facility, which is the result of over 30 years of support from our school district and community. Students can walk out of the classroom and into the onsite facility where they take an active part in maintaining the site. The Agriculture Unit consists of approximately $\frac{1}{2}$ acre including 2 tool sheds, 1 pole barn with 8 storage stalls, 2 greenhouses, 1 shade house, 2 compartment chicken coop, 1 pheasant run, and 1 barn. Off site students house fair projects at the Visalia Unified School District school farm that is a shared farm between the 4 agriculture programs in the district. In addition to the Agriculture Unit on campus, there are 3 laboratory classrooms, a staff office, copy room, a small food storage room, a large fabrication Agriculture Mechanics shop, and a 3 room mezzanine. The space that we have in the shop allows for a variety of small projects as well as larger projects. Our shop projects have won awards in our county and state. Advisors, students, advisory committee, school board, and parents work together in all aspects of the farm and program. The Agriculture unit on campus is still in the process of being finished, with the addition of solar panels to the barn and an experimental orchard being put in. All the facilities are safe and efficient with built in allowances from technology such as presentation hardware and computers for student use.

Our course offerings reflect our newly developed pathways and our goal is to obtain many program completers. We recently added Agricultural Earth Science, Animal Science and Pre-Vet Science as new courses to offer to students. We also remain teaching Agriculture Biology, Agriculture Mechanics I & II, TCOVE Ag Mechanics & Construction, Introduction to Environmental Horticulture, and Advanced Environment Horticulture. We teach a traditional six period day with each teacher having one planning period. Golden West FFA offers endless possibilities for its members. With such a variety of activities offered in the program through judging teams, leadership conferences and retreats, there are constantly choices for members. I truly believe that students become active because they see it as a place where they belong; their niche in the high school scene. In our department we model all three circles of Agriculture Education working together. Students learn in the classroom and apply these skills "hands-on" with their SAE project(s) and also in the FFA program. The main goal of our department is to prepare student for entering not only the work force with competency in valuable hands-on skills, but also to prepare rigorous course work for those that are going to college.

We believe that by changing our pathways that we will have the ability to successfully maintain a well-rounded program. Our hopes and goals is that we will take our current program and transition it into one of the top ranked programs in our section, region, and state. Our Ag Advisory Committee, community members and industry leaders are assisting in providing a comprehensive program that is sure to enhance student success. We have a new Advisory Committee that meets with us at least two times a year.

Our goals that we hope to provide our students with follow below:

1. Teach students to practice responsibility through SAE Projects
2. Enhance students confidence through leadership growth
3. Practice good citizenship and community involvement
4. Ensure that student's interest in agriculture is positively influenced
5. An appreciation of conservation of our natural resources is developed in the student
6. Gives the student the ability to make intelligent selections of farm products for home use.
7. Teaches the student to provide and maintain attractive home surroundings
8. Develops in the student an appreciation and understanding for the importance of agriculture to all citizens
9. Acquaint students with related agricultural careers
10. Trains students for related agricultural fields
11. Prepares the student to become engaged in an agricultural production enterprise
12. Prepares the student for higher education in agriculture or its related fields

The Golden West FFA chapter is comprised of about 250 students. Our Program of Activities is filled with FFA activities and many of our members are student leaders in other programs as well. Our chapter is active in the Sequoia FFA Section, the San Joaquin Region, and the California FFA State Association. My teaching partners and I strive to ensure our members are prepared and represent our school and community well at all FFA activities. The FFA officer team meets weekly with all FFA Advisors to maintain the Chapter Program of Activities and plan and prepare for upcoming activities and events. Every year we take the newly elected officer team on a three-day teambuilding and planning retreat. During the retreat officers and advisors bond as a team, set chapter goals, and plan all FFA activities for the school year.

This past year our chapter had 150 Greenhands, 49 Chapter Degrees, and 14 State Degrees. We have won 16 state championship titles and 2 national titles in CDE competitions and routinely place well at contests around the state. We make sure all members have an opportunity to attend that annual FFA State Convention and select about 18 members on average to attend the conference each year.

The Golden West FFA has been recognized as a Superior Chapter through the National FFA Association. The chapter strives to maintain communication with members on upcoming activities by keeping announcements in the student bulletin, through the chapter website and chapter Facebook page. Additionally, members attend and speak at local organizations such as School Board meetings and feeder schools. We partner with another local high school Agriculture program to host a Citrus Contest every fall. Our FFA members compete and help organize. We have a variety of competitive teams offered at Golden West including: Opening & Closing Teams, Banking Quiz, Citrus Judging, Impromptu Speaking, Job Interview, Scrapbook, Best Informed Greenhand, Dairy Products, and Ag Mechanics. This past year our Ag Mechanics team won the National Contest in Indiana. Courtney and

myself are both starting new teams at Golden West, which include Dairy Products and Fruit Tree Judging.

D. Program Description of included Courses, SAE and Leadership

The Golden West High School Agriculture Department offers students many opportunities to get involved in activities. The corner post of our department is the FFA. The Golden West FFA is national organization with over 500,000 students across the country. In the FFA, students will gain leadership skills and have an opportunity to compete in Agricultural based contests across the state. In addition to the FFA, students can follow career-oriented pathways in Animal Science, Plant Science or Agriculture Mechanics. Our current course offerings include:

Ag Earth Science

Introduction to Agriculture Mechanics

Agriculture Mechanics II

Agriculture Mechanics III

Intro Environmental Horticulture

Ag Biology

Animal Science

Pre-Vet Science

Agriculture Mechanics IV

Advanced Horticulture

FFA activities offered at Golden West include monthly chapter meetings, Greenhand Conference, Made For Excellence, Advanced Leadership Academy, State Conference, COLC, SOLC, ROLC, Sectional and Regional activities, judging team competitions and scrapbooking.

Possible SAE projects for Golden West agriculture students are beef, sheep and swine projects, dairy cattle projects, agriculture mechanics and plant projects, and home & community development projects. In addition, some students have a placement project in an agriculturally related job.

Matched Against: State Frameworks
State X AP
Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 1-25-00
Review Cycle: 1/2001
Sites taught: Golden West, Redwood

Visalia Unified School District Course Outline

Course Title: Agricultural Mechanics I
Grade Level: 9-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: None
Course Number & CBEDS Codes: 0001/4030
Replaces: N/A

I. Course Description:

This course is designed to give students a strong foundation in the use of all basic farmshop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. During the fourth quarter, students will be working on individual projects.

II. Instructional Materials:

Each student will have at his/her disposal the use of all shop equipment to include all the necessary hand tools, power saws, drill, shears, etc. Arc welding and oxy-acetylene welding and cutting equipment will be used throughout the year. All safety equipment to include glasses, shields, helmets, etc. will be provided for each student. Audiovisual equipment and tapes/movies shown when appropriate.

Required Text: None

Supplementary Texts:

Supplemental reference books provided to include *Shopwork on the Farm* and *Mechanics in Agriculture*.

III. Course Outline:

First Quarter

Shop Orientation/Record keeping	3 days
General Safety/Tool Identification	7 days
Rope/Knots/Splices	10 days
Drawing (Bill of Materials)	5 days
Wood working (Safety Unit)	20 days

Second Quarter

Record Keeping	2 days
Arc Welding (Safety Unit)	15 days
Oxy-Acetylene Welding (Safety Unit)	15 days
Oxy-Acetylene Welding Cutting (Safety Unit)	13 days
Record Keeping	2 days

Third Quarter

Hot Metal Forming (Safety Unit)	8 days
Tool Sharpening	5 days
Tap & Die (Safety Unit)	5 days
Electricity (Safety Unit)	10 days
Plumbing (Safety Unit)	7 days
Concrete (Safety Unit)	8 days

Fourth Quarter

Individual Projects	45 days
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VI. Expectations for Student Learning:

Each student who completes this course will be able to:

1. Understand and follow safety procedures
2. Demonstrate a knowledge of common ropes/splices
3. Plan and estimate cost of materials
4. Construct a wood project (i.e. Nail box, saw horse, stool, etc.)
5. Weld 4 position, two rods
6. Fusion weld, braze, puddle
7. Set, adjust and cut using oxy-acetylene
8. Plan, form a hot metal project
9. Demonstrate correct tool sharpening
10. Plan and layout drill & tap
11. Masters electrical splices and single switch wiring
12. Masters plumbing – PVC, Copper, Galvanized, threading and fitting
13. Masters measurement and mixing techniques of concrete
14. Individual projects – demonstrate welding and woodworking skills.

V. Instructional Methods:

- A. Lectures
- B. Demonstrations
- C. Class discussion
- D. Visual aids
- E. Laboratory practice
- F. Speakers/guest
- G. Practical application of course outline

VI. Assessment and Evaluations:

- A. Written tests
- B. Daily work
- C. Grading of all materials as completed, such as rope work, welds, woodwork, etc.
- D. Successful completion of each project

VII. Grading Policy:

Completion of assigned projects & FFA involvement

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against: State Frameworks
State X AP
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 1-25-00
Cycle Review 1/2001
Sites taught: Golden West, Redwood

Visalia Unified School District Course Outline

Course Title: Agriculture Mechanics II
Grade Level: 10-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Agriculture Mechanics I or approval of instructor
Course Number & CBEDS Codes: 0002/4030
Replaces: N/A

I. Course Description:

This course is designed to give the students a further understanding of Metal Inert Gas (MIG) welding, arc and oxy-acetylene welding, cutting, and project construction, as well as small engine repair and maintenance. The students learned the "basics" in Agriculture Mechanics I. In this course, the student will learn advanced welding techniques, as well as beginning project construction.

II. Instructional Materials:

- A. Audio/Visual materials where appropriate
- B. Guest Speakers
- C. All available equipment as needed for implementation of course outline

Required Text: None

Supplementary Texts:

Shopwork On the Farm by Briggs and Stratton
Mechanics In Agriculture by Briggs and Stratton
Small Engine Repair by Briggs and Stratton

III. Course Outline:

The second year of Agricultural Mechanics is an expansion of the first year. The student will take the skills learned during the first year and build on them. This course is designed to give students a strong foundation in the use all basic farmshop skills. Tools, materials, and safety will be reviewed when each unit is taught. Proper skills involving hand tools will be stressed. This basic course in mechanics includes woodworking, metals, rope work, cutting and welding, etc. During this year, the student will be allowed to show more personal expression in the type of project he/she may construct.

First Semester:

Shop Orientation/ Record Keeping	5 days
General Safety	2 days
Hand tool repair	3 days
Advanced Arc welding/safety	20 days
Advanced oxy-acetylene/safety	20 days
Advanced MIG welding techniques/safety	20 days
Small engine theory and maintenance/safety	20 days

Second Semester:

Construction safety procedures	3 days
Project construction (i.e. feed scoop, weather vane, small BBQ)	82 days
Record Keeping	5 days

IV. Expectations for Student Learning

Each student who completes this course will be able to:

- A. Demonstrate proper safety procedures
- B. Repair and maintain common hand tools
- C. Weld both vertical and horizontal welds
- D. Perform simple brazing operations
- E. Properly adjust a MIG welder for different welding positions and material thickness
- F. Understand the principles of small gas engine operation, basic maintenance, and equipment adjustment
- G. Construct small projects using all previously learned techniques
- H. Record and maintain proper records

V. Instructional Methods

- A. Lecture/note taking
- B. Audio/visual materials
- C. Group/individual assignments

- D. Laboratory activities
- E. Discussion
- F. Reading assignments/related worksheets
- G. Guest speakers
- H. Test-taking
- I. Field trips
- J. Research/term paper
- K. Student presentations

VI. Assessment and Evaluations

- A. Written tests
- B. Daily work
- C. Grading of all materials as completed (i.e. welds, woodwork, rope work, etc)
- D. Successful completion of each project

VII. Grading Policy

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against: State Frameworks

State X AP

Articulate Depart. Chairs: X

High School Curric. Meeting: X

Board Approval: 1-25-00

Review Cycle: 1/2001

Sites taught: Golden West, Redwood

Visalia Unified School District Course Outline

Course Title: Agriculture Mechanics III
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or approval of teacher
Course Number & CBEDS Codes: 0003/4030
Replaces: N/A

I. Course Description:

Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, barbecues, stoves, benches, etc.

II. Instructional Materials:

Various handouts given to the students to explain welding and welding techniques.

Required Text: None

Supplementary Text:
Mechanics in Agriculture

III. Course Outline:

Orientation and safety	5 days
Record keeping	5 days
Project design and measurement	5 days

Materials	3 days
Fasteners	2 days
Advanced welding (arc)	10 days
Advanced welding (mig)	10 days
Advanced welding (tig)	5 days
Plasma-arc cutting	2 days
Oxy-acetylene automated cutting	2 days
Hydraulic punch and shear	2 days
Construction techniques	3 days
Construction projects	105 days
Electrical wiring	3 days
Hydraulics/pneumatics	5 days
Report Writing	10 days
Painting and finishing	3 days

IV. Expectations for Student Learning

- A. Follow proper safety procedures
- B. Be able to design and develop a project idea
- C. Understand the uses of various wood and metals and fasteners
- D. Demonstrate advanced welding and cutting techniques
- E. Proper use of the hydraulic shear and punch
- F. Construct a major project
- G. Understand the principles of electrical wiring as used in projects under construction
- H. Understand hydraulic and pneumatics as used in the construction of various projects
- I. Write a detailed report of project
- J. Demonstrate correct painting and finishing procedures

V. Instructional Methods

- A. Demonstrations
- B. videos
- C. speakers

VI. Assessment and Evaluations

- A. Written progress reports
- B. Test and quizzes
- C. Weekly grades
- D. Written report

VII. Grading Policy

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against: State Frameworks
State X AP _____
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 1-25-00
Review Cycle: 1/2001
Sites taught: Golden West, Redwood

Visalia Unified School District Course Outline

Course Title: Agriculture Mechanics IV
Grade Level: 12
Elective/Required: Elective
Length/Credits: 1 year/10 credits
Prerequisites: Ag. Mech. 2, and/or 3 or approval of teacher
Course Number & CBEDS Codes: 0004/4030
Replaces: N/A

I. Course Description:

Students will experience advanced welding and the construction of various projects. Instruction in welding stainless steel and aluminum as well as cutting with the electric plasma-arc torch and operation of the hydraulic shear and punch will be covered in detail. Students will be expected to design and construct a major project and compile a detailed written report of the process involved in the building of projects such as wood splitters, trailers, bar-b-cues, stoves, benches, etc. This course is an extension of the principles taught in Agricultural Mechanics 3.

II. Instructional Materials:

Various handouts given to the students to explain welding and welding techniques.

Required Text: None

Supplementary Texts:

Mechanics in Agriculture

III. Course Outline:

Orientation and safety	5 days
Record keeping	5 days

Project design and measurement	5 days
Materials	3 days
Fasteners	2 days
Advanced welding (arc)	10 days
Advanced welding (mig)	10 days
Advanced welding (tig)	5 days
Plasma-arc cutting	2 days
Oxy-acetylene automated cutting	2 days
Hydraulic punch and shear	2 days
Construction techniques	3 days
Construction projects	105 days
Electrical wiring	3 days
Hydraulics/pneumatics	5 days
Report Writing	10 days
Painting and finishing	3 days

IV. Expectations for Student Learning

- A. Follow proper safety procedures
- B. Be able to design and develop a project idea
- C. Understand the uses of various wood and metals and fasteners
- D. Demonstrate advanced welding and cutting techniques
- E. Proper use of the hydraulic shear and punch
- F. Construct a major project
- G. Understand the principles of electrical wiring as used in projects under construction
- H. Understand hydraulic and pneumatics as used in the construction of various projects
- I. Write a detailed report of project
- J. Demonstrate correct painting and finishing procedures

V. Instructional Methods

- A. Demonstrations
- B. videos
- C. speakers

VI. Assessment and Evaluations

- A. Written progress reports
- B. Test and quizzes
- C. Weekly grades
- D. Written report
- E. Completion of project

VII. Grading Policy

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against: State Frameworks

State X AP _____

Articulate Depart. Chairs: X

High School Curric. Meeting: X

Board Approval: 1-25-00

Review Cycle: 1/2001

Sites taught: Golden West, Mt. Whitney, Redwood

Visalia Unified School District Course Outline

Course Title: Agriculture Biology

Grade Level: 10th

Elective/Required: Required

Length/Credits: 1 year/10 credits

Prerequisites: None

Course Number & CBEDS Codes: 0041/2603

Replaces: N/A

I. Course Description:

A study of agriculture biology is basic to all students regardless of their educational goals, it is especially important to students interested in an agriculture career. This course is designed as an introductory course in living systems for the college preparatory student. The course is designed around the State of California's academic standards for biology. Major areas of study include cell biology, genetics, ecology, evolution and structure and function of living things.

II. Instructional Materials:

Required Text:

Biology: Principles and Explorations, George P. Johnson and Peter H. Raven, 1998 Holt, Rhinehart, and Winston

Supplementary Text: None

III. Course Outline:

1. Introduction to Agricultural Biology (10%)
 - a. Agricultural Biology
 - b. Agricultural Research
 - c. Scientific Method
 - d. General Lab Skills and Procedure

2. Cell Biology – Plants & Animals (25%)
 - a. Cell organelles (structure and function)
 - b. Homeostasis (osmosis and diffusion)
 - c. Enzymes
 - d. Prokaryotic and Eukaryotic Cells/Cellular Complexity
 - e. Biochemistry
 - f. Cell reproduction (Mitosis)
 - g. Cell Respiration and Photosynthesis
3. Genetics- Plants & Animals (25%)
 - a. Meiosis
 - b. Mendelian principles of genetics
 - c. Human genetics
 - d. DNA/Structure and Replication
 - e. Protein Synthesis
 - f. Modern application of bioengineering
4. Evolution (10%)
 - a. Theories of evolution
 - b. Environmental and Genetic Influences on Evolution
5. Structure and Function in Living Systems (15%)
 - a. Organ Systems/Homeostasis
 - b. Disease and Immune Response
6. Ecology- Plants & Animals(10%)
 - a. Ecosystems
 - b. Communities
 - c. Populations
 - d. Environmental Problems/Human Impact
7. Leadership (5%)
 - a. SOEP (Supervised Agriculture Experience Project)
 - b. FFA- Leadership development
 - c. Record Books

IV. Expectations for Student Learning

- A. Introduction to Agricultural Biology
 1. Biological skills are an important aspect of biological sciences. Students must develop the skills necessary for science investigation. As a basis for understanding this concept, students should learn:
 - a. The use of the scientific method and procedure.
 - b. Utilization of agriculture of agriculture research.
 - c. Implementation of agriculture and laboratory skills
- B. Cell Biology
 1. 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. As a basis for understanding this concept, students should learn:

- a. Cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.
- b. 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.
- c. How prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.
- d. The Central Dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm.
- e. The role of endoplasmic reticulum and Golgi apparatus in secretion of proteins.
- f. Usable energy is captured from sunlight by chloroplasts, and stored via the synthesis of sugar from carbon dioxide.
- g. The role of the mitochondria in making stored chemical bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
- h. Most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

C. Genetics

1. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept, students should learn:
 - a. Meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
 - b. Only certain cells in a multicellular organism undergo meiosis.
 - c. How random chromosome segregation explains the probability that a particular allele will be in a gamete.
 - d. New combinations of alleles may be generated in a zygote through fusion of male and female gametes (fertilization)
 - e. Why approximately half of an individual's DNA sequence comes from each parent.
 - f. The role of chromosomes in determining an individual's sex.
 - g. How to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.
2. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept, students should learn:
 - a. How to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
 - b. The genetic basis for Mendel's laws of segregation and independent assortment.

3. Genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept, students should learn:
 - a. The general pathway by which synthesize proteins, using tRNAs to translate genetic information in mRNA.
 - b. How to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.
 - c. How mutations in the DNA sequence of a gene may or may not affect the expression of the gene, or the sequence rather than to differences of the genes themselves.
 - d. Specialization of cells in multicellular organisms is usually due to different patterns of gene expressions rather than to differences of the genes themselves.
 - e. Proteins can differ from one another in the number and sequence of amino acids.
4. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept, students should learn:
 - a. The general structures and functions of DNA, RNA, and protein.
 - b. How to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication, and transcription of information from DNA into mRNA.
 - c. How genetic engineering (biotechnology) is used to produce novel biomedical agricultural products.

D. Ecology

1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept, students should learn:
 - a. Biodiversity is the sum total of different kinds of organisms, and is affected by alterations of habitats.
 - b. How to analyze changes in an ecosystems resulting from changes in climate, human activity, introduction of non-native species, or changes in population size.
 - c. How fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.
 - d. How water, carbon, nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles via photosynthesis and respiration.
 - e. A vital part of an ecosystem is the stability of its producers and decomposers.
 - f. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat and this can be represented in a food pyramid.
 - g. How to analyze the effects that changes in population size have on the ecological balance of a community.

E. Evolution

1. The frequency of an allele in a gene pool of a population depends on many factors, and may be stable or unstable over time. As a basis for understanding this concept, students should learn:
 - a. Why natural selection acts on the phenotype rather than the genotype of an organism.
 - b. Why alleles that are lethal in a homozygous individual may be carried in a heterozygote, and thus maintained in a gene pool.
 - c. New mutations are constantly being generated in a gene pool.
 - d. Variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.
2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept, students should learn:
 - a. How natural selection determines the differential survival of groups of organisms.
 - b. A great diversity of species increases the chance that at least some organisms survive large changes in the environment.
 - c. The effects of genetic drift on the diversity of organisms in a population.
 - d. Reproductive or geographic isolation affects speciation.
 - e. How to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.

F. Structure and Function in Living Systems

1. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic), despite changes in the outside environment. As a basis for understanding this concept, students should learn:
 - a. How the complementary activity of major body systems provides cells with oxygen and nutrients, and remove toxic waste products such as carbon dioxide.
 - b. How the nervous system mediates communication between different parts of the body and interactions with the environment.
 - c. How feedback loops in the nervous and endocrine systems regulate conditions within the body.
 - d. The functions of the nervous system, and the role of neurons in transmitting electrochemical impulses.
 - e. The roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.
 - f. The individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.

- g. The homeostatic role of the kidneys in the removal of nitrogenous wastes, and of the liver in blood detoxification and glucose balance.
 - h. The cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2} , and ATP.
 - i. How hormones (including digestive, reproductive, osmoregulatory) provide feedback mechanisms for homeostasis at the cellular level and in whole organisms.
2. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response concept, students should learn:
- a. The role of the skin in providing nonspecific defenses against infection.
 - b. The role of antibodies in the body's response to infection.
 - c. How vaccination protects an individual from infectious disease.
 - d. 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.
 - e. Why an individual with a compromised immune system. (for example, a person with AIDS) may be unable to fight off and survive infections of microorganisms that are usually benign.
 - f. The roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.
- G. Leadership
1. The future of Agriculture is dependent upon skilled and confident leaders who aspire to premier leadership, personal growth and career success. As a basis for understanding this concept, students should learn:
- a. The skills necessary for public speaking.
 - b. The importance of keeping accurate records in relation to their SOEP.
 - c. The ability to communicate and work with others effectively for a future career in Agriculture.
 - d. The opportunities in Agriculture Biology related fields.
 - e. And appreciate their self worth and develop a sense of self-confidence.

V. Instructional Methods

- A. Laboratory and field investigations
- B. Current readings
- C. Videos
- D. Discussions
- E. Lectures
- F. Guest speakers
- G. Internet activities
- H. Research projects.

VI. Assessment and Evaluations

A. Assignments

Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. Term Paper
2. Speech
3. Lab activities
4. Record keeping problem
5. Class Participation
6. Science project

B. Testing

1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply ideas and information taught in each unit.
2. Students will participate in regular lab activities which reinforce ideas and information conveyed by the instructor.
3. Students will be given a comprehensive exam.

C. SOEP and Record Book

1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors.
2. Hours, inventory and/or money earned must be recorded in a California Agricultural Education Record Book.

D. FFA Activity Involvement

1. Students will be required to participate in a variety of FFA activities.
2. Potential Activities include: Chapter Meetings, Fairs and Shows, Committee Meetings, etc.

E. Homework

1. The student will be responsible for completing a variety of assignments as determined by the instructor.

VII. Grading Policy:

Completion of assigned projects & FFA involvement

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
0 – 59%	=	F

Matched Against: State X AP
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 12/ 2005
Review Cycle: 2/2012
Revision Approval:
CSU/UC Requirement: Yes

**Visalia Unified School District
Course Outline**

Course Title: Animal Science
Alternative Title: None
Grade Level: 11th - 12th
Elective/Required: Elective
Length/Credits: Year/10 Units
Prerequisites: English I, Algebra I, Ag Biology or Biology, Ag Chemistry or Chemistry
Course Numbers: 0093, 0094, and 0095
CBEDS Code: 4020
Replaces: NA

I. Course Description:

This is an advanced course in the Agriculture Animal Science pathway. The course will cover anatomy and physiology of livestock animals, animal health as it relates to specific species, animal management, reproduction, nutrition, marketing, and record keeping. This course supports the standards in Algebra, with emphasis on mathematical problem solving, and English. Students will be assessed with written and practical exams. Benchmarks will check mastery of subject content.

II. Instructional Materials:

Required Text:

Animal Production and Management; Kirby Barrick and Hobart L. Harmon.

Supplementary Texts:

Teacher notes, Student handouts, related magazine articles and current industry videos.

III. Course Outline (include approximate length of time):

First six-week grading period

A. Introduction to Animal Management

1. Careers and Supervised Occupational Experience Project
2. Animal Production in the United States
3. Animals and their uses

- B. Animal Selection and evaluation
 - 1. Selection of breeding stock
 - 2. Selection of market stock

Second six-week grading period

- A. Breeding and Reproduction
 - 1. Mating Systems
 - 2. Breeding Periods
 - 3. Female reproductive tract
 - 4. Male reproductive tract
 - 5. Reproductive Hormones
- B. Nutrition
 - 1. Digestive systems
 - 2. Functions of essential nutrients
 - 3. Calculating rations

Third six-week grading period

- A. Animal Health
 - 1. Causes of Disease
 - 2. Diagnosis
 - 3. Disease Prevention
 - 4. Controlling Parasites
 - 5. Controlling Poisonous Plants
 - 6. Treatment of Disease

Fourth six-week grading period

- A. Managing Beef Cattle
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment
- B. Managing Dairy Cattle
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment

Fifth six-week grading period

- A. Managing Sheep
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment

- B. Managing Swine
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment

Sixth six-week grading period

- A. Managing Horses
 - 1. Types, breeds
 - 2. Breeding management
 - 3. Feeding management
 - 4. Health management
 - 5. Housing and equipment
- B. Career Planning
 - 1. Student Seminar Presentation
 - 2. College education and/or vocational career planning
 - 3. Work ethics and employability skills
 - 4. Developing a professional portfolio

IV. Expectations for Student Learning:

Essential Standard: Students will understand fundamental life processes.

1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.

1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.

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

Essential Standard: Students will understand the role genetics play in the development of bacteria for fermentation of milk.

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

Essential Standard: Students will understand structures and functions of organ systems, the internal environment of animals relatively stable despite changes in the outside environment.

9a – Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

10c – Students know how vaccination protects an individual from infectious diseases.

10d – Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infection, and effective treatments of these infections.

Essential Standard: Students will understand solutions, gases and their properties, acids and bases, reaction rates, and thermodynamics as it relates to the production of dairy products.

4a – Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.

4d – Students know the values and meanings of standard temperature and pressure

5a – Students know the observable properties of acids, bases, and salt solutions

6c – Students know temperature, pressure, and surface area affect the dissolving process

7a – Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).

7d – Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.

8b – Students know how reaction rates depend on such factors as concentration, temperature, and pressure.

8c – Students know how to write and calculate an equilibrium constant expression for a reaction.

Co-Curricular Standards (English and Mathematics)

English

- 1.1 Understand words and their derivations
- 1.2 Understanding denotative and connotative meanings of words
- 2.4 Synthesize content, paraphrase and connect ideas
- 2.5 Extend ideas
- 2.6 Follow technical directions

Math

- 10.0 Add, subtract, multiply, and divide to solve multi-step problems using these techniques.
- 13.0 Add, subtract, multiply, and divide rational expressions/functions solving both computationally and conceptually challenging problems.

V. Instructional Methods:

- A. Lecture/Note-taking
- B. Audio/Visual materials
- C. Group/Individual assignments
- D. Laboratory activities
- E. Discussion
- F. Reading assignments/related worksheets
- G. Guest Speakers
- H. Field trips

VI. Assessment and Evaluations:

A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. In-class work
2. Homework
3. Labs (Field work and laboratory)
4. Speeches/Presentations
5. Term paper

B. Testing

1. Students will be given objectives test on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book

A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of the semester. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through the individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

100-90%	= A
89-80%	= B
79- 70%	= C
69-60%	= D
59 & below	= F

Matched Against:
State X AP____
Articulate Depart. Chairs:____
High School Curric. Meeting:____
Initial Board Approval:____
Review Cycle:3/2002
Revision Approval: 6/26/01
CSU/UC Requirement:
Sites taught: Golden West

Visalia Unified School District Course Outline

Course Title: ROP Advanced Environmental Horticulture
"Nursery and Floral Industry"
Grade Level: 11-12
Elective/Required: Elective
Length/Credits: 1 Year/ 2 periods/20 Credits
Prerequisites: NONE
Course Number and CBEDS:
Replaces: TCOVE Nursery Technology

I. Course Description:

This is an advanced course designed for students who have a sincere interest in the nursery and or floral industry. Topics discussed include floral design techniques, design principles, nursery production, landscape design and maintenance, irrigation, botany, soils and fertilizers. Activities will include designing with fresh flowers, holiday arrangements, personal flower, greenhouse and nursery crop production, landscape design and construction and care of outdoor landscaped areas. Students will have the opportunity to grow nursery crops and sell them to the public through class run plant sales in the Spring and Fall. Leadership skills will be taught through participation in FFA.

II. Instructional Materials:

Each student will have the opportunity to work in a commercial style greenhouse and utilize the latest in horticulture and floral equipment. Equipment used will include tractors, mowers, chainsaws, shredders, soil mixers and sterilizers and edging equipment. In the classroom student will have access to all the floral tools used in the floral industry including glue pans, cash registers and bunch cutters. Safety equipment will be utilized as needed for the student's protections. Videos and slides will be utilized as needed for educational purposes.

Required Text:

California Association of Nurseryman Retail Training Manual

Ornamental Plants, D. Dwight Wait

Supplementary Text:

NONE

III. Course Outline: (260 Hours of Classroom Instruction)

	Hours of Class Time
A. Plant Identification	20
1. Plant Classification	
2. Terms used to classify plants	
3. Common names	
4. Botanical names	
5. Plant uses in landscapes	
B. Botany	20
1. Plant taxonomy and classification	
2. Plant parts and functions	
3. Photosynthesis	
4. Respiration	
5. Plant reproduction	
C. Plant Propagation	20
1. Sexual propagation with seeds, methods and applications	
2. Asexual propagation, methods and applications	
3. Cuttings	
4. Layering	
5. Budding and grafting	
D. Soils	10
1. Characters of planting medias	
2. PH of the soil and regulation	
3. Characteristics of soil type	
4. Plant nutrients, functions, and uses	
5. Irrigation of soil medias	
E. Landscape maintenance	20
1. Prepare the site	
2. Planting trees, shrubs, and bedding plants	
3. Construction methods and materials	
F. Landscape Design	10
1. Principals of design	
2. Tools and materials	
3. Lettering, symbols, and measurement	
4. How to read blueprints	
5. Design problems and practice	
G. Nursery Practices	20
1. Nurseries and Greenhouse Plant Production	
2. Soil Mixes	
3. Sterilization methods	
4. Planting containers	

H. Fertilizers	5
1. Foliage Plant Production	
2. Fertilizers in the Landscape	
3. Application Practices	
I. Irrigation Design	10
1. Basic Hydraulics	
2. Irrigation equipment	
3. System Design	
J. Plant Maintenance	20
1. Nursery organization	
2. When and how to use fertilizer	
3. Proper pruning methods	
4. Irrigation methods and schedules	
K. Turf and Lawns	5
1. Tools and equipment	
2. Turf varieties and uses	
3. Mowing	
4. Fertilization	
5. Planting techniques	
L. Floral Design Principles	20
1. Elements of design	
2. Color and the color wheel	
3. Design styles and origins	
4. Scale, harmony, balance and texture	
M. Holiday Arrangement	10
1. Cultural Implications	
2. Scheduling	
N. Arrangement Design	20
1. Basic table arrangements	
2. Vase arrangements	
3. Container selection	
4. Round and one-sided arrangements	
O. Wedding flower Construction	5
1. Bouquets	
2. Personal flowers	
3. Altar pieces	
P. Merchandise and Sales	10
1. Management	
2. Advertising	
3. Cashiering	
4. Use of floral wire service (FTD)	
5. Delivery techniques	
6. Sales and displays	

Q. Professionalism	20
1. Define professional responsibility2. Ethical and legal roles in the work place3. Professionalism in the floral industry4. Time management and goal setting	
R. Inter-Personal Communication	10
1. Customer and employee interaction2. Team work in the work place3. Non-verbal communication4. Customer relations5. Telephone skills	
S. Occupational Safety	5
1. Tool safety and handling2. Proper lifting and moving techniques3. Electrical power hazard4. Work-place safety and liability issues	
T. Job Preparation Skills	10
1. Filling out an application2. Preparation of an effective resume3. Job researching skills4. Job interviewing	
U. Cut Flowers	5
1. Uses in design2. Identification3. Cultural practices4. Optimum stage of security	
V. Flower Processing	5
1. Techniques2. Flower preservation3. Bunching, shipping, and grading of cut flowers	
W. Community Classroom (100 hours)	
1. Students will have the option to participate in real world leaning experiences through the community classroom program.2. Areas of practical study include: a. Nursery Productionb. Floral Designc. Landscape Installation and Maintenanced. Parks and Golf Courses	

IV. Expectations for Student Learning

Each student who completes this course will be able to:

A. Botany, Fertilizers and Soils

1. Identify and understand the functions and uses of the different parts of cultivated plant material
2. Understand biological functions such as photosynthesis, respiration and transpiration and their importance to humans.
3. Understand soil science and how correct to soil conditions in the landscape
4. Identify major and minor nutrients needed by plants.
5. Understand and be able to identify nutrient problems and understand how to correct them in a nursery or garden setting
6. Be able to apply fertilizers to plant material both in the garden and in containers

Plant Propagation and Nursery Practices

1. Understand and demonstrate typical methods of asexual and sexual propagation.
2. Identify characteristics of a nursery and how they are used in plant production.
3. Understand the components of a greenhouse and demonstrate the use of climate controls
4. Demonstrate novelty techniques in plant propagation such as Air-layers and budding and grafting.
5. Understand soil mixes and their importance to plant production
6. Identify and utilize different soil and container sterilization techniques

Landscape and Irrigation Design and Maintenance

1. Demonstrate proper landscape maintenance practices
2. Demonstrate basic skills in landscape design
3. Design to scale a working drawing to be used in an actual landscape installation
4. Identify different varieties of turf used in the San Joaquin Valley
5. Demonstrate basic turf practices such as mowing and fertilizing
6. Demonstrate proper Pruning Practices
7. Understand the basic concepts in irrigation design
8. Design a basic irrigation system for a garden and install it to the correct specifications
9. Understand and demonstrate proper planting techniques for tree, shrubs and annuals

Plant and Flower Identification

1. Identify floral and ornamental plants of the San Joaquin Valley
2. Identify plant uses in the landscape
3. Understand and demonstrate the correct use of cut flowers and foliage in floral designs

Career Preparation

1. Understanding how professional skill development-including positive attitude, honesty, self-confidence, time-management and other positive traits affect employability.
2. Understanding principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.
3. Understand the importance of good basic skills, critical thinking and problem solving skills in the work place.

4. Understand principles of effective communication.
5. Understand occupational safety issues.
6. Understand career pathways and strategies for obtaining employment.
7. Understand and adapt to changing technology.

Design Elements

1. Explain the history of floral design
2. Explain the cultural diversity and implications of different types of floral design.
3. Explain the three styles of modern floral design and their origins.
4. Explain the elements and principles of floral design.
5. Demonstrate the design of a variety of popular floral arrangements
6. Demonstrate the construction personal flowers
7. Construct holiday and wedding flowers

Oral and Written Communications and Research

(As per English Standards)

1. Students will write a 2 page research paper on a new technology or application in the industry.
2. Students will make short oral presentations and demonstrations
3. Students will be expected to read and keep up to date using trade journals and selected readings.

V. Instructional Methods

Lecture
Audio/Visual Materials
Group/Individual Assignments
Laboratory Activities
Discussions
Reading Assignments
Field Trips
Research Projects

VI. Assessment and Evaluation

A. Assignments

Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. Term Paper
2. Speeches
3. Class Participation
4. Class Assignments
5. Laboratory Activities
6. Class Projects

B. Assessment

1. Students will be given objective tests including performance based tests on a regular basis. Assessment will require students to retain, interpret and apply the ideas and information discussed in class through the use of written assignments, laboratory activities, scenarios and class presentations.

2. Students will participate regular lab activities and will be evaluated by the instructor
3. Students will be given comprehensive quizzes during each unit of instruction.

C. Homework

1. The students will be responsible for completing a variety of assignments as determined by the instructor.

D. Plant and Landscape Projects

1. All students will be required to maintain a plant and landscape project. The plant projects may consist of houseplants, shrubs, vegetable or perennials, grown and cared for by the student. The students will also be responsible for the maintenance of one of the many landscaped flower beds or lawn areas in the GWHS OH unit.
2. Projects will vary depending on class and student interest.

Matched Against:
State X AP _____
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 7/13/04
Review Cycle: 3/2007
Revision Approval: 7/14-04
CSU/UC Requirement: X

**Visalia Unified School District
Course Outline**

Course Title: Plant and Soil Science
Alternate Course Titles: None
Grade Level: 11th and 12th
Elective/Required: Elective
Length/Credits: 1-year/10 credits
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
Course Numbers: 0086, 0087
CBEDS Number: 4010
Replaces: None

I. Course Description:

A course that covers the fundamentals of plant and soil science, the factors that influence crop production, integrated pest management, laboratory skills, basic research and the role of plants in the ecosystem. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide students the basic knowledge and skills necessary for an entry-level position in the Agricultural Industry, and to provide students the basic background knowledge necessary for an entry-level college course in plant science. The class meets the science high school graduation requirement.

II. Instructional Materials:

Required Text:

Introduction to Plant and Soil Science; Biondo and Lee.

Supplementary Texts:

Teacher notes, Student handouts, related agricultural magazines and the Agricultural Education Record Book.

III. Course Outline:

First six-week grading period

- A. Agriculture Leadership Development
 - 1. Use and application of Parliamentary Law
 - 2. FFA Leadership Development and public speaking
 - 3. Careers and Supervised Occupational Experience Project
- B. Plant Classification
 - 1. Taxonomy and Classification
 - 2. Plant Identification
- C. Plant Cell Components
 - 1. Cell Structure and Function
 - 2. Cell Reproduction
 - 3. Genetics and Heredity

English Language Arts - 1.3,2.5

Second six-week grading period

- A. Plant Cell Components
 - 1. Plant DNA
- B. Plant Physiology and Growth
 - 1. Anatomy
 - 2. Functions
 - 3. Factors affecting growth
 - 4. Physiological Processes

English Language Arts – 1.7,2.4,2.8

Third six-week grading period

- A. Plant Reproduction
 - 1. Asexual versus Sexual Reproduction
 - 2. Propagation

English Language Arts – 3.2

- B. Plant Pathology
 - 1. Entomology
 - 2. Weed Identification
 - 3. Integrated Pest Management
 - 4. Plant Diseases

English Language Arts – 2.4,2.7

Fourth six-week grading period

A. Soil Properties

1. Soil Texture, Structure, and Types
2. Soil and Water Management
3. Biology
4. Soil Origins
5. Irrigation and Drainage

English Language Arts – 1.7,2.5,2.6,2.7,2.8

B. Fertilizers

1. Components, Structures
2. pH, Salinity
3. Application
4. Development

English Language Arts – 2.4,2.5,2.7,3.2

Fifth six-week grading period

A. Crop Management

1. Cotton
2. Alfalfa
3. Citrus
4. Walnuts
5. Grapes

English Language Arts – 2.3

B. Post Harvest Physiology and Marketing

1. Packaging
2. Processing
3. Post Harvest Treatments

Sixth six-week grading period

A. Equipment Management and Safety

1. Tractors, Maintenance, and Implements
2. Occupational Safety Hazards
3. Hazardous Materials

B. Biotechnology

1. Micro-propagation
2. Biological Pest Controls
3. Modern Mechanized Agriculture

English Language Arts – 1.5,1.7,2.2,2.7

C. Record Keeping

1. Record Books and Financial Records

English Language Arts – 2.7

IV. Expectations for Student Learning:

First six-week grading period

Biology

1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.

1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.

1e – Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

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

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

2a – Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

3a- Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

4d – Students know every cell has the same set of genes although all of them may not be utilized by each cell.

Second six-week grading period

Biology

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

Third six-week grading period

Biology

2a - Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

2b – Students know only certain cells in a multicellular organism undergo meiosis.

2e – Students know why approximately half of an individual's DNA sequence comes from each parent.

2f – Students know the role of chromosomes in determining an individual's sex.

3a - Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

Fourth six-week grading period

Chemistry

Atomic Structure and Bonding

- Students know how to use the periodic table to identify metals, metalloids, nonmetals, halogens, and noble gases.

- Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
- Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion.
- Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
- Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.
- Students know the atoms and molecules in liquid move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.

Conservation of Matter/Stoichiometry

- Students know how to describe chemical reactions by writing balanced equations.
- Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.

States of Matter

- Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
- Students know the definitions of solute and solvent.
- Students know temperature, pressure, and surface area affect the dissolving process.
- Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.
- Students know the observable properties of acids, bases, and salt solutions.
- Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
- Students know how to use the pH scale to characterize acid and base solutions.

Kinetics and Thermodynamics

- Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
- Students know energy is released when a material condenses or freezes and is absorbed when material evaporates or melts.
- Students know how reaction rates depend on such factors as concentration, temperature, and pressure.
- Students know the role a catalyst plays in increasing the reaction rate.

Organic and Biochemistry

- Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
- Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

Fifth six-week grading period

Chemistry

None

Sixth six-week grading period

Chemistry

States of Matter

- Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
- Students know the values and meanings of standard temperature and pressure (STP).

V. Instructional Methods:

- A. Lecture/Note-taking
- B. Audio/Visual materials
- C. Group/Individual assignments
- D. Laboratory activities
- E. Discussion
- F. Reading assignments/related worksheets
- G. Guest Speakers
- H. Field trips

VI. Assessment and Evaluations:

A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:

1. In-class work/homework
2. Labs
 - a. Field work and laboratory
3. Speeches/Presentations
4. Term paper

B. Testing

1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.

2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book

1. A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A	=	90% - 100%
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
F	=	0% - 59%

Matched Against: State Frameworks
State X AP ____
Articulate Depart. Chairs: X
High School Curric. Meeting: X
Board Approval: 07/13/04
Review Cycle: 3/2007
Revision Approval: 7/13/04
CSU/UC Requirement: X

**Visalia Unified School District
Course Outline**

Course Title: Pre-Vet Science
Alternate Course Titles: None
Grade Level: 11th and 12th
Elective/Required: Elective
Length/Credits: Semester
Prerequisites: Ag Science I, Ag Biology, Algebra, English I
Course Numbers: 0084, 0085
CBEDS Number: 4020
Replaces: None

I. Course Description:

This course covers the fundamentals of animal health care. Instruction is offered in nutrition, diseases and sanitation, small animal care, as well as basic livestock handling. FFA instruction and participation, and student projects (supervised Agricultural Experience Programs) are an integral part of the class. The goals of the course are to provide the students with basic knowledge and skills necessary for an entry-level college course in animal science.

II. Instructional Materials:

Required Text:

None

Supplementary Texts:

Teacher notes, Student handouts, related agricultural magazines and the Agricultural Education Record Book.

III. Course Outline:

First six-week grading period

A. Agriculture Leadership Development

1. Careers and Supervised Occupational Experience Project

B. Animal Nutrition

1. Nutrients
2. Digestive Systems
3. Feeding Balanced Rations/Feed Formulations

English Language Arts – 1.1,1.4,1.5,1.7,1.9,2.2,2.3,2.5,2.6,2.7,3.2

C. Basic Livestock Handling

1. Fight/Flight Response
2. Equipment/Usage

Second six-week grading period

A. Animal Sanitation and Disease

1. Causes of Disease
2. Diagnosis
3. Parasites
4. Poisonings
5. Infectious Diseases
6. Treatment of Diseases

English Language Arts – 1.1,1.4,1.5,1.7,1.9,2.2,2.3,2.5,2.6,2.7,3.2

Third six-week grading period

A. Animal Health

1. Veterinary Therapy
2. Antibiotics
3. Biologicals
4. Obstetrics
5. Care of Dam and the Newborn
6. Vaccination Schedules

English Language Arts – 1.1,1.4,1.5,1.7,1.9,2.2,2.3,2.5,2.6,2.7,3.2

IV. Expectations for Student Learning:

First six-week grading period

Biology

1e – Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

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

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

Second six-week grading period

Biology

1a – Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.

1c – Students know how prokaryotic cells and eukaryotic cells differ in complexity and general structure.

Third six-week grading period

Biology

2a – Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.

2b – Students know only certain cells in a multicellular organism undergo meiosis.

3a – Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or sex-linked, dominant or recessive).

4d – Students know every cell has the same set of genes although all of them may not be utilized by each cell.

7d – Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.

9a – Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.

9c – Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.

10c – Students know how vaccination protects an individual from infectious diseases.

10d – Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infection, and effective treatments of these infections.

V. Instructional Methods:

- A. Lecture/Note-taking
- B. Audio/Visual materials
- C. Group/Individual assignments
- D. Laboratory activities
- E. Discussion
- F. Reading assignments/related worksheets
- G. Guest Speakers
- H. Field trips

VI. Assessment and Evaluations:

- A. Students will be responsible for completing a variety of assignments as determined by the instructor. Possible assignments include:
 - 1. In-class work/homework
 - 2. Labs
 - a. Field work and laboratory
 - 3. Speeches/Presentations
 - 4. Term paper

B. Testing

1. Students will be given objective tests on a regular basis. Tests will require students to retain, interpret, and apply the ideas and information taught in each unit.
2. Students will participate in regular lab activities, which reinforce ideas and information conveyed by the instructor.
3. Students will be given comprehensive quizzes and exams during each unit.

C. Supervised Occupational Experience Project and Record Book

A Supervised Occupational Experience Program or project is an organized agricultural activity conducted outside of class time with supervision from one of the Agriculture instructors, which accumulates money, inventory or hours, as evidenced in his/her California Agricultural Education Record Book.

VII. Grading Policy:

Reports of student progress will be provided every six weeks, with final grades provided at the end of each of two semesters. Final grades will be determined by classroom assessments of student proficiency levels based upon individual student achievement of the course content standards included within this course outline. Final grades reflect only academic factors and do not include non-academic factors (attendance and behavior); although these factors do impact the student's ability to master concepts and skills. Non-academic factors are reported through individual citizenship grades.

All final grades will follow Visalia Unified School District Board Policy, including adhering to the approved grading scale below.

A	=	90% - 100%
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
F	=	0% - 59%

ORNAMENTAL HORTICULTURE

Student has completed the following areas of study and practice and has attained a competency level of (n/a) non-applicable; (1) does not meet basic standards; (2) meets basic standards; (3) exceeds basic standards

Competency Level

Plant Nutrition

- _____ Nutrients Essential to plant growth
- _____ Sources of Primary Plant Nutrients
- _____ Fertilizer labels and calculations
- _____ Determining Nutrient Deficiencies
- _____ Fertilizer Application
- _____ Organic and Inorganic Fertilizers

Pest Management

- _____ Introduction to Plant Pests
- _____ Weed Control
- _____ Damage Caused by plant pests
- _____ Biology of Insects

Basic Botany

- _____ Photosynthesis
- _____ Respiration
- _____ Transpiration
- _____ Translocation
- _____ Plant Growth Requirements
- _____ Hormones

ADVANCED ENVIRONMENTAL HORTICULTURE

GOLDEN WEST HIGH SCHOOL

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor.

Plant Identification

Common name
Botanical name
Plant landscape uses

Plant Propagation

Seeds
Transplanting
Cuttings
Layerage
Budding and Grafting

Plant Maintenance

Nursery organization
Plant Fertilization
Pruning
Watering
Pest control

Nursery Stock Canning Operation

Soil mixes
Sterilization of soil and media
Planting and transplanting into containers

Landscape Design

Principles of design
Design Drafting
How to read blueprints
Design problems

Landscape Construction

Soil Conditioning
Installation of landscape plants

Irrigation Systems

Designing the system
System tools and parts
Installation

Floriculture

Tools, equipment and supplies
Corsage construction
Flower arrangements
Care of fresh flowers

Turf and Lawn Maintenance

Turf identification
Planting
Mowing
Fertilization
Irrigation

Marketing and Promotion

Marketing flowers and plants
Preparing plants for sales
Sales and customer relations

_____ Work Habits

_____ Attendance / Punctuality

Please look this proof over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TCOVE WILL NOT be responsible for errors.

☐ OK

☐ Changes as Indicated

Signature/Date

AGRICULTURAL WELDING

GOLDEN WEST HIGH SCHOOL

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor at 627-3975

General Shop Safety

Proper and safe use of hand tools
Proper and safe use of power equipment
Appropriate use of personal safety equipment

Billing Procedures

Estimating bill of materials
Estimating cost of materials

Principles of the Progress of Welding

M.I.G.
Shielded Arc
Oxygen Acetylene

Job Skills

Demonstrates responsibility,
And other desirable skills
of a good employee.

Welds Completed

Flat bead
Fillet
Butt
Pad
Lap
Thick to thin
Pipe to plate
Pipe to pipe
Vertical

Oxygen Acetylene

Puddle
Fusion
Fillet with rod
Brazing
Cutting with torch

M.I.G

Flat bead
Fillet
Lap
Butt
Horizontal
Vertical

Project Construction

Demonstrates good
fabrication skills from
concept to completed
Project (paints and or
finishes project).

Please look this proof over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TCOWE WILL NOT be responsible for errors.

☐ OK

☐ Changes as Indicated

rev 5/04

Signature/Date

Our department consists of a self-contained building that holds three classrooms, a copy/print room, department office, storage/kitchen space, Ag shop, and mezzanine that includes two enclosed rooms that span the entire length of the building. Additionally, we have two acres on campus that hold two tool sheds, eight cinder block stalls, a greenhouse, small hoop house, shade house, pheasant run, chicken coop and barn.

Within the department, each classroom has two walls lined with cabinets and counters for additional space within the classroom. Student supplies, record books, lab supplies and equipment are typically stored in these. In the copy/print room, filing cabinets contain our student files as well as all printing materials (i.e. paper, labels, envelopes, ink cartridges). The department office includes built in shelving and five individual workstations.

The shop holds various tools and equipment used for projects throughout the year. Permanent welding booths are located along two walls of the shop while work benches with student lockers underneath are found on the opposite side. The shop contains three tool rooms and two roll up doors for larger projects. Metal is stored horizontally in an outside cage located under the shop awning. Wood is stored in the mezzanine upstairs. The two enclosed rooms of the mezzanine are used for fair supplies storage, container storage and storage (pots, pans, to go floral design food preparation containers, etc.).

In our OH unit, our tool sheds are used to store hand tools, lawn mowers, weed eaters, tillers, back pack sprayers, fertilizers, herbicides and insecticides. Our cinder block stalls hold various planting containers, soil, and compost mixes. The barn includes a tack room that currently houses all our chicken supplies and feed.

Our School Farm Laboratory is located on campus and is an enclosed two acre area that includes a newly built barn, chicken coop, pheasant run, small hoop house, shade house and greenhouse. Students interested in raising poultry or growing various horticulture projects may keep these projects at this site. Students constantly use the Ag shop to build a variety of SAE projects. Currently, a senior student is building a stock trailer in the shop. Other students build barbecues and fire pits throughout the school year as their projects. Students wanting to show a market hog, market lamb, market steer, or dairy heifer at the Tulare Fair can house their project at the VUSD School Farm. This thirty-five acre farm is shared by all four high schools in Visalia. Students housing projects in any of the facilities are responsible for feeding, watering, daily cleaning and maintenance of all things related to their project. They are also financially responsible for all supplies and materials needed.

Five-Year Facility and Equipment Acquisition Schedule for Golden West Ag Department

2012-2013

Plasma Cam

Mist System in Greenhouse

Install Solar Panels on Barn

Natural Gas Forge

Livestock Hand Tools for Fair

Completed

Purchase Breeding Stock for Sheep Enterprise

Completed

Landscape Area in OH Unit

2013-2014

Recondition Livestock Trailer

New Soil Sterilizer

Install Squeeze Chute

Computers for Student Use

Build Fence for Pastures Attached to Barn

2014-2015

Replace/Repair Greenhouse Siding

Repaint Tool Sheds

Replace Forklift

Plant Orchards and Vines

Install Irrigation in Orchard

2015-2016

Build Equipment Storage

Replace Copy Machine

Replace Weed Cover in Shade House

2016-2017

Purchase New/Replacement Ag Vehicle

Install Permanent Raised Beds with Irrigation

Re-gravel Greenhouse floor

Build/Buy New Greenhouse Benches

**2012-2013 Golden West Ag Department
Staff Responsibilities**

Responsibilities	Schultz	Serafin	Slover
Accounting			
CATA Registration	X	X	X
Department PO's	X		
FFA PO's		X	
Hotel Reservations		X	
Office Supplies Orders		X	X
Perkins Funding	X		
ROP Accounts & PO's	X	X	
ROP/Site/Incentive Budget	X		
Travel Requests	X	X	X
General Program/Facility			
Advisory Committee roster & minutes		X	
Advisory Committee Planning & Agenda		X	
Department Marketing	X	X	X
Graduate Follow-Up		X	
Incentive Grants	X		
Maintain Comprehensive Program Binder	X		
Maintenance Requests	X	X	X
CATA Meetings & Events	X	X	X
R2 Reports & Rosters		X	
Recruitment	X	X	X
Transportation Requests	X	X	X
FFA Advisor			
Register for CDE Contests	X		
Program of Work		X	
Scrapbook		X	
State FFA Degree Applications	X	X	X
Proficiencies		X	
Conferences			
COLC	X	X	X
Greenhand Conference		X	X
MFE/ALA Conference		X	
State Conference	X	X	X
National Convention

VOLUNTARY EXCURSION/FIELD TRIP NOTICE AND MEDICAL AUTHORIZATION - MINOR

Dear Parent/Guardian:

Please complete and return this form to: Golden West Agriculture Department

My son/daughter _____ has my permission to participate in the

following voluntary activity: 2012-2013 FFA Events & Functions

Destination: Various cities in California

Transportation Provided By: Agriculture Department

Departure Date & Time: Varies by event

Return Date & Time: Varies by event

As stated in California Education Code Section 35330, I understand that I hold Visalia Unified School District, its officers, agents and employees harmless from any and all liability or claims, which may arise out of or in connection with my child's participation in this activity.

"Education Code Section 35330 states in part: "The governing board of any school district or the county superintendent of schools of any county may: (a) Conduct field trips or excursions in connection with courses of instruction or school related social, educational, cultural, athletic, or school band activities to and from places in the state, any other states,...or a foreign country...A field trip or excursion to and from a foreign country may be permitted to familiarize students with the language, history, geography, natural sciences, and other studies relative to the district's course of study for such students, pupils... (b) Engage such instructors, supervisors, and other personnel as desired to contribute their services over and above the normal period for which they are employed by the district, if necessary, and provide equipment and supplies for such field trip or excursion."

"...All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for any injury, accident, illness or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving such claims."

.....
In the event of illness or injury, I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon, or dentist and performed by or under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services.

Medical Insurance Carrier

Policy No.

Address

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

A special note to Parent/Guardian: (1) All medications must be registered on the form; (2) All medications , excepting those which must be kept on the student's person for emergency use, must be kept and distributed by the staff; (3) If any medication or drugs are to be taken by student, list them below:

Name of Drug: _____ Time Drug must be taken: _____

Reason: _____

If your son or daughter has a special medical problem, kindly attach a description of that problem to this sheet.

.....
I fully understand that participants are to abide by all rules and regulations governing conduct during the trip. Any violations of these rules and regulations may result in that individual being sent home at the expense of his/her and/or parent/guardian.

Parent/Guardian Signature: _____ Date: _____

Address: _____ Phone: _____

Student Signature: _____ Date of Birth: _____

1/26/2009

Golden West Agriculture

1717 N. McAuliff Street
Visalia, CA 93292
(559) 735-8087

October 9, 2012

The following exhibitors release the pick up of the fair checks to their FFA Advisors:
Courtney Serafin, Emmett Schultz, and Sami Slover.

Beef

Macayla Morse

Sheep

Matt Walther

Roric McClaskey

Kacey Seeger

Courtney Russell

Caitlin Dallas

Carley Pratt

Hattie Jameson

Cheyenne O'Dell

Derek Neece

Swine

Ricci Padilla

Brianna Sanchez

Ashlee Williams

Brody Williams

Pam Stage

Nick Seymore

Adam Muller

Mackenzie Jared

Sadie Jameson

Mereesa Foreman

Golden West High School Agriculture Department

Livestock Project Student Code of Conduct

Introduction

Raising a livestock project as your SAE (Supervised Agricultural Experience) Project can be one the best and most rewarding activities you can be involved in during high school. These projects teach responsibility, livestock management skills and leadership. Students have the opportunity to raise a variety of species including sheep, hogs, beef animals and dairy cattle. Students may also want to develop other types of projects such as pygmy goats, poultry or horses. Any type of market animal project must be sold once the animal has reached a market weight. Tulare County FFA members have traditionally sold their projects through the Tulare County Fair (TCF), which is held in September. The fair is a venue for students to sell their livestock projects at a better then market value. There is also a dairy heifer replacement sale where students can sell their two breeding projects as well.

Raising an animal to sell at the Tulare County Fair is a privilege, not a right. Students must meet the following expectations (as per VUSD Activity Code) to exhibit their animal at the Tulare County Fair and have an association with GWHS. Students must also meet department expectations as well. Students who fail to meet these expectations will lose this privilege and have to find other venues to sell their animal.

Students and parents, please read the following expectations, carefully. Once you have read and understand them, please sign in the space provided. Students will also need to obtain signatures from the species advisors prior to starting a project in association with the Golden West FFA.

School District Activity Code

Academics

In order to emphasize the importance of academic achievement, the following constitute minimum requirements for student participation in student activities.

- A grade point average of "C" (2.0) with no more than one "F" during each grading period.
- Should an individual fall below the above requirement, a grading period (6 weeks) probationary period will be provided to allow the student to bring up his/her grades. If unsuccessful in bringing the grades up to the standard required, the student will not be eligible for participation in student activities during the next grading period (6 weeks) and until his/her grades meet the academic standards at the regular grade reporting period.
- Students must be passing in 20 units (usually 4 classes) to participate in athletics. *Note: Students enrolled as a teacher's aide count toward the 20 units but not in determining a student's GPA. Example: A student is enrolled in three academic classes such as English, History and Math. The student is also enrolled as a teacher's aide. His/her grades are a "C" in English, a "B" in History, an "A" in Math and a "Pass" as a teacher's aide. To figure the student's GPA, you would add the grade points (A=4, B=3, C=2) and divide by 3 classes since no grade points are assigned to a teacher's aide class. In this example, the student has 9 grade points to be divided by 3 classes, which equals a 3.0 GPA. Note that the student also has passed 4 classes, which are usually 20 units. When in any doubt, feel free to contact the Agriculture Instructor.*
- Students are not declared re-eligible or off probation until the Monday following the issuance and distribution of the computer printout to the Athletic Director.
- It is the responsibility of the student to check with their Counselor, Dean or Agriculture Instructor at the beginning of the fall semester if they feel that their summer school grades have affected their eligibility.
- Summer school grades may not necessarily improve eligibility. The following factors are to be considered:
 1. A summer class can replace a previously taken class only when the class is an exact duplicate. This could affect both the G.P.A. and the "no more than one F" rule.

2. A summer class will be added to the semester classes if it is not a duplicate. This would affect the G.P.A. but not the "no more than one F" rule.
3. Summer school proficiency classes do not count toward the G.P.A.

Suspension from Participation

Situations that involve administrative intervention in compliance with the Secondary School Discipline Guidelines will result in suspension from participation in extracurricular activities for a period up to ten (10) weeks. The student's advisor will be consulted in all incidents by the administrator directly involved. The advisor will then notify the student and parent of the suspension from participation.

Suspension from participation in extracurricular activities is in direct proportion to suspension from school --

- e.g.
- 1 day school suspension = 2 weeks suspension from extracurricular activity
 - 2 day school suspension = 4 weeks suspension from extracurricular activity
 - 3 day school suspension = 6 weeks suspension from extracurricular activity
 - 4 day school suspension = 8 weeks suspension from extracurricular activity
 - 5 day school suspension = 10 weeks suspension from extracurricular activity

Appeals

Appeals of a suspension from participation in extra-curricular events other than academics and attendance may be made by the student to the school site administration. School site administration decisions are final.

Agriculture Department Requirements

Academics & Involvement

In order to emphasize the importance of academic achievement, personal leadership and FFA participation the following constitute minimum requirements for student participation in FFA Fair Livestock Projects.

- Students must maintain a "B" or better in all Agriculture classes. This is not an average of all of the students classes.
- Students must attend 5 FFA Activities during the current year. 3 of these activities must be at the chapter level. These can include lunch meetings, social activities or banquets and dinners.

- Students must be in good standing with all current Agriculture Instructors. Students should not have excessive tardys or behavioral detentions from these instructors.

Receiving Fair Checks

- Students must have an up-to-date California recordbook to receive their fair check from the species advisor.
- All Fair Checks will be picked-up by the Species Advisor.
- Students must turn-in an original or copy of the Thank You letter or Gift to the species advisor prior to receiving their fair check.

Fair Conduct and Responsibilities

Again, exhibiting an animal at the TCF is a privilege, not a right. Student must follow basic rules/expectation, or else they may lose the privilege to show with GWHS FFA in the future. Also, all school rules apply to students while they are at the fairgrounds, regardless of time or day.

- Livestock must be maintained with a certain standard and quality for it to be eligible to show at the fair.
- Students (not parents) will also be responsible for barn-duty (out of school time) during the fair. Students (not parents) are responsible for feeding and caring for the animal during the fair.
- Students will be responsible for taking care of your school responsibilities during the fair. This includes homework and make-up work.
- Students must have the appropriate show uniform prior to the fair. It is the students responsibility to speak with the advisor to obtain jackets and/or scarf and tie.
- Students are expected to be on time for all activities at the fair. Your animal is your number one priority during that week. Other fair activities, such as, Junior Fair Board and Petting Farms, come after your FFA responsibilities are met.
- Students not excused by the Species Advisor, must be excused by a parent prior to missing school.
- Students must show their own animal in both the market and showmanship classes.

Livestock Code of Conduct

Students Name: _____

Students Address: _____

Students Home Phone: _____ Cell Phone: _____

Species: _____ Advisor: _____

I have read the above Livestock Code of Conduct and I understand the consequences of not following these expectations, before and during the raising of a livestock project. I also understand that I can be disqualified from the fair, even if my animal and I are already on the premises, due to inappropriate behavior.

Student Signature: _____ Date: _____

Parents Signature: _____ Date: _____

Parents Name (printed): _____

Parents Phone Number/s: _____

Species Advisors Signature: _____

Ag Teachers Signatures: _____

VUSD School Farm Use Agreement

The following is a list of rules and responsibilities that students must follow for a student to have access to and use the VUSD School Farm Facility. It is the responsibility of the Agricultural Teachers, School Farm Supervisor and School Farm Manager to monitor the conduct and behavior of all VUSD students utilizing the VUSD School Farm.

1. Students are responsible for the feeding care of livestock. This includes but is not limited to:
 - a. Fresh Water Supply
 - b. Proper Feed
 - c. Vaccination and Medication of Animals
 - d. Washing and Grooming of Animals
2. Pens and other facilities must be cleaned on a daily basis. This includes, but is not limited to:
 - a. The removal animal waste from the pen
 - b. Rinsing Concrete Pens
 - c. Raking Sheep and Cattle Pens
 - d. Cleaning-up spilled feed or hay
3. Tools and equipment belonging to the farm will be used properly and stored according to the Farm Managers request. This includes but is not limited to:
 - a. Dumping wheelbarrows after every use
 - b. Hanging tools on proper hooks
 - c. Rolling hoses in alley and in front of sheep pens
4. When animals are clipped or sheared it is the student's responsibility to clean-up hair and wool immediately and dump it in the trashcans or dumpsters.
5. Trashcans are for trash only. Manure and or old feed are not to be dumped in trashcans. This ruins the cans and makes it difficult to dump.
6. Pens and surrounding facilities must be cleaned the same day animals are removed from the premises.
7. Restrooms are a luxury provided to students using the farm. Students are expected to use the facilities correctly and report damages to the Farm Manager immediately.
8. Animals cannot be brought on site without the permission of the appropriate Agriculture Teacher and/or School Farm Manager or Supervisor.
9. Students are to feed during daylight hours only. This means from 6:00 AM to 9:00 PM. Student's onsite after 9:00 PM will be asked to leave.
10. Students are to store feed and equipment in the tack room provided to each school. Equipment left out will be confiscated or thrown away.
11. Alfalfa must be stored out of the weather and in an area out of the way of traffic and animals.

District and School Policies regarding student conduct, alcohol, tobacco and drug use as well as dress code are also in effect while students are on the VUSD School Farm premises.

Failure to following the above listed rules and responsibilities will result in the following consequences:

1. Warning from School Farm Manager and Advisor
2. Disciplinary Action from Individual School Administration
3. Suspension of Farm Use
4. Removal of Animals from the VUSD Farm

Please Read and Sign Below:

I have read the following School Farm Agreement and understand that failure to comply with the rules and responsibilities will result in disciplinary action and possible removal from the VUSD School Farm.

Students Name: _____ Date: _____

School Attended: _____ Phone #: _____

Species Raised: _____ Grade: _____

Students Signature: _____

Parents Signature: _____

Teachers Signature: _____

IX Proficiency Standards

Students will pass the proficiency standards for their respective program with a minimum at 60% efficiency.

75% of the students tested will pass the proficiency standards.

Ag Science I

Upon completion of this course the student will be able to:

1. Realize the broad scope of career opportunities in Agriculture.
2. Explain the purpose of the Supervised Occupational Experience Program.
3. Know and understand the use of Parliamentary Procedure.
4. Define the common terms used in the agricultural industry.

Ag Science II

Upon completion of this course the student will be able to:

1. List and explain the purpose and methods of branding, tatooing, and ear-tagging livestock.
2. Demonstrate the proper techniques and methods of dehorning, castrating, and docking livestock.
3. List the common practices in feeding all types of livestock.
4. Be able to describe the functions of the reproductive tracts of domestic farm animals.

Ag Science III

Upon completion of this course the student will be able to:

1. Identify the major crop production areas of California.
2. Define soil in terms of its components.
3. Explain the difference between two major types of tree pruning systems.
4. Explain why pruning is done.

Ag Science IV

Upon completion of this course the student will be able to:

1. Explain the concepts of a farm cooperative.
2. Draw up a will.
3. Demonstrate the use of the surveying equipment by finding the height of a point of unknown elevation.
4. Explain the proper methods of irrigation on any given crop.

O. H.

Upon completion of this course the student will be able to:

1. Demonstrate four methods of propagation.
2. Identify the principal tools, equipment, containers, and materials normally used in the growing of nursery stock.
3. Identify the basic morphology on plants.
4. Make simple arrangements, corsages, or planters.

Ag Mechanics I

Upon completion of this course the student will be able to:

1. Recognize and report hazardous safety situations.
2. Calculate and solve basic measurement problems.
3. Identify and weld basic weld joints.
4. The four common rope hitches.

Ag Mechanics II

Upon completion of this course the student will be able to:

1. Demonstrate their knowledge of shop safety as related to welding by testing and observation of the instructor.

2. Restring a wire feeder on a Mig machine.
3. Use support machines (iron worker, drill press, power saws) to fabricate the necessary parts.
4. Select the proper electrode for the job.

Ag. Mech. 3 and 4 (Jr. and Sr. Ag. Mech.)

1. At the completion of a unit in arc welding, 85% of the class will be able to correctly complete all position welds such as a. Flat, b. Butt, c. Lapp, d. Horizontal, e. Vertical, f. Pipe to Pipe, g. Overhead, h. Various fillets and pads.
2. At the completion of the oxy-acetylene welding unit, 80% of the class will be able to correctly complete a. Puddling, b. Outside fillets, c. Butt, d. Lapp, e. Brazing.
3. At the completion of planning and designing projects, 80% of the class will successfully design, plan and develop the necessary ideas to accurately estimate the cost of materials for various projects.
4. Each student in the class will be able to price out and order common stocks of lumber, metals, and welding supplies.

ADVANCED ENVIRONMENTAL HORTICULTURE

GOLDEN WEST HIGH SCHOOL

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor.

Plant Identification

Common name
Botanical name
Plant landscape uses

Plant Propagation

Seeds
Transplanting
Cuttings
Layerage
Budding and Grafting

Plant Maintenance

Nursery organization
Plant Fertilization
Pruning
Watering
Pest control

Nursery Stock Canning Operation

Soil mixes
Sterilization of soil and media
Planting and transplanting into containers

Landscape Design

Principles of design
Design Drafting
How to read blueprints
Design problems

Landscape Construction

Soil Conditioning
Installation of landscape plants

Irrigation Systems

Designing the system
System tools and parts
Installation

Floriculture

Tools, equipment and supplies
Corsage construction
Flower arrangements
Care of fresh flowers

Turf and Lawn Maintenance

Turf identification
Planting
Mowing
Fertilization
Irrigation

Marketing and Promotion

Marketing flowers and plants
Preparing plants for sales
Sales and customer relations

_____ Work Habits

_____ Attendance / Punctuality

Please look this proof over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TCOWE WILL NOT be responsible for errors.

☐ OK

☐ Changes as Indicated

Signature/Date

Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

R2 Teacher Information
Golden West HS, Visalia
Year: 2012

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Serafin	Courtney	L	Female	White	2	Agriculture Specialist	42747	2992	1134	0	N
Schultz	Emmett	F	Male	White	13	Agriculture Specialist	56100	3927	1134	1260	N
Slover	Sammi	L	Female	White	1	Agriculture Specialist	42747	2992	1134	0	N

Schultz, Emmett						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0820	Advanced Ag Mechanics (TCOVE)	20	Ag Mechanics	
1	2	0924	Advanced Ag Mechanics (TCOVE)	18	Ag Mechanics	
1	3	1031	Ag Mechanics II	15	Ag Mechanics	
1	4	1135	Prep	0	Prep	
1	5	0119	Intro to Ag Mechanics	21	Ag Mechanics	
1	6	0223	Intro to Ag Mechanics	21	Ag Mechanics	

Serafin, Courtney						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0820	Ag Biology	28	Ag Biology	
1	2	0924	Introduction to Environmental Horticulture	28	O.H./Floral	
1	3	1031	Introduction to Environmental Horticulture	17	O.H./Floral	
1	4	1135	Advanced Environmental Horticulture	28	O.H./Floral	
1	5	0119	Prep	0	Prep	
1	6	0223	Ag Biology	28	Ag Biology	

Slover, Sammi						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0820	Ag Earth Science	14	Other Ag	
1	2	0924	Prep	0	Prep	
1	3	1031	Animal Science	12	Animal Science	
1	4	1135	Ag Earth Science	28	Other Ag	
1	5	0119	Veterinary Science	13	Animal Science	
1	6	0223	Ag Earth Science	28	Other Ag	

Printed: 3/27/2013 11:09:07 AM

2012-2013 Advisory Committee Members

Ed Needham
Johnny Jameson
Tom Polich
Leslie Gardner
Chris Williams
Rick Hamilton
Jason Starr

Jason Starr
5978 Ave 184
Tulare, CA 93274

Johnny Jameson
34624 Rd 152
Visalia, CA 93292

Ag Advisory Meeting- November 29, 2012

Members in attendance: Johnny Jameson, Leslie Gardner, Tom Polich, Jason Starr, Emmett Schultz, Courtney Serafin, Sammi Slover

1. Department Reports-

a. Emmett mentioned the two-year ag mechanic expansion. Last year, the plasma cutter and computer were purchased. This year, the machine itself was purchased. Currently waiting for the configuration and set up to be finished. Should be completed by end of school year. Emmett feels that his welding in the program is going well. Sophomores on the ag mechanics team last year placed 4th at state finals in arc.

b. Courtney explained the changes in the OH unit and curriculum from last year to this year. Currently, the courses are focusing more on longevity items such as sprinklers, automatic timers, and integrated pest management. Compared to last year, this is a major improvement that will increase the productivity of this pathway.

c. Sammi told the group about her two new classes, animal science and pre-vet tech, and how she is trying to make them different from one another to keep interest in pathway completers. Currently has 50 broilers that will be processed in her animal science class during finals week.

2. Update on Barn-

Prop D money allowed our department to build a 30' x 60' barn to act as an extension of our classrooms. The barn was finished last year and the breeding ewes were lambd out in it.

Still Need: Lock from school district. This will allow us to lock the tack room so that we can install the box for the solar panels that will be mounted to the roof.

3. School Farm Report-

Polich's put together a school farm clean up day. 40' dumpster was brought in and filled with concrete pieces, weeds, and other items. New c-train brought in for additional storage.

4. Sheep Breeding Project-

8 new ewes were added to our school flock. 3 were purchased by the department and 5 were donated. Old ewes were culled due to upper respiratory diseases. New ewes will not be bred this first year to allow for full maturity before lambing out.

5. Sweetheart Dinner-

Date set for Friday, March 8 in the school gym. Leslie and Courtney will meet after January 1st to plan.

6. Plant Sale-

Dates set for Wednesday, May 8 through Saturday, May 11. Specialty items at this years sale will include succulent bowls and Golden West color bowls. Both bowls will be student made projects including the container. Black Velvet petunias will be used in the GW color bowls.

7. Program Pathways-

Ag Earth Science replaced Intro to Ag Science to allow freshmen to get their science credit. New Animal Science pathway currently has not articulation with COS because of COS's program closing. Looking for other colleges to articulate with. Idea behind pathway realignment is to increase number of program completers.

8. 5 Year Acquisition List-

Reviewed list and developed ideas as to where to obtain some items. Kaweah Rock for soil; CWA grant for soil sterilizer

9. Miscellaneous-

Discussed taking students during class to school farm. District allows for free travel however; short class periods limits the amount of trips we make to the school farm.

We are planning on having 10 American degree applicants this year. Discussed the process and going back to Louisville with these students.

Digital scale is getting fixed by Tom.

Asked advisory members to think of/spread the word about Sammi's maternity leave. Still looking for a long term sub for 6 weeks starting mid to late February.

ACCOUNT ANALYSIS REPORT - DETAIL

Date Range: 7/1/2012 through 4/2/2013

Account Range: 0450-00-00

Date	Source	Ref #	Description	Purpose	Beg Bal	Income	Expense	Transfers	Balance
Other Accounts									
Account: 0450-00-00 FFA				Advisor: SERAFIN					
			Beginning Balance						4,284.03
08/14/12	DP02-003	106	SERAFIN	REIM/FRUIT GROWERS		225.06			4,509.09
08/21/12	CC02-003	26004	NATIONAL FFA	OFFICER POLOS			69.72		4,439.37
08/21/12	CC02-003	26014	CA FFA	GREENHAND			440.00		3,999.37
				CONFERENCE REG					
08/30/12	CC02-005	26032	SERAFIN, COURTNEY	RE CATA			71.90		3,927.47
09/11/12	CC03-003	26053	JUMPIN JOLLIES	WATER SLIDES			320.00		3,607.47
09/11/12	CC03-003	26054	NATIONAL FFA	OPEN PO 12-13 NOT TO EXCEED			244.50		3,362.97
09/11/12	CC03-003	26054	NATIONAL FFA	OPEN PO 12-13 NOT TO EXCEED			10.00		3,352.97
09/11/12	CC03-003	26054	NATIONAL FFA	OPEN PO 12-13 NOT TO EXCEED			65.00		3,287.97
09/11/12	CC03-003	26061	SAVEMART DEPT./3348	OPEN PO 12-13 NOT TO EXCEED			247.62		3,040.35
09/11/12	CC03-003	26062	SEQUOIA FFA SECTION	COLC REGISTRATION			220.00		2,820.35
09/14/12	DP03-006	202	ZZ_FFA - 18232	Deposit:NATIONAL FFA		381.00			3,201.35
09/17/12	CC03-004	26082	BRITTANY OPPER	SWEETHEART SCHOLARSHIP			250.00		2,951.35
09/24/12	CC03-006	26097	SAVEMART DEPT./3348	OPEN PO 12-13 NOT TO EXCEED			294.09		2,657.26
09/24/12	CC03-006	26103	PACIFIC CREST EQUINE	VET BILL			165.88		2,491.38
09/24/12	CC03-006	26104	PETER ALVITRE	MARKET LAMB			106.40		2,384.98
09/24/12	CC03-006	26105	ROYALTEE DESIGNS	FFA SHIRTS INV#1169			1,306.04		1,078.94
09/24/12	CC03-006	26105	ROYALTEE DESIGNS	FFA SHIRTS			55.84		1,023.10
9/25/12	CC03-007	26109	HAYLEY YOUNG	FFA SCHOLARSHIP			500.00		523.10
9/25/12	CC03-007	26111	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			131.57		391.53
09/25/12	CC03-007	26111	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			141.73		249.80
09/25/12	TR03-001	105	SERIFIN	FOODMAXX 9/7				(14.72)	235.08
09/25/12	TR03-001	108	SERIFIN	WALMART 9/11				(21.72)	213.36
09/27/12	TR03-003	116	SERIFIN	WALMART 9/21				(59.53)	153.83
09/27/12	TR03-003	118	SERIFIN	WALMART 8/31				(178.70)	(24.87)
10/03/12	DP04-002	232	SERAFIN	MOVIE NITE		77.40			52.53
10/03/12	DP04-002	238	SERAFIN	HOME COMING		415.00			467.53
10/03/12	DP04-003	250	SERAFIN	DRIVE THRU BBQ		1,632.00			2,099.53
10/05/12	CC04-001	26133	NATIONAL FFA	OPEN PO 12-13 NOT TO EXCEED			152.00		1,947.53
10/05/12	CC04-001	26139	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			114.25		1,833.28
10/05/12	CC04-001	26139	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			469.94		1,363.34
10/05/12	CC04-001	26139	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			47.33		1,316.01
10/05/12	CC04-001	26150	COUNTRY FEED AND SEE	OPEN PO 12-13 NOT TO EXCEED			771.23		544.78
10/11/12	CC04-002	26157	CA FFA	MFE/ALA REGISTRATION			700.00		(155.22)
10/11/12	CC04-002	26161	SAN JOAQUIN REGIONAL F	STUDENT REGISTRATION			80.00		(235.22)
10/11/12	CC04-002	26169	SCHULTZ, EMMETT	REIM DRIVE THRU BBQ			408.68		(643.90)
10/16/12	DP04-006	310	ZZ_FFA - 18281	Dep:		1,250.00			606.10
10/16/12	DP04-007	315	SERAFIN	SHIRTS		269.00			875.10
10/17/12	CC04-004	26191	SAVEMART DEPT./3348	OPEN PO 12-13 NOT TO EXCEED			14.72		860.38
10/23/12	TR04-001	129	hunter	PAID OUT OF WRONG PO				294.09	1,154.47
10/23/12	TR04-001	136	SERIFIN	WALMART 9/27 HOME COMING				(12.18)	1,142.29

ACCOUNT ANALYSIS REPORT - DETAIL

Date Range: 7/1/2012 through 4/2/2013

Account Range: 0450-00-00

Date	Source	Ref #	Description	Purpose	Beg Bal	Income	Expense	Transfers	Balance
10/24/12	CC04-009	26226	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			239.59		902.70
10/24/12	CC04-009	26226	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			49.27		853.43
10/24/12	CC04-009	26226	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			60.25		793.18
10/29/12	DP04-013	337	ZZ_FFA - 18533	Dep:SHEEP SALE		111.50			904.68
11/05/12	CC05-001	26249	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			76.07		828.61
11/05/12	CC05-001	26249	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			23.41		805.20
11/05/12	CC05-001	26250	FELICIA BENITEZE	SHEEP SOLD			111.50		693.70
11/05/12	CC05-001	26253	SEQUOIA FFA SECTION	FFA DUES & JACKET			80.00		613.70
11/13/12	CC05-002	26287	SERAFIN, COURTNEY	REIM FOR CLEANING SUPPLIES			37.67		576.03
11/15/12	DP05-002	361	ZZ_FFA - 18564	Dep:TULARE FAIR AWARDS		300.00			876.03
11/15/12	DP05-002	361	ZZ_FFA - 18589	Dep:CHAPTER FUNDING		197.42			1,073.45
11/27/12	CC05-006	26305	VISALIA UNIFIED SCHOOL	10/17/12 INV#19111 FFA BBQ			60.00		1,013.45
11/29/12	CC05-007	26315	MURRAY McMURRAY HAT	OPEN PO 12-13 NOT TO EXCEED			11.90		1,001.55
11/29/12	CC05-007	26315	MURRAY McMURRAY HAT	OPEN PO 12-13 NOT TO EXCEED			143.12		858.43
11/29/12	CC05-007	26317	NATIONAL FFA	OPEN PO 12-13 NOT TO EXCEED			358.00		500.43
11/29/12	TR05-002	172	SERAFIN	WALMART 11/26				(103.48)	396.95
12/04/12	CC06-002	26338	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			446.76		(49.81)
12/07/12	CC06-005	26348	EXETER FFA	REG/CITRUS CONTEST 12/15			35.00		(84.81)
12/14/12	DP06-003	405	SERAFIN	FALL AWARDS BANQUET		190.00			105.19
12/18/12	CC06-009	26365	UC REGENTS	UC DAVIS FFA FIELD DAY			25.00		80.19
12/18/12	CC06-009	26366	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			38.55		41.64
12/18/12	CC06-009	26366	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			66.84		(25.20)
12/18/12	CC06-009	26366	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			148.06		(173.26)
12/18/12	CC06-009	26383	TOM OR THERESA POLIC	SHEEP EXPENSE			200.64		(373.90)
12/21/12	TR06-002	206	SERAFIN	WALMART 12/6				(46.77)	(420.67)
01/25/13	CC07-007	26417	FRESNO STATE FFA FIEL	REG#13383			45.00		(465.67)
01/31/13	CC07-008	26441	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			157.85		(623.52)
02/01/13	CC08-001	26447	MERCED COLLEGE	AG MECH & DAIRY REG			105.00		(728.52)
02/05/13	CC08-003	26460	OSCAR'S HAY	OPEN PO 12-13 NOT TO EXCEED			415.00		(1,143.52)
02/05/13	CC08-003	26460	OSCAR'S HAY	OPEN PO 12-13 NOT TO EXCEED			1,059.00		(2,202.52)
02/05/13	CC08-004	26462	SAN JOAQUIN REGIONAL F	SPRING REGISTRATION			70.00		(2,272.52)
02/06/13	DP08-003	462	ZZ_FFA - 18875	Dep:BBQ		3,455.00			1,182.48
02/06/13	DP08-003	462	ZZ_FFA - 18876	Dep:CHICKEN SALES		254.00			1,436.48
02/06/13	DP08-003	462	ZZ_FFA - 18878	Dep:FOOD FROM CITRUS		148.06			1,584.54
02/08/13	DP08-004	463	SERAFIN	STATE CONFERENCE		1,405.00			2,989.54
02/13/13	CC08-005	26468	COUNTRY FEED AND SEE	OPEN PO 12-13 NOT TO EXCEED			268.53		2,721.01
02/13/13	CC08-005	26476	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			60.65		2,660.36
02/22/13	DP08-011	512	ZZ_FFA - 18958	Dep:STATE CONFERENCE		150.00			2,810.36
02/22/13	DP08-011	524	SERAFIN	SWEET HEART DON		468.00			3,278.36

ACCOUNT ANALYSIS REPORT - DETAIL

Date Range: 7/1/2012 through 4/2/2013

Account Range: 0450-00-00

Date	Source	Ref #	Description	Purpose	Beg Bal	Income	Expense	Transfers	Balance
02/25/13	CC08-006	26493	ROYALTEE DESIGNS	FFA SWEATSHIRTS			357.23		2,921.13
02/25/13	CC08-006	26494	HOLIDAY INN EXPRESS	4/20-23#61248118			955.98		1,965.15
02/25/13	CC08-006	26495	CA ASSOCIATION FFA	4/20, ST CONF			1,810.00		155.15
02/25/13	CC08-006	26498	MODESTO JUNIOR COLL	REG FIELD DAY3/23			144.00		11.15
02/27/13	AD08-001	171	SERIFIN	repay 2/13 cash box, FSU AG ni		120.00			131.15
02/27/13	TR08-002	220	SERIFIN	WALMART 2/19				(60.47)	70.68
02/27/13	TR08-002	228	SERIFIN	FOODMAXX 2/7				(37.59)	33.09
02/27/13	TR08-002	229	SERIFIN	WALMART 1/29				(42.94)	(9.85)
02/28/13	DP08-012	530	ZZ_FFA - 19082	Dep:SWEET HEART TICKETS		190.00			180.15
03/04/13	AD09-001	172	serifin	repay 2/13 cash box, FSU AG ni		(120.00)			60.15
03/06/13	CC09-002	26526	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			159.42		(99.27)
03/06/13	CC09-002	26529	SAVEMART DEPT./3348	OPEN PO 12-13 NOT TO EXCEED			37.59		(136.86)
03/06/13	CC09-002	26529	SAVEMART DEPT./3348	OPEN PO 12-13 NOT TO EXCEED			23.55		(160.41)
03/07/13	DP09-001	540	ZZ_FFA - 19104	Dep:SWEET HEART TICKETS		752.50			592.09
03/07/13	DP09-001	540	ZZ_FFA - 19105	Dep:sweet heart donation		275.00			867.09
03/11/13	TR09-001	239	SERFIN	SAVEMART 3/5				(44.24)	822.85
03/14/13	CC09-005	26556	CA ASSOCIATION FFA	INV#12130985T			154.00		668.85
03/14/13	CC09-005	26557	REEDLEY COLLEG-AGNR C	14002 FIELD DAY4/13			115.00		553.85
03/14/13	CC09-005	26558	FRESNO STATE FFA FIEL	1416604/20 FIELD DAY			128.00		425.85
03/14/13	CC09-005	26568	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			154.90		270.95
3/14/13	CC09-005	26568	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			227.54		43.41
03/14/13	CC09-005	26568	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			10.58		32.83
03/15/13	DP09-003	568	SERAFIN	SWEET HEART TICKETS		213.00			245.83
03/15/13	DP09-003	569	SERAFIN	SWEET HEART DINNER		3,731.00			3,976.83
03/22/13	DP09-006	601	ZZ_FFA - 19291	Dep:DONATIONS		150.00			4,126.83
					4,284.03	16,239.94	16,068.89	(328.25)	4,126.83
Total Other Accounts					4,284.03	16,239.94	16,068.89	(328.25)	4,126.83

ACCOUNT ANALYSIS REPORT - DETAIL

Date Range: 7/1/2012 through 4/2/2013

Account Range: 0530-00-00

Date	Source	Ref #	Description	Purpose	Beg Bal	Income	Expense	Transfers	Balance
Other Accounts									
Account: 0530-00-00 HOME GROWERS CLUB				Advisor: SERAFIN					
			Beginning Balance						3,707.11
08/21/12	CC02-004	26025	TERRI SIGLEY	SCHOLARSHIP			250.00		3,457.11
09/17/12	CC03-004	26076	HIGH COUNTRY GARDENS	NATIVE PLANTS			516.30		2,940.81
09/17/12	CC03-004	26078	LUIS NURSERY	OPEN PO 12-13 NOT TO EXCEED			258.60		2,682.21
09/25/12	CC03-007	26110	FIRST STEP GREENHOUS	OPEN PO 12-13 NOT TO EXCEED			193.45		2,488.76
10/05/12	CC04-001	26137	LOWES VUSD 730-7537	OPEN PO 12-13 NOT TO EXCEED			204.52		2,284.24
10/05/12	CC04-001	26138	HOME DEPOT STORE #3	OPEN PO 12-13 NOT TO EXCEED			127.53		2,156.71
10/05/12	CC04-001	26143	FRESH CUT WHOLESale	OPEN PO 12-13 NOT TO EXCEED			21.98		2,134.73
10/11/12	CC04-002	26159	HIGH COUNTRY GARDENS	REMAINING BALANCE			62.69		2,072.04
10/24/12	CC04-009	26225	LUIS NURSERY	OPEN PO 12-13 NOT TO EXCEED			87.82		1,984.22
10/25/12	CC04-010	26230	VUSD WHITMORE	8/31 ORIENTAL TRADING POST			31.31		1,952.91
11/13/12	CC05-002	26268	LOWES VUSD 730-7537	OPEN PO 12-13 NOT TO EXCEED			110.54		1,842.37
11/13/12	CC05-002	26287	SERAFIN, COURTNEY	REIM 4 POTS WITH PIZZAZZ			107.78		1,734.59
11/15/12	DP05-002	360	ZZ_HOME GROWERS - 18	Dep:football planter		20.00			1,754.59
11/15/12	DP05-002	361	ZZ_HOME GROWERS - 18	Dep:TULARE FAIR PLOT		166.00			1,920.59
02/07/13	TR08-001	213	KYLE McDONALD	RIBBON DECORATION OF FLOWERS				17.13	1,937.72
02/13/13	CC08-005	26467	FIRST STEP GREENHOUS	OPEN PO 12-13 NOT TO EXCEED			45.65		1,892.07
02/13/13	CC08-005	26479	LUIS NURSERY	OPEN PO 12-13 NOT TO EXCEED			12.96		1,879.11
02/25/13	CC08-006	26483	LOWES VUSD 730-7537	OPEN PO 12-13 NOT TO EXCEED			63.28		1,815.83
02/25/13	CC08-006	26508	FRESH CUT WHOLESale	OPEN PO 12-13 NOT TO EXCEED			135.50		1,680.33
02/27/13	TR08-002	226	MEYERS	SENIOR BOUQUETS 2/14				18.00	1,698.33
02/28/13	DP08-012	530	ZZ_HOME GROWERS - 19	Dep:PLUG TRAYS		45.65			1,743.98
03/06/13	CC09-001	26524	LUIS NURSERY	OPEN PO 12-13 NOT TO EXCEED			86.40		1,657.58
03/06/13	CC09-001	26524	LUIS NURSERY	OPEN PO 12-13 NOT TO EXCEED			92.88		1,564.70
03/06/13	CC09-002	26531	FRESH CUT WHOLESale	OPEN PO 12-13 NOT TO EXCEED			51.00		1,513.70
03/07/13	DP09-001	540	ZZ_HOME GROWERS - 19	Dep:floral centerpieces		95.00			1,608.70
03/11/13	TR09-001	238	SERFIN	WALMART 3/5				(61.00)	1,547.70
03/11/13	TR09-001	240	TOM BUCKLEY	FLOWERS FOR CHEER & SINGER				60.00	1,607.70
03/22/13	DP09-006	601	ZZ_HOME GROWERS - 19	Dep:pots w/pizzazz		20.00			1,627.70
					3,707.11	346.65	2,460.19	34.13	1,627.70
Total Other Accounts					3,707.11	346.65	2,460.19	34.13	1,627.70

Golden West HS - Site 636-GO

FROM 07/01/2012 TO 06/30/2013

FUND :010 GENERAL FUND
 RESOURCE:70100 AGRICULTURAL VOCATIONAL EDUCAT

SITE :636 GOLDEN WEST HIGH SCHOOL
 GOAL :38000 VOCATIONAL EDUCATION

Fnd Res	PY Goal	Func	Obj	Si	Ty	Mgr	TYPE WORKING BUDGET	EXPENDED/RECEIVED CURRENT YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
4300.0		MATERIALS AND SUPPLIES										
010-70100-0-38000-10000-43000-636-0000-125							NONE					
							8,558.00	4,377.60	51.1	4,181.04	0.64-	.0
TOTAL: 4300.0							8,558.00	4,377.60	51.1	4,181.04	0.64-	.0
4400.0		NON-CAPITALIZED EQUIPMENT										
010-70100-0-38000-10000-44000-636-0000-125							NONE					
							2,225.00	0.00	.0	0.00	2,225.00	100.0
TOTAL: 4400.0							2,225.00	0.00	.0	0.00	2,225.00	100.0
TOTAL: 4xxx							10,783.00	4,377.60	40.5	4,181.04	2,224.36	20.6
5200.0		TRAVEL AND CONFERENCES										
010-70100-0-38000-10000-52000-636-0000-125							NONE					
							4,942.00	1,038.16	21.0	51.08	3,852.76	77.9
TOTAL: 5200.0							4,942.00	1,038.16	21.0	51.08	3,852.76	77.9
5600.0		RENTALS, LEASES AND REPAIRS										
010-70100-0-38000-10000-56000-636-0000-125							NONE					
							3,000.00	423.72	14.1	0.00	2,576.28	85.8
TOTAL: 5600.0							3,000.00	423.72	14.1	0.00	2,576.28	85.8
5800.0		PROFESSIONAL/CONSULTING SERVIC										
010-70100-0-38000-10000-58000-636-0000-125							NONE					
							58.00	0.00	.0	57.74	0.26	.4
TOTAL: 5800.0							58.00	0.00	.0	57.74	0.26	.4
TOTAL: 5xxx							8,000.00	1,461.88	18.2	108.82	6,429.30	80.3
TOTAL: 1xxx - 5xxx							18,783.00	5,839.48	31.0	4,289.86	8,653.66	46.0

Golden West HS - Site 636-GO

FROM 07/01/2012 TO 06/30/2013

FUND :010
RESOURCE:35506GENERAL FUND
AGRICULTURE-CARL PERKINSSITE :636
GOAL :38000GOLDEN WEST HIGH SCHOOL
VOCATIONAL EDUCATION

Fnd Res	PY Goal	Func	Obj	Si	Ty	Mgr	TYPE WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%

1100.2		SUBSTITUTE TEACHERS											
010-35506-0-38000-10000-11002-636-0053-125							SUB SAL						
							244.00	0.00	0.00	.0	122.00	122.00	50.0
TOTAL: 1100.2							244.00	0.00	0.00	.0	122.00	122.00	50.0
TOTAL: 1xxx							244.00	0.00	0.00	.0	122.00	122.00	50.0
4300.0		MATERIALS AND SUPPLIES											
010-35506-0-38000-10000-43000-636-0000-125							NONE						
							1,738.00	1,737.50	1,737.50	99.9	0.00	0.50	.0
TOTAL: 4300.0							1,738.00	1,737.50	1,737.50	99.9	0.00	0.50	.0
TOTAL: 4xxx							1,738.00	1,737.50	1,737.50	99.9	0.00	0.50	.0
TOTAL: 1xxx - 5xxx							1,982.00	1,737.50	1,737.50	87.6	122.00	122.50	6.1
6400.0		EQUIPMENT											
010-35506-0-38000-10000-64000-636-0000-125							NONE						
							13,383.00	13,382.78	13,382.78	99.9	0.00	0.22	.0
TOTAL: 6400.0							13,383.00	13,382.78	13,382.78	99.9	0.00	0.22	.0
TOTAL: 6xxx							13,383.00	13,382.78	13,382.78	99.9	0.00	0.22	.0
TOTAL: 1xxx - 6xxx							15,365.00	15,120.28	15,120.28	98.4	122.00	122.72	.7

Golden West HS - Site 636-GO

FROM 07/01/2012 TO 06/30/2013

FUND :010 GENERAL FUND
RESOURCE:11000 STATE LOTTERYSITE :636 GOLDEN WEST HIGH SCHOOL
GOAL :11302 AGRICULTURE

Fnd Res	PY Goal	Func	Obj	Si	Ty	Mgr	TYPE WORKING BUDGET	EXPENDED/RECEIVED		%	ENCUMBERED	UNENCUMBERED BALANCE	%
								CURRENT	YEAR TO DATE				

4300.0		MATERIALS AND SUPPLIES											
010-11000-0-11302-10000-43000-636-0000-006							NONE						
							960.00	955.48	955.48	99.5	0.00	4.52	.4
TOTAL: 4300.0							960.00	955.48	955.48	99.5	0.00	4.52	.4
TOTAL: 4xxx							960.00	955.48	955.48	99.5	0.00	4.52	.4
TOTAL: 1xxx - 5xxx							960.00	955.48	955.48	99.5	0.00	4.52	.4

Golden West HS - Site 636-GO

FROM 07/01/2012 TO 06/30/2013

FUND :010 GENERAL FUND
RESOURCE:11000 STATE LOTTERYSITE :636 GOLDEN WEST HIGH SCHOOL
GOAL :11303 AGRICULTURE SCIENCE

Fnd Res	PY	Goal	Func	Obj	Si	Ty	Mgr	TYPE	EXPENDED/RECEIVED			UNENCUMBERED			
WORKING BUDGET									CURRENT	YEAR TO DATE	%	ENCUMBERED	BALANCE	%	

1100.2	SUBSTITUTE TEACHERS														
010-11000-0-11303-10000-11002-636-0053-006	SUB SAL								2,013.00	2,074.00	2,074.00	100.0	0.00	61.00-	.0
TOTAL: 1100.2									2,013.00	2,074.00	2,074.00	100.0	0.00	61.00-	.0
TOTAL: 1xxx									2,013.00	2,074.00	2,074.00	100.0	0.00	61.00-	.0
TOTAL: 1xxx - 5xxx									2,013.00	2,074.00	2,074.00	100.0	0.00	61.00-	.0

Articulation

Currently there are no articulation agreements with community colleges or universities. The last record of an articulation agreement was from 2003 for Ornamental Horticulture and the College of the Sequoias. One of my goals for the 2013-2014 school year is to gain this articulation once again. We looked into articulating our Pre-Vet science class but the closest college to articulate with would be one located in Southern California.

Graduate Follow-Up Survey

We currently do not have a formal graduate survey. We call, text, or email our recent graduates or ask current members that may know a recent graduate what they are doing currently. While this provides us with information needed to complete the graduate portion of our R-2, it does not give us feedback as to the value of our agriculture program or how we can improve it. Currently, Emmett, Sammi and I are working on developing an online survey that we can email out to recent graduates that will give us the information needed for the R-2 but also provide feedback to our department.

S. Active Placement Sites

We are working with our current Agriculture Advisory Committee on creating a list of active placement sites and will update this section upon completion of the list.

Recruitment Program

Our Agriculture Department participates in four specific recruitment activities during the course of the school year. The four events are: Valley Oak lunch visits, 8th Grade walk thru, 8th Grade parent night, and our Annual Petting Farm.

Valley Oak Lunches

The Valley Oak lunch visits stemmed from an idea at our officer retreat in July and were extremely successful. We set up four visits to promote four specific areas: FFA, Ag Mechanics, Animal Science and Plant Science. On December 5, we made our first visit to Valley Oak Middle School and promoted our FFA chapter. Our members wore their FFA t-shirts and we brought along our scrapbook, trophies and FFA banner. We handed out postcard flyers and played a few icebreakers with interested students. On December 18, we went back to Valley Oak and focused on our Ag Mechanics pathway. Emmett had some of his Intro to Ag Mechanics students attend the visit and student projects were brought along as displays. We had interested students sign up and write down their student identification number so that we could give that to our counseling staff. We continued our visits on January 15 and January 24 with our emphasis on our Animal Science and Plant Science pathways respectively. At the Animal Science lunch visit we were able to coordinate with their annual Kiss A Pig event and bring a pig as well as a goat. At the plant science visit, current freshmen in Intro to OH recruited potential 8th graders for the program. The Principal at Valley Oak was so impressed with our visits that they have already asked us back for next year.

8th Grade Walk Thru

Every year, prior to ninth grade registration, 8th graders from the local feeder schools visit Golden West and are given a tour of campus by our Link Leaders. On this day, departments are encouraged to set up a display table for the groups. We not only set up a table display outside the department, we also have live animals and current freshmen students out there. The animals are a great way to get students interested.

8th Grade Parent Night

In conjunction with the 8th grade walk thru, we also hold an 8th grade parent night. All incoming freshmen parents and guardians are invited to the Main Gym at Golden West where they have the opportunity to meet Administrators, counselors and clubs and organizations on campus. We set up a display table at this event and are on site to answer any questions the parents may have about the program.

Annual Petting Farm

With the completion of our onsite barn in 2011, we held our first ever petting farm last spring. Our second annual petting farm is scheduled for May 2, 2013. The purpose of the petting farm is to ignite interest in agriculture and in our program at an early age. Local first and second graders from our feeder schools are invited to our OH unit and are rotated through various livestock and planting stations. This is a huge hit with the local schools and a lot of teachers are using this as their field trip for the year since it is local, free and very hands-on.

Become a Golden West FFA Member!!

Sign up for Ag Earth Science or Ag
Mechanics I today!

Golden West FFA
The Ag Way or The Highway!

<http://www.facebook.com/goldenwestffa>

GET INVOLVED!!!
FFA Activities include
monthly meetings,
raising animals,
traveling and more!

Golden West FFA
The Ag Way or The Highway!

<http://www.facebook.com/goldenwestffa>

GET INVOLVED!!!
FFA Activities include
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traveling and more!

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The Ag Way or The Highway!

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The Ag Way or The Highway!

<http://www.facebook.com/goldenwestffa>

GET INVOLVED!!!
FFA Activities include
monthly meetings,
raising animals,
traveling and more!

Contact the Department:

Emmett Schultz, Department Head
(Ag Mechanics, Steer Advisor, Ag Mechanics CDE)
Courtney Serafin, Agriculture Teacher
(Horticulture, Swine Advisor, Dairy Products CDE)
Sammi Slover, Agriculture Teacher
(Animal Science, Sheep Advisor,
Specialty Animal CDE)

Emails:

eschultz@vusd.org
cserafin@vusd.org
sslover@vusd.org

2012-2013 Golden West FFA Events

July 23-25	Officer Retreat
August 9	Officer & Parent Potluck
August 20	T-shirt Design Contest
August 29	Welcome Back BBQ
September 5	Farm Fair
September 7	GW FFA T-shirts in
September 10-16	Tulare County Fair
September 17	Scrapbook Meeting
September 19	Record book Meeting
September 26	Fall Movie Night (6 PM)
September 27	Time Out Pizza Section Event
September 29	Drive Thru BBQ (6-8)
October 1	Scrapbook Meeting
October 1	Strathmore O/C Contest
October 3	Record book Meeting
October 5-6	COLC- Scicon
October 10	Sequoia Sectional O/C
October 11	Valley Oak Lunch
October 17	Record book Meeting
	Section Corn Maze Event
October 31	Halloween Meeting
November 5	Scrapbook Meeting
November 7	Record book Meeting
November 8	Greenhand Conference
November 14	Turkey Bowling
November 17	San Joaquin Regional FFA Meeting (8:30 AM)
November 28	Fall Awards Banquet
December 5	Record book Meeting
December 5	Valley Oak Lunch
December 11	Section Christmas Tree Decorating (5-7)
December 12	Winter Wonderland FFA Meeting
December 15	Exeter Citrus Contest
December 17	Scrapbook Meeting
December 21	Officer Potluck
January 8	Mid-year Officer Retreat

Golden West High School Agriculture Department

The Ag Way or The Highway!

**1717 N. McAuliff Street
Visalia, CA 93292**

(559) 735-8087

LEADERSHIP THROUGH FFA!

Western Week

Tulare Fair

Judging Competitions

Pathways:

Animal Science-
Agriculture Earth Science
Agriculture Biology
Animal Science
Pre-Vet Tech

Horticulture-
Agriculture Earth Science
Agriculture Biology
Introduction to Environmental Hort.
Advanced Environmental Hort.

Ag Mechanics-
Intro to Ag Mechanics
Ag Mechanics 2
TCOVE Ag Mechanics (11th & 12th)

It all starts in the
CLASSROOM!

10% of a student's grade in an ag class
comes from FFA participation. Another 10%
comes from an SAE project.

Work Experience-
gain experience
working in the field of
agriculture

SAE...

What's in it

for you?

Enterprise Project-
Applying knowledge of
agriculture by taking
ownership of your own
project

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year

2012-2013

School _____

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES						
	Sammi Slover	Emmett Schultz	Courtney Serafin				
Fall Region Meeting	X	X	X				
Region In-service Day	X		X				
Spring Region Meeting	X	X	X				
Section In-service*	X	X	X				
Section In-service*	X	X	X				
Section In-service*	X	X	X				
Section In-service*	X	X	X				
Summer Conference	X	X	X				
University AgEd Skills Week	X		X				
Professional Development **	X	X	X				

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional

1 New Professionals Institute

2 Sectional Record Book Scoring

3 School Wide Monthly Staff Meetings

4 Sectional Interviews Host

Officer Agenda 8/28

Officer Binders

Commitment/Communication

Welcome Back BBQ —

Valley Oak Lunches —

checking today

Petting Zoo

May 2 —

T-Shirt Design —

8 — 8:15

Elbow Creek — Hattie — 9:15 — 10:00
Mineral King — Ashlee — 10:45 — 11:15
Ivanhoe — Mary — 10:00 — 10:45
Four creeks — Court — 11:30 — 12:15
Golden Oak — Audra — 8:30 — 9:15

opening/closing

Wednesday — officer mtg.

Officer Meeting Agenda

Club Day:

T-Shirt Design Contest:

8:15 AM Wednesday -

Welcome Back BBQ:

~~Bulletin~~ - ~~Nick's Pig~~

Relay for life:

Happy Trails:

work day / community service

Blind babies:

10 ppl - Oct 20 or 27

Gropetti BBQ:

Sunday, Oct 7

Sectional Activities:

*

*

Petting Farm Dates:

Valley Oak lunches:

Homecoming:

Caulery, Courtney, Audra,
Ashlee

Binder:

Bills:

Officer Agenda

Sectional Meeting

Trail Blazer Tickets

Blind Babies

OCT 20

11AM Rowley Dairy

Valley oak Lunches

12:53 - 1:28

Display table
Ice breaker - 2x's

Make a Difference day

Halloween Meeting

Gropetti BBQ → New Horizons

Officer Agenda

Sectional Opening and closing @ el-d 5:00 pm

Valley Oak Lunches ~~October 11th~~

Blind babies

FFA
Thurs
Oct 22 ~~23~~ ~~24~~ (25)
Dec 5 - Ag Mech
Jan 22 ^{Ag plant sci} or 29 ^{Plant sci}
~~NO March dates~~

Make a difference day

- October 27th
- 8:00 – 12:00
- School farm

Halloween Meeting October 31 @ 6:00

Brody - V.P.
Pam - Sentinel

Lights - Court

Pumpkin
Costume
Mummy
Bobbing for apples
Pie throwing

Officer Agenda:

COLC:

Gropetti BBQ:

8-10

12-2

10-12

2-~~B~~

@ least 8 per shift

Valley oak Lunch: October 11th

Avdra - (11)

Blind babies: October 20 or 27th

Carley -

Halloween Meeting: October 31st @ 6:00

Officer Agenda:

Movie night: Carlen & Audra Shopping afterschool

soda - 70
Candy

Homecoming Booth:

Sign - Audra

Shopping - Carlen & Pratt

Drive through BBQ:

Saturday -

Opening and closing:

~~Oct 10~~ Oct 10

Gropetti BBQ:

Oct 7

Lunch sign ups:

Oct 2 - teachers

Officer Agenda:

Court - shopping
on Tues. 8

Turkey Bowling: S & F

Tarp -
Soap

2 turkeys
2 chickens

signs -
tomorrow

~~hot chocolate~~
packets

~~foam cups~~

prizes

gift card \$20 > Audra
target

Regional Meeting:

Hattie -

Sadie

Caulery - Pam Stage

Brody - Madison Turner

Ashlee - Ricci Padilla

Kacey - Matt & Chris Hash

Mary Akin - court

Nick Geymore - Brody

Zack Bixler -

Fall Awards Banquet:

slideshow - Audra & court

Tickets - Audra

* Awards - Teachers

Bills to be paid:

* Script - Ms. Serafin

sign - tomorrow

Greenhand & chapter
degree get free
ticket

invites & tickets -

Hamilton,

Buckley,

Johnson, etc.
Cubano, etc.
Davis

Officer Agenda:

Turkey Bowling:

water in soda bottles
5 PM here

Regional Meeting:

Fall Awards:

Decorations -

Placemats

leaves w/girter

- ☐ Bulletin announcement
- ☐ tickets - Wednesday
- ☐ Gript
- ☐ Awards
 - greenhand degree
 - chapter degree
- ☐ FFA order - fair things

Officer Agenda:

t-shirt -
petty cash

Fall Awards Banquet:

Kacey - PA system
speaker
laptop
projector

Banking Quiz:

Thurs. Dec 6 @ 4PM

Hattie Jamison
Sam Rachael
Courtney
Jordan

Winter wonderland:

Bags - Court & Audia

Sign - Ashlee

Court's
dad

Ashlee's
mom

Drivers - Kacey Selger mom's,
Ash truck & van, Hattie's
mom

Officer Pot Luck:

Ugly sweater contest - Starbucks
gift card
\$10

Programs

Set up @ 3:30

Food

Napkins
Coffee
Creamer
Condiments
Salad dressing

Salad
Beans

Burgers
Cheese
Tomatoes

Lettuce
Sheet cake

Dinner & dessert
plates

Scale - still broke :)

Hot cocoa, desserts

* Need
Subman

Officer Agenda:

10

Winter Wonderland Party:

☐ email Tom about suburb tomorrow

☐ Bring Elf

Citrus Contest:

☐ email Parker log-in

Officer Potluck:

Courtney's Casa

Mid Year Retreat:

Officer Agenda:

Valley Oak Lunch:

post cards
Ag Mech sign up

Banking Quiz:

Winter Wonderland Party:

Flyer-
Ashlee

Bags by tomorrow
Flyers for bags

Drivers: Carley - Starbucks
Debbie, Jake, Robyn, Hattie

Officer Pot Luck:

Friday, Dec 21

Jameson's or Russell's

Court - dessert

Hattie - Pasta

Kacey - salad

Audra - Rolls

Brody & Ashlee - Rice

Carley - drinks

Mid Year Retreat:

Jan 8 -

7 AM

Movie: Elf & Polar Express

Hot COCOA -

Desserts -

Carley - Cookies - choc. chip

Ashlee - Brownies

Audra - Muddle Buddies

Hattie - Rice Krispie

Court - PB Bars

Kacey - Cookies -

Brody - Cookies - sugar

☒ Call Donetta @ CP about Conference

CFFA Workshop?

Ice Time

Activity sheets

Revisit goals

Calendar

Officer Agenda:
Valley Oak Lunch: Plant Science
Department Brochures

Scavenger Hunt:

Location & item clues due Friday
Mon. 2nd. w/ Ms. Slover

Kiss a Cow: yes

?

Admin.
Performing
Art
Science

Ind. Tech
PE

English?
Math?

Beans
Fritos
cheese
Punch
Frito trays
candy

Basketball Game:

Feb. 13 @ 6 PM

\$15-

State Conference:

MFE / ALA Conference packet

Officer Meeting:

Scavenger Hunt: 4:45 PM < Agenda? print out clues < attach to cardstock

Kiss A Cow: Valley SPCA <

Teacher Appreciation breakfast:

MFE/ALA: MFE
ALA

Sweetheart dinner:

Thurs of farm show -
official dress
5:30AM

Officer polos: ✓

Bills:

OB

Awards Banquet - Audra

W.W. - Kacey

Officer Potluck - Carley

Citrus judging - Sadie

Valley Oak - Kristin?

Officer retreat - ~~Madison~~ Brady

Creed & job interview - Coral?

Secretary's report
treasurer's report

NB

~~Chattanooga~~

Fresno Bball Game -
Cody

KISS A. COW - Hattie

MFE/ALA - Ricci/Pam

Teacher App - Court

Reg. Mtg - Ms. Seraphin

Darling Prod - me! 😊

Officer Agenda:

Scavenger Hunt:

Teacher appreciation breakfast:

6 AM - Thurs Feb 21

Valley Oak Lunches:

Animal: 22 → Goat, sheep, chicken
Plant: 29 → Jars, sign up sheet,
Candy,
Plants, bug wall,

Kiss A Cow:

Crayons, Football helmets, sign up sheet
& Candy.
Brady - English
Audra - Science
Math - Court
GS - Hattie
Admin - Kacey
Foreign - Ashlee
Industrial -
Art class - Audra

Speaking Contests:

Business - Carley
Vis/per - Kacey
PE - Ashlee

Lunches:

Teachers - chips & drink

bills: Oscar's hay - \$415 -
\$1059 -

Fresno State -
\$145 -

Jars - Eng, Science, Math, GS, Business, Admin, Ag,
Foreign, Industrial, Visual/Perform, DE Art

Golden West FFA Officer Meeting Minutes

Date: 1-30-13 Called to order @ 12:45 by Hattie

Reimbursements/Bills to be paid include: Merced College Farm \$105 (Ag mech / Dairy contest)
FSU Ag Night \$120 (tickets)

Approved by Brody Williams Seconded by Kacey Seeger

Review of Past Event(s):

Upcoming Events:

Scavenger Hunt @ 6PM
Kiss A Cow- Feb. 1-14 Jars out @ Lunch Kiss Feb. 15
Teacher breakfast- Feb. 21

Miscellaneous:

Meeting adjourned @ 1:15 by Carley Pratt

Respectfully Submitted,

Ashlee Williams
Ashlee Williams, Secretary

Ms. Serafin
Ms. Serafin, Advisor

Officer Agenda:

Kiss a Cow Reminder:

Teacher ^{Appreciation} ~~Appetizer~~ breakfast:

Burners -

teacher invite -

By next Friday

Sign VPS - Thurs. 14
4 for each teacher

Taco Truck Meeting: thursday - Mr. Schultz *

Meeting next week - Wednesday @ lunch

Regional FFA meeting - 7 going - next officer meeting

Sweetheart Dinner

Officer Agenda:

Teacher Appreciation Breakfast: 6AM in polos

Practice omelets @ lunch - weds.

time > Regional Meeting: **THIS** Saturday!! 23rd
scrapbook - pictures & info

< Carley
Hattie

Ricci
Pam
Mandy
Coral
Erika
Sadie

Taco Truck: February 27th @ 6:00

Punch -
tables & chairs

Sign - by Friday

Western Week: March 4th - 8th

Sign ups -
activities -

Sweet Heart Dinner: March 8th 6:00 pm

Donations -

☐ Press release

☐ teachers - lunch next Tues.

☐ set up interviews & test times

DB

NB

Reg. mtg -

teacher app - KC

Kiss a cow - car

Scavenger hunt - flash

Citrus - Sadie

MFE/ALA - Padilla / Stage

Glow in Dodge - Brody

FSU Ag Nite - Cassidy M

Farm show - Ruben

BIG - Coral, Sadie, Veronica

Leadership - Curt

Scrapbook - Audra

WW - Ashlee

Sweet - Carley

Judging teams - Kaci

Reg. speaking con -

Scrapin

Set up as
soon as
possible

POLOS

Mon - BBA mtg
Tues - tire roll
Wed - water truck
Thurs - obstacle
Fri - tug-o-war

□ crown & tiana
□ BIDS
□ script?

Officer Agenda:

Taco Truck meeting:

scavenger

⋮

Western Week:

posters:

6th period tomorrow

BBD: Shopping - me FRIDAY w/Hattie

Tire: Cauley & COURT set up during 4th

water truck: Cauley - Mr. Schultz - Joe Russell

Obstacle Course: Kacey, Brody & Hattie -

Sweetheart Dinner:

Tug-o-war: Ashlee & Audia -

ski runs,
rope a dummy,
Bed race

Chicken Bingo - plants for
give away

Board

Bingo squares

★ Officer Time:

\$2/sq.

50-50

♥
DONATIONS:

Baskets

Officer Meeting:

Sweetheart dinner: pros & cons

\$4,595.00

PRO

nice decor
auction laid out well
good variety of items
script

CONS

- not a lot of paper
- Doors open @ 6
- Dinner @ 6:30 PM
- Practice Script

on ticket

~~Valley Oak lunches: Plant science October 1st~~

Blind Babies: Saturday 16th 2013 @ Rowley ranch

11-2:30 PM

*make sign up sheet

Golden West FFA Officer Meeting Minutes

Date: 3.19.13 Called to order @ 12:40 by Carley Pratt

Reimbursements/Bills to be paid include: Agri Valley Irrigation \$160.65 (sprinkler parts)
Home Growers #530

Approved by Carley Seconded by Courtney

Review of Past Event(s):

April meeting April 24 - mud volleyball in OH unit
teams of six, nets - Audra & Courtney

volleyballs - advigors

Kacey - disc field on Monday

Upcoming Events:

Taco Truck Mtg. @ WPM Students get 1 free taco

Western Week March 4-8
Mon: BBQ @ lunch Thurs: Obstacle Course
Tues: Tire Roll Fri: Tug-O-War
Wed: Water Truck

Sweetheart Dinner March 8 @ WPM in Mini Gym \$10 a ticket

Miscellaneous: _____

Meeting adjourned @ 1:05 by Carley Pratt

Respectfully Submitted,

Ashlee Williams

Ashlee Williams, Secretary

Ms. Serafin, Advisor

Mr. Schultz (AG Office)

T	1	840148	EP4000 MINOLTA	MINOLTA	\$ 5,000.00								
T	1	855901	LEARN BIG LCD PROJECTOR	PROJECTOR/MULTIMEDIA	\$ 569.00								
T	1	858913	MITRE BANDSAW-SHULTZ	MITER SAW	\$ 3,486.91	12511							

Mrs. Slover

T	4	827496	MOWER, LAWN; HONDA	MOWER	\$ 600.00	GJAB-7338492							
T	4	827798	CART; NURSERY CART	NURSERY CART	\$ 522.00								
T	4	836632	GATEWAY	GATEWAY	\$ 1,408.00	20801414							
T	4	840126	TOSHIBA SV2	PROJECTOR/MULTIMEDIA	\$ 2,530.00	1SAALN22390096							
T	4	841345	LAPTOP	GATEWAY	\$ 1,967.00	28504026							
T	4	843166	FLORAL 7 X 10	REFRIG/FLORAL	\$ 4,987.00								
T	4	843762	QUICK ATTACH	FRONT LOADER	\$ 3,861.00								
T	4	843763	60" ROTARY	TILLER	\$ 2,032.00								
T	4	846678	50 GL./GEARMORE	SPRAYER	\$ 1,344.00	15626							
T	4	849038	M465-E NOTEBOOK	GATEWAY	\$ 2,471.00								
T	4	855900	LEARN BIG LCD PROJECTOR	PROJECTOR/MULTIMEDIA	\$ 569.00								

[illegible]

T	13	171122	TABLE SAW, 10" ROCKWELL	TABLE SAW	\$ 2,253.00						
T	13	171126	LINCOLN ARC WELDER D-1143	WELDER	\$ 638.00						
T	13	171114	LINCOLN ARC WELDER	WELDER	\$ 808.00						
T	13	171133	BENDER, ENERPAC D-1151	BENDER	\$ 806.00						
T	13	171120	SAW, RADIAL, ROCKWELL 14"; WIT	SAW	\$ 1,270.00						
T	13	171095	SCOTCHMAN IRONWORKER D-1140	IRONWORKER	\$ 4,155.00						
T	13	171113	LINCOLN ARC WELDER	WELDER	\$ 808.00						
T	13	171091	SHEAR COMB ANGLE IRON NOTCHER	SHEAR	\$ 895.00						
T	13	171119	SANDER, DISC, 12" ROCKWELL	SANDER	\$ 975.00						
T	13	171130	LINCOLN ARC WELDER D-1147	WELDER	\$ 638.00						
T	13	171088	GRINDER, DBL BALDOR D-0831	GRINDER	\$ 928.00						
T	13	171131	LINCOLN ARC WELDER D-1148	WELDER	\$ 638.00						
T	13	10706	BENCH, WORK; 2 1/4" X 24" X 14	WORKBENCH	\$ 2,444.00	RF4812L					
T	13	171124	HOIST 2 TON W/ROLLER TROLLY;	CRANE/HOIST/LIFT	\$ 828.00	2330AU					
T	13	171127	LINCOLN ARC WELDER D-1144	WELDER	\$ 638.00						
T	13	171102	WILTON 15" DRILL PRESS	DRILL PRESS	\$ 981.00						
T	13	171128	LINCOLN ARC WELDER D-1145	WELDER	\$ 638.00						
T	13	171101	WILTON 15" DRILL PRESS	DRILL PRESS	\$ 981.00						
T	13	171129	LINCOLN ARC WELDER D-1146	WELDER	\$ 638.00						
T	13	172176	MILLERMATIC ARC WELDER	WELDER	\$ 1,253.00						
T	13	171094	TAPER SET/MORRIS	MISC. EQUIPMENT	\$ 596.00						
T	13	171125	LINCOLD ARC WELDER D-1142	WELDER	\$ 638.00						
T	13	13029	BENDER, HOSSFELD	BENDER	\$ 1,000.00						
T	13	171112	LINCOLN ARC WELDER	WELDER	\$ 808.00						
T	13	171105	MILLER SPOT WELDER D-838	WELDER	\$ 1,385.00						
T	13	816513	MILLERMATIC WELDER	WELDER	\$ 1,506.00	KE597288					
T	13	816514	MILLERMATIC WELDER	WELDER	\$ 1,506.00	KE582917					
T	13	816848	BRAKE, BENDING (GOVT. SURPLUS)	MISC. EQUIPMENT	\$ 1,703.00	108876					
T	13	821872	WILTON 20" DRILL PRESS	DRILL PRESS	\$ 4,701.00	153769					
T	13	832631	SAW, SCOTCHMAN; MANUAL SAW & M	SAW	\$ 3,427.00	260S0999					
T	13	833779	CHIPPER, BEAR CAT KUBOTA; (DAV	CHIPPER	\$ 2,122.00						
T	13	836136	18" NARVEL BAND SAW	BANDSAW	\$ 1,073.00						
T	13	835215	MINI-SCALE	SCALE	\$ 1,101.00						
T	13	837437	MILLER SPOOL GUN	SPOOL GUN	\$ 913.00	LB054688					
T	13	839388	PRESSURE WASHER	PRESSURE WASHER	\$ 728.00						
T	13	839895	DELTA 14" WOOD/METAL CUTTING	BANDSAW	\$ 1,817.00	1162137					
T	13	841183	RECTANGLE NOTCHER	NOTCHER	\$ 1,394.00						
T	13	841184	SCOTCHMAN IRONWORKER	IRONWORKER	\$ 11,100.00						
T	13	843074	MILLER WELDER	WELDER	\$ 932.00	LC206875					
T	13	844040	LINCOLN SQ. WAVE TIG	WELDER	\$ 1,482.00						
T	13	844743	PEDISTAL RING ROLLER	RING ROLLER	\$ 799.00						
T	13	845670	MILLERMATIC ARC WELDER	WELDER	\$ 1,897.00						
T	13	845671	MILLERMATIC ARC WELDER	WELDER	\$ 1,897.00						
T	13	845672	20" TORCH	PLASMA CUTTER	\$ 1,230.00						
T	13	845941	BEVERLY B-2	SHEAR	\$ 906.00						
T	13	850478	VALVE REFACER	VALVE REFACER	\$ 7,258.00						
T	13	851398	LINCOLN TIG	WELDER	\$ 2,310.00						
T	13	851399	LINCOLN TIG	WELDER	\$ 2,310.00						
T	13	851910	SAND BLASTER CABINET	SANDBLASTR/CABINET	\$ 2,352.00						
T	13	855102	HP COMPAQ 2230S NOTEBOOK	HEWLETT-PACKARD	\$ 1,081.00	CNU909220N					
T	13	855103	HP COMPAQ 2230S NOTEBOOK	HEWLETT-PACKARD	\$ 1,081.00	CNU9092226					
T	13	855104	HP COMPAQ 2230S NOTEBOOK	HEWLETT-PACKARD	\$ 1,081.00	CNU9092214					
T	13	855105	HP COMPAQ 2230S NOTEBOOK	HEWLETT-PACKARD	\$ 1,081.00	CNU909221K					
T	13	855106	HP COMPAQ 2230S NOTEBOOK	HEWLETT-PACKARD	\$ 1,081.00	CNU9092210					
T	13	855107	HP COMPAQ 2230S NOTEBOOK	HEWLETT-PACKARD	\$ 1,081.00	CNU9092217					
T	13	855108	HP COMPAQ 2230S NOTEBOOK	HEWLETT-PACKARD	\$ 1,081.00	CNU909221F					
T	13	855109	HP COMPAQ 2230S NOTEBOOK	HEWLETT-PACKARD	\$ 1,081.00	CNU909221V					
T	13	855110	HP COMPAQ 2230S NOTEBOOK	HEWLETT-PACKARD	\$ 1,081.00	CNU9092225					
T	13	855111	HP COMPAQ 2230S NOTEBOOK	HEWLETT-PACKARD	\$ 1,081.00	CNU909220V					

X. Courses that Qualify for Alternative Credit

Agriculture Class:	Requirement Met:
Ag Earth Science	Graduation Science; A-G College
Ag Biology	Graduation Science; A-G College
Animal Science	Elective; A-G College
Pre-Vet Science	Elective; A-G College
Intro to Environmental Horticulture	Elective
Advanced Environmental Horticulture	Elective; A-G College
Intro to Ag Mechanics	Elective
Ag Mechanics II	Elective
Ag Mechanics III	Elective
Ag Mechanics IV	Elective

15. Advisory Committee Meeting Agendas

Ag Advisory Agenda
Thursday, November 29, 2012

1. Department Reports
 - a. Mr. Schultz
 - b. Ms. Serafin
 - c. Ms. Slover
2. Update on Barn
3. School Farm Report- Mr. Schultz
4. Sheep Breeding Project
5. Sweetheart Dinner
6. Plant Sale
7. Program Pathways
8. 5 Year Acquisition List
9. Next Advisory Meeting

16. Advisory Committee Meeting Minutes

Ag Advisory Meeting- November 29, 2012

Members in attendance: Johnny Jameson, Leslie Gardner, Tom Polich, Jason Starr, Emmett Schultz, Courtney Serafin, Sammi Slover

1. Department Reports-

a. Emmett mentioned the two-year ag mechanic expansion. Last year, the plasma cutter and computer were purchased. This year, the machine itself was purchased. Currently waiting for the configuration and set up to be finished. Should be completed by end of school year. Emmett feels that his welding in the program is going well. Sophomores on the ag mechanics team last year placed 4th at state finals in arc.

b. Courtney explained the changes in the OH unit and curriculum from last year to this year. Currently, the courses are focusing more on longevity items such as sprinklers, automatic timers, and integrated pest management. Compared to last year, this is a major improvement that will increase the productivity of this pathway.

c. Sammi told the group about her two new classes, animal science and pre-vet tech, and how she is trying to make them different from one another to keep interest in pathway completers. Currently has 50 broilers that will be processed in her animal science class during finals week.

2. Update on Barn-

Prop D money allowed our department to build a 30' x 60' barn to act as an extension of our classrooms. The barn was finished last year and the breeding ewes were lambing out in it.

Still Need: Lock from school district. This will allow us to lock the tack room so that we can install the box for the solar panels that will be mounted to the roof.

3. School Farm Report-

Polich's put together a school farm clean up day. 40' dumpster was brought in and filled with concrete pieces, weeds, and other items. New c-train brought in for additional storage.

4. Sheep Breeding Project-

8 new ewes were added to our school flock. 3 were purchased by the department and 5 were donated. Old ewes were culled due to upper respiratory diseases. New ewes will not be bred this first year to allow for full maturity before lambing out.

5. Sweetheart Dinner-

Date set for Friday, March 8 in the school gym. Leslie and Courtney will meet after January 1st to plan.

6. Plant Sale-

Dates set for Wednesday, May 8 through Saturday, May 11. Specialty items at this year's sale will include succulent bowls and Golden West color bowls. Both bowls will be student made projects including the container. Black Velvet petunias will be used in the GW color bowls.

7. Program Pathways-

Ag Earth Science replaced Intro to Ag Science to allow freshmen to get their science credit. New Animal Science pathway currently has not articulated with COS because of COS's program closing. Looking for other colleges to articulate with. Idea behind pathway realignment is to increase number of program completers.

8. 5 Year Acquisition List-

Reviewed list and developed ideas as to where to obtain some items. Kaweah Rock for soil; CWA grant for soil sterilizer

9. Miscellaneous-

Discussed taking students during class to school farm. District allows for free travel however; short class periods limits the amount of trips we make to the school farm.

We are planning on having 10 American degree applicants this year. Discussed the process and going back to Louisville with these students.

Digital scale is getting fixed by Tom.

Asked advisory members to think of/spread the word about Sammi's maternity leave. Still looking for a long term sub for 6 weeks starting mid to late February.

17. Advisory Committee Constitution & By-Laws

Advisory Committee's Constitution and By-Laws

We do not have a copy of our Advisory Committee's Constitution and By-Laws. We do, however, have a district Advisory Committee Manual. This manual will be used in our upcoming Advisory Committee meeting on May 7, 2013, to create and adopt a Constitution and By-Laws.

**Advisory Committee
Manual
2009-2010**

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Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in CTE programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Career Technical Education encompasses a complex, highly scientific, and technological skill sets which require input from industry leaders. Employment opportunities in CTE are constantly changing. New technologies are continually being developed and incorporated into these technical fields.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for technically trained students in specialized occupations. Advisory committees help teachers of CTE stay abreast of these changing employment trends and opportunities. Increased interest in CTE programs that include internships, work-study, and other types of on-the-job training will require close coordination with local industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for CTE coordinators, school administrators, boards of trustees, teachers of CTE, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. Determine and Verify the Need

- 1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
- 1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
- 1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
- 1.4 It is important that the school administration, CTE staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. Nomination of Committee Members

- 2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the CTE department and chairman of the school board.
- 2.2 Each should have an equal voice in the selections.
- 2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
- 2.4 The advisory committee should be truly representative of the district.

Members:

- 2.4.1 Should be successful in their respective industry and/or individual/s engaged in a significant related occupation.
- 2.4.2 Must have recent, successful, firsthand, and practical experience in their respective field
- 2.4.3 Should exhibit substantial interest in the CTE program.
- 2.4.4 Should be representative of the local industry, parts of district, age groups, professional organizations, & ethnic or religious groups.
- 2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
- 2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
- 2.4.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
- 2.4.8 Should include representatives of the service areas of the particular industry.

2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. How Many Committee Members?

3.1 No fixed number will satisfy all situations.

3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.

3.3 Should not be so large that it is unwieldy or difficult to call together.

3.4 Seven to eleven persons are suggested with nine being a workable medium.

3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. How are Committee Members Notified of their selection?

4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.

4.2 The letter should:

4.2.1 Indicate that the CTE teacher is supportive.

4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.

4.2.3 Include a request that the member indicate whether he or she will accept.

4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. Understanding of Responsibility

5.1 Of greatest importance is that the committee is *only* advisory in character.

5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.

5.3 It has no administrative or policy forming power.

5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.

Functions and Duties of Advisory Committees

1. Help to determine what type of CTE program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships)
3. Help the instructor establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the CTE program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the CTE program. Guidelines for evaluation should be developed cooperatively with the advisory committee, site and district administration and school board.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.
9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities or other youth programs.
10. Help unify the activities of the CTE program with those of other groups and agencies interested in the same industry.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in their particular CTE industry.

15. Provide current resources to develop and maintain a CTE library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. Number of meetings

- 1.1 Must meet regularly and often enough to carry out their assignment.
- 1.2 Monthly or bi-monthly meetings are usually the most desirable.
- 1.3 Minimum number is two per year.
- 1.4 Practical number is between three and eight per year.
- 1.5 Necessity should always determine the exact number.
- 1.6 Often the most valuable advice comes from busy individuals.
- 1.7 Better to have fewer well planned, well attended meetings.

2. Selection of Officers

- 2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
- 2.2 Chairperson should be a lay person elected by the committee.
- 2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. Length of Service by Committee Members

- 3.1 Three-year terms are recommended.
- 3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
- 3.3 Individual preferences in length of service need to be considered.
- 3.4 Limitation should be placed on reappointments.
- 3.5 Nominees should be submitted to board of trustees for approval.

4. Length and Place of Meetings

- 4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
- 4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
- 4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
- 4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
- 4.5 The meeting place should provide a conference table in a quiet environment.
- 4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. Filling Committee Vacancies

- 5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
- 5.2 The committee may be asked for suggestions.
- 5.3 A committee *should not* be permitted to choose its own replacements.
 - 5.3.1 This would be self perpetuating.
 - 5.3.2 May become unrepresentative and unduly independent of the school administration.
- 5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. Distribution of Minutes: All committee members, the career education director, the principal, school board president and the regional supervisor.

7. Making Decisions: Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

Opening Session Instructions for CTE Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the (your school's board of trustees).
4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.
5. The (your district) is interested in the best possible CTE program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students & school staff expects to benefit from your work.
7. We need help to:
 - 7.1 Review existing programs, courses of study, facilities, equipment.
 - 7.2 Propose new programs and/or courses when needed based on solid data for this community.
 - 7.3 Evaluate existing programs and proposed new programs.
 - 7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
 - 7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.
 - 7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.
 - 7.7 Help in placement and in evaluating performance of our CTE students at (your school or college).
8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.
9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.
2. Conduct studies, if needed, to get community data on which to base your decisions.
3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).
4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.
2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.
3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)
4. Decide if more than one committee is needed. Large departments may have subcommittees.
5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

Appendix A

(SAMPLE)

Advisory Committee Meeting Agenda

TO: List committee members here

FROM: Chairperson

DATE: Date agenda is published

RE: Next Advisory Committee Meeting

DATE: Date of next meeting

TIME: Time of next meeting

PLACE: Place where meeting is being held

AGENDA

1. Review and approve minutes of the previous meeting.
2. Call for additional agenda items to be added to this meeting's agenda.
3. Committee and progress reports.
4. Consideration of recommendations for a new class or activity.
5. Review of revised course of study.
6. Report and review CTSO (Career Technical Student Organizations) activities.
7. Set date, time, and place for next meeting.
8. Adjournment.

Appendix B

(SAMPLE)

Set of Minutes

Advisory Committee Meeting January 21, 2004

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 2004, in room 122 at Your High School.

The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2004. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2004.

Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Plant Science class. Added topics being considered are: weeds, pathogens, and insects. Pruning practices will likely be deleted as a specific class in pruning is being considered for next Fall.

F.F.A. President, Bill G. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.

The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.

Respectfully Submitted,

Mr. Q, Recorder

18. Proficiency Standards

ADVANCED ENVIRONMENTAL HORTICULTURE

GOLDEN WEST HIGH SCHOOL

The individual whose name appears on the front of this certificate has demonstrated employable skills and knowledge in some or all of the following areas; additional information concerning work habits and the degree of competency gained in the areas listed below may be obtained by calling the instructor.

Plant Identification

Common name
Botanical name
Plant landscape uses

Plant Propagation

Seeds
Transplanting
Cuttings
Layerage
Budding and Grafting

Plant Maintenance

Nursery organization
Plant Fertilization
Pruning
Watering
Pest control

Nursery Stock Canning Operation

Soil mixes
Sterilization of soil and media
Planting and transplanting into containers

Landscape Design

Principles of design
Design Drafting
How to read blueprints
Design problems

Landscape Construction

Soil Conditioning
Installation of landscape plants

Irrigation Systems

Designing the system
System tools and parts
Installation

Floriculture

Tools, equipment and supplies
Corsage construction
Flower arrangements
Care of fresh flowers

Turf and Lawn Maintenance

Turf identification
Planting
Mowing
Fertilization
Irrigation

Marketing and Promotion

Marketing flowers and plants
Preparing plants for sales
Sales and customer relations

_____ Work Habits

_____ Attendance / Punctuality

Please look this proof over very carefully. Check for overall appearance, completeness and spelling. If you are not satisfied, please indicate changes. After OK is given, TCOVE

WILL NOT be responsible for errors.

☐ OK

☐ Changes as Indicated

Signature/Date

19. Credentials

[Home](#) | [FAQ](#) | [Glossary](#)
[Agency User](#) | [Search](#)

Document Number:

[New Search](#)**Last Name:** SERAFIN**Last Known County of Employment:**

Note: Please verify County of Employment is current

First Name: COURTNEY **Adverse and Commission Action Indicator:**

Note: If flag is displayed, click on Adverse and

Middle Name: LEANN**Fingerprint Process Complete:** Y

Commission Actions tab below

[Document](#) | [Application](#) | [Adverse and Commission Actions](#)

1 - 4 of 4

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue Date	Grade	Special Grade
110030954	Single Subject Teaching Credential	Preliminary	Valid	2/8/2011	3/1/2016	2/8/2011		
110030956	Specialist Instruction Credential (Agriculture)	Clear	Valid	2/8/2011	3/1/2016	2/8/2011		
101207587	30-Day Substitute Teaching Permit	Emergency	Valid	8/6/2010	9/1/2011	8/6/2010		
090014032	Certificate of Clearance		Valid	1/15/2009	2/1/2014			

[Authorization/Subjects](#)

1 - 2 of 2

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor	Added Authorization Date
R1S	<p>This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.</p> <p>The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child</p>	AGRI	Agriculture	MAJ	

20. Chapter Activities Calendar

Calendar of Activities

July 23-25	Officer Retreat	January 23	Valley Oak Lunch
August 9	Officer & Parent Potluck		Activity (Animal Science)
August 20	T-shirt Design Contest		
	Starts	January 24	Sequoia Sectional
August 29	Welcome Back BBQ (5		Speaking Contests
	PM) & T-shirt Design	January 26	Hanford Citrus Contest
	Voting	January 28	Scrapbook Meeting (8:20)
September 5	Farm Fair	January 30	January Meeting
September 7	GW FFA T-shirts in	February 1	Kiss-a-cow Begins
September 10-16	Tulare County Fair	February 2	Fresno State Winter Finals
September 17	Scrapbook Meeting (8:20	February 5	Sectional Glow In The
	AM)		Dark Dodgeball
September 19	Record book Meeting	February 8-9	MFE/ALA
	(3:30 PM)	February 12-14	World Ag Expo
September 26	Fall Movie Night (6 PM)	February 14	Kiss-a-cow Ends
September 27	Time Out Pizza Section	February 15	Kiss-a-cow at lunch
	Event (4:30-6:30)	February 19	BIG & CoOp Contests
September 29	Drive Thru BBQ (6-8 PM)	February 21	Teacher Appreciation
October 1	Scrapbook Meeting (8:20		Breakfast
	AM)	February 23	San Joaquin Regional
October 1	Strathmore O/C Contest		Meeting
October 3	Record book Meeting	February 27	Taco Truck Meeting
	(3:30)	March 2	UC Davis & Hanford
October 5-6	COLC- Scicon		Field Days
October 10	Sequoia Sectional O/C	March 4-8	Western Week
	Contest	March 8	Sweetheart Dinner
October 11	Valley Oak Lunch	March 16	Merced Field Day
	Activity (FFA)	March 21	Valley Oak Lunch
October 17	Record book Meeting		Activity (Plant Science)
	(3:30)	March 23	MJC Field Day
	Section Corn Maze Event	April 3	State Degree Banquet
	(4:30-6:30)	April 13	Reedley Field Day
October 31	Halloween Meeting	April 16	Sectional McDermont
November 5	Scrapbook Meeting (8:20		Field House
	AM)	April 19	Sectional Officer Apps
November 7	Record book Meeting		Due
	(3:30)	April 20	Fresno State Field Day
November 8	Greenhand Conference	April 20-23	State FFA Conference
November 14	Turkey Bowling	May 1	Spring Movie Night
November 17	San Joaquin Regional	May 2	Petting Farm
	FFA Meeting (8:30 AM)		Sectional Officer
November 28	Fall Awards Banquet		Interviews
December 5	Record book Meeting	May 4	State Finals
	(3:30)	May 8	Sectional Officer
December 5	Valley Oak Lunch		Elections
	Activity (Ag Mechanics)	May 8-10	Plant Sale
December 11	Section Christmas Tree	May 22	End of Year Awards
	Decorating (5-7)		Banquet
December 12	Winter Wonderland FFA	May 29	Pool Party
	Meeting	June 10	Top Ten Trip
December 15	Exeter Citrus Contest		
December 17	Scrapbook Meeting (8:20)		
December 21	Officer Potluck		
January 8	Mid-year Officer Retreat		
January 19	Tulare Citrus Contest		

21. Professional Growth & Development Activities

Professional Growth and Development Activities

Below is a list of professional development activities I have participated in during the 2012-2013 school year.

August 13:	Staff Development Day
October 6:	Sectional CATA Meeting
October 15:	Staff Development
October 17:	BTSA Meeting at District Office
November 15-16:	New Professionals Institute
November 17:	Regional CATA Meeting
November 29:	Agriculture Advisory Committee Meeting
November 29:	Evaluation Meeting with Principal
December 3:	Regional CATA Roadshow
December 6:	Evaluation Meeting with Principal
January 16:	BTSA Meeting at District Office
January 17:	Evaluation Meeting with Principal
February 6:	BTSA Workshop on Classroom Management
February 7:	Evaluation Meeting with Principal
February 23:	Regional CATA Meeting
March 11:	Staff Development/WASC Training
March 13:	Final Evaluation Meeting with Principal
April 5:	Written Exam for Master's Degree
April 8:	WASC Training
April 10:	BTSA Meeting at District Office
April 15:	Oral Interview for Master's Degree
April 29:	WASC Training
May 1:	BTSA Exit Interview
May 6:	Sectional CATA Planning Meeting
May 13:	WASC Training
June 23-28:	CATA Summer Conference

Every Monday during the current school year, I participate in Biology PLC meetings with the other biology teachers on campus. We also hold lunch meetings every Tuesday with our FFA Chapter Officer Team.

22. R-2 Report

[Home](#)
[CalAgEd.org](#)
[Directory](#)
[R-2 Subject Query](#)
[School at a Glance](#)
[School Listing](#)

Select a school:

Data for Year: 2012-2013

School:

CA0224 Visalia - Golden West
 Golden West HS
 1717 N. McAuliff
 Visalia, CA 93292
[Get Map](#)
[Web Site](#)

Teachers: 3

Courses Offered:

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u>	<u>UC Credit</u>
Ag Biology	Ag Biology	28	Physical/Earth Sci.	
Ag Biology	Ag Biology	28	Physical/Earth Sci.	
Ag Mechanics	Advanced Ag Mechanics (TCOVE)	20	Other	
Ag Mechanics	Advanced Ag Mechanics (TCOVE)	18	Other	
Ag Mechanics	Ag Mechanics II	15	Other	
Ag Mechanics	Intro to Ag Mechanics	21	Fine Arts	
Ag Mechanics	Intro to Ag Mechanics	21	Fine Arts	
Animal Science	Animal Science	12	Life Science	
Animal Science	Veterinary Science	13	Other	
O.H./Floral	Advanced Environmental Horticulture	28	Other	
O.H./Floral	Introduction to Environmental Horticulture	28	Other	
O.H./Floral	Introduction to Environmental Horticulture	17	Other	
Other Ag	Ag Earth Science	28	Physical/Earth Sci.	
Other Ag	Ag Earth Science	28	Physical/Earth Sci.	
Other Ag	Ag Earth Science	14	Physical/Earth Sci.	
	TOTAL	319		
	Average Class Size	21.3		

FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Mech.	86
Agriscience	41
An. Science	63
Forestry/NR	1
O.H.	76
Plant/Soil Sci	1

268

FFA Students by Grade Level:Grade Level Count

9	77
10	71
11	44
12	57
13	14
14	5
Total	268

FFA Students by Years in Ag:Years in Ag Count

1	161
2	53
3	23
4	13
5	13
6	5
Total	268
Average Years	1.8

Freshman Persistence:

Cohort Year: 2009-2010

Years in Ag Completed Count Percent

1	28	33%
2	41	49%
3	4	5%
4	11	13%
Freshman Cohort Students	84	
Average Years Completed	2.0	

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

[View Ed Data](#)

Site developed and maintained by the [California FFA Association](#).

Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

R2 Teacher Information
Golden West HS, Visalia
Year: 2012

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Serafin	Courtney	L	Female	White	2	Agriculture Specialist	42747	2992	1134	0	N
Schultz	Emmett	F	Male	White	13	Agriculture Specialist	56100	3927	1134	1260	N
Slover	Sammi	L	Female	White	1	Agriculture Specialist	42747	2992	1134	0	N

Schultz, Emmett						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0820	Advanced Ag Mechanics (TCOVE)	20	Ag Mechanics	
1	2	0924	Advanced Ag Mechanics (TCOVE)	18	Ag Mechanics	
1	3	1031	Ag Mechanics II	15	Ag Mechanics	
1	4	1135	Prep	0	Prep	
1	5	0119	Intro to Ag Mechanics	21	Ag Mechanics	
1	6	0223	Intro to Ag Mechanics	21	Ag Mechanics	

Serafin, Courtney						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0820	Ag Biology	28	Ag Biology	
1	2	0924	Introduction to Environmental Horticulture	28	O.H./Floral	
1	3	1031	Introduction to Environmental Horticulture	17	O.H./Floral	
1	4	1135	Advanced Environmental Horticulture	28	O.H./Floral	
1	5	0119	Prep	0	Prep	
1	6	0223	Ag Biology	28	Ag Biology	

Slover, Sammi						
Schedule	Period	Beginning Time	Course Title	Enrollment	Type	
1	1	0820	Ag Earth Science	14	Other Ag	
1	2	0924	Prep	0	Prep	
1	3	1031	Animal Science	12	Animal Science	
1	4	1135	Ag Earth Science	28	Other Ag	
1	5	0119	Veterinary Science	13	Animal Science	
1	6	0223	Ag Earth Science	28	Other Ag	

Printed: 4/8/2013 11:05:40 AM

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23. Travel Request

VISALIA UNIFIED SCHOOL DISTRICT — CONFERENCE ATTENDANCE FORM

2003-2004

Vendor # _____

Name Courtney SerafinWork site/Department GW AgPosition TeacherDate and Location of Conference July 7-18, 2013 Corvallis OregonTitle of Conference CASE TRAINING

Summary of Conference Expectations (attach brochure) _____

The following checklist must be completed with necessary forms attached to this request.

ESTIMATED COSTS

ACTUAL COSTS

(OUT OF POCKET)

Registration

\$ 450.00

\$ _____

☒ Prepay (attach a GS-1 for prepaid registrations)☐ Reimburse (paid by employee)

Lodging

\$ _____

\$ _____

☐ Prepay (attach a GS-1 for prepaid lodging)☐ Reimburse (paid by employee)

Travel Costs

\$ _____

\$ _____

☒ Personal (miles _____ x rate _____) or☐ District (attach transportation request form)☐ Other

Meals including Tips (receipts required)

\$ 100.00

\$ _____

(Should not exceed \$40.00/day)

Other Costs (receipts required)

\$ _____

\$ _____

Substitutes

\$ _____

\$ _____

☐ Substitute needed for _____ days (attach sub request form)☒ Substitute not needed

TOTAL

\$ 5

\$ _____

BUDGET NUMBER FOR REIMBURSEMENT ITEMS:

Fund	Resource	Project Year	Goal	Function	Object	Site	Type	Mgr.
(3 digits)	(5 digits)	(1 digit)	(5 digits)	(5 digits)	(5 digits)	(3 digits)	(4 digits)	(3 digits)

STUDENT FIELD TRIPS BEYOND SEVENTY-FIVE MILES MUST HAVE BOARD APPROVAL

Please list in the space below any expense that will be covered by another agency and where the billing should be sent to:

☐ Board approval has already been processed☐ Request for Board approval is attached☒ Not a student field trip

REQUEST/APPROVAL TO ATTEND CONFERENCE

REQUEST FOR REIMBURSEMENT

I hereby certify that the above expenses are actual and were necessarily incurred in the performance of my official duty and further that no part of the above claim has heretofore been paid:

Signature of Employee

2/2/13

date

Signature of Principal or Director

date

Signature of Employee

date

Signature of Asst. Supt. or Superintendent

date

Signature of Principal or Director

date

1) Submit three copies to Chief Site Administrator for approval.

2) Two copies will be returned to employee following approval.

3) After conference, complete actual costs column and return one copy to Accounting Department for actual reimbursement.

Approved by Cabinet 9/22/93

See Reverse For Required Documentation

Revised 4/2001 1021.2A (1 of 2)

Visalia Unified School District Requisition

(This is not a Purchase Order.)

DATE 4, 2, 13

VENDOR NO. _____

SITE Golden West

DEPARTMENT Agriculture (PURCHASING OFFICE USE)

BUDGET NO. _____

Fund (3 digits)	Resource (5 digits)	Project Year (1 digit)	Goal (5 digits)	Function (5 digits)	Object (5 digits)	Site (3 digits)	Type (4 digits)	Mgr. (3 digits)

VENDOR CASE Institute

CITY Lexington

ADDRESS 300 Garrigus Building

STATE OKAY ZIP CODE 40510

QUANTITY	UNIT	DESCRIPTION of items (include model, brand, catalog no., etc.)	ESTIMATED COST	
			UNIT COST	EXTENSION
1		CASE institute registration difference		
		Total \$2500		
		Scholarship \$2050		
		\$450		
		* Please give check to C. Serafin when ready		

COMPENSATORY EDUCATION

THIS PURCHASE ORDER IS FOR THE PURPOSE OF MEETING THE PROGRAM REQUIREMENTS OF _____ (funding source)

GOAL NUMBER _____ ACTIVITY _____

ON PAGE NUMBER _____

INDICATE: Special Funds _____

REQUESTED BY: X Courtney Serafin

APPROVED BY: _____

Dept. Supervisor _____

Principal _____

Dist. Administrator _____

Purchase Order No. _____ (PURCHASING OFFICE USE)

issued By _____ (PURCHASING OFFICE USE)

SUB-TOTAL

SALES TAX

*SHIPPING

TOTAL
ESTIMATED
COST

\$450

CASE School District Agreement

The following agreement is to be completed by the teacher and school administration for participation in a CASE Institute professional development session. CASE is committed to ensuring that teachers and schools are supported in their efforts when adopting CASE curriculum resources. The following agreement ensures the communication of expectations required to make the CASE experience successful for all involved.

Teacher Responsibilities at CASE Institute

- Demonstrate a professional attitude during the institute that provides for the maximum effectiveness of learning
- Complete assigned tasks as instructed by the CASE Institute facilitators to meet the requirements of the CASE Institute
- Complete assignments at a satisfactory level according to the judgment of the CASE Institute facilitators
- Participate in **all** sessions according to the schedule provided by the CASE Institute facilitators

Administrative Responsibilities at local site

- Provide resources for teacher's participation in the CASE Institute professional development
- Provide equipment and supplies for instruction related to CASE curriculum as recommended by CASE
- Adapt course scheduling to promote adequate student enrollment and class time for CASE courses.

Please complete **all shaded sections** before printing the agreement. Once all shaded information is added, print the agreement and obtain signatures. This agreement will serve as a contract among CASE, the teacher, and their respective school administration.

Return this form to: Miranda Chaplin
CASE Operations Coordinator
300 Garrigus Building
Lexington, KY 40546

Fax: (859)323-3919

Or, scan and email to: miranda.chaplin@case4learning.org

CASE School District Agreement

CASE Course Attending:

☒ AFNR

☐ ASA

☐ ASP

☐ APB

Name of School:	Golden West High School				
Mailing Address:	1717 N. McAuliff Rd.				
Mailing Address:					
City:	Visalia	State:	CA	Zip:	93291

Teacher Information

First Name:	Courtney	Last Name:	Serafin
Phone:	(559) 789-4146	Email:	cserafin@vusd.org

Area(s) of teacher certification:

☒ Agricultural Education

☐ Alternatively Certified

☐ Biology

☐ Vocational Education

☐ Other Science

☐ Other

By signing this agreement, I accept the responsibility and I agree to the following:

- Demonstrate a professional attitude during the institute that provides for the maximum effectiveness of learning
- Complete assigned tasks as instructed by the CASE Institute facilitators to meet the requirements of the CASE Institute
- Complete assignments at a satisfactory level according to the judgment of the facilitators
- Participate in all sessions according to the schedule for the CASE Institute

I understand that CASE will not grant me certification for my unsatisfactory participation outlined above and I will not receive the CASE curriculum because of inadequate understanding of the materials.

*Teacher Signature: _____ Date: _____

Administration Section

By signing this agreement, I understand the requirements that my teacher must complete during the CASE Institute. I agree to support the teacher and the implementation of CASE curriculum by providing the following requirements:

- Resources for my teacher's participation in the CASE Institute
- Equipment and supplies for instruction related to the curriculum as recommended by CASE
- Adapting course scheduling to promote adequate student enrollment and class time for the CASE course

I understand that students will not be CASE certified in the future if CASE program requirements are not provided for proper instruction. CASE certification will be critical for our students to receive articulation credit and participate in program of study examinations.

*Principal Signature: _____ Date: _____

First Name:	Rick	Last Name:	Hamilton
Phone:	(559) 730-7801	Email:	rhamilton@vusd.org

*Superintendent Signature: _____ Date: _____

First Name:	Craig	Last Name:	Wheaton
Phone:	(559) 730-7300	Email:	cwheaton@vusd.org

Subject: Red Brand CASE Institute Scholarships/NAAE Dues
Date: Monday, April 1, 2013 12:12:54 PM Pacific Daylight Time
From: Chaplin, Miranda R
To: Serafin, Courtney, Christine Woodman (cwoodman28@gmail.com)
CC: Dan Jansen

CASE

Curriculum for Agricultural Science Education

NAAE/Red Brand CASE Institute Scholarships

Congratulations! I am very pleased to notify you that you have been selected as one of the recipients of the 2013 NAAE/Red Brand CASE Institute Scholarships! Red Brand scholarship recipients were selected based on applications submitted to other scholarship applications.

Scholarship recipients must register for the CASE Institute selected on their application as their first choice unless otherwise notified. Recipients must register for the CASE Institute before April 15th, or risk forfeiting their scholarship. The scholarship will cover \$2,050 of the registration fee. The remainder of the registration fee must be paid for by the school or individual teacher. Travel expenses are not included in the scholarship. The value of the scholarship is \$2,050.

In order to register for your preferred CASE Institute, please go to the CASE website <http://www.case4learning.org/> and register online. List "Red Brand CASE Scholarship worth \$2,050 c/o Miranda Chaplin" in the special notes section of the registration form. Please also send me an email of the CASE Institute you registered for so that I may have that information for my records. **Please note that some Institutes are already full and others are filling quickly so it is important that your register as soon as possible!**

If you have not already, please submit your signed school district agreement to me as soon as possible. School district agreements can be found at <http://www.case4learning.org/component/content/article/9/67-case-institute-registration.html>.

As a special project of the National FFA Foundation, Red Brand has sponsored these scholarships for the 2013 CASE Institutes for beginning and experienced agricultural teachers. If you would like to express your appreciation to Red Brand for their sponsorship, you may contact them using the information below.

Doug Wright
Vice President Sales & Marketing, Wire Products
Keystone Steel & Wire
(O) 309-697-7607
7000 S.W Adams Street
Peoria, IL 61641-0002
wrightdg@keystonesteel.com

Congratulations again as being selected as a CASE Institute scholarship recipient and on this opportunity for professional development!

Miranda Chaplin

Subject: Thank you for registering for Introduction to Agriculture, Food, and Natural Resources CASE Institute Registration

Date: Monday, April 1, 2013 1:18:56 PM Pacific Daylight Time

From: Miranda Chaplin

To: Serafin, Courtney

Introduction to Agriculture, Food, and Natural Resources CASE Institute Registration

The Introduction to Agriculture, Food, and Natural Resources (AFNR) course is intended to serve as the introductory course within the CASE Program of Study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources.

CASE Institutes

Thank you again for registering for a 2013 CASE Institute. This email is confirmation of your successful registration. Please save a copy of this registration with your files and notify your business office contact that an invoice will be sent from the CASE Institute Host. If any of the information displayed below is incorrect, please contact Miranda Chaplin at miranda.chaplin@case4learning.org as soon as possible.

Please note that the dates listed above in the the confirmation email are placeholder dates and do not reflect the actual dates of the institute.

View and print [my ticket\(s\)](#)

To add your ticket to Passbook, open this email on your Passbook enabled device. [Add to Passbook](#)

CASE Institute sites and date are listed below

Please check the availability of seats, which are listed below, and select the CASE Institute you would like to register for before completing the registration form.

Personal Information

First Name:	Courtney
Last Name:	Serafin
Email Address:	cserafin@vusd.org
Cell Phone:	(559) 789-4146
Additional Completed CASE Certifications:	Principles of Agricultural Science - Plant No Completed CASE Certifications

School Information

School:	Golden West High School
Business Office Staff Contact:	Rick Hamilton, Principal
Business Office Staff Email Address:	rhamilton@vusd.org
Address 1:	1717 N. McAuliff Rd.
Address 2:	
City:	Visalia
State:	California

ZIP Code: 93291
Phone: (559) 730-7801

Additional Information

Purchases Order Number: In Process
Teacher's Secondary Email Address: court.serafin@gmail.com
Gender: Female
Shirt Size: Women's Small
Special Dietary Needs: None
Travel Arrangements: Driving
Additional Information: Red Brand CASE Scholarship worth \$2,050 c/o Miranda Chaplin

Payment Method: At the Door

Payment Summary

<i>Additional Items</i>	<i>Option</i>	<i>Quantity</i>	<i>Price</i>	<i>Total</i>
AFNR CASE Institute Hosted by Oregon State University	Register for this CASE Institute	1	\$2,500.00	\$2,500.00
				Sub-total: \$2,500.00
				Total \$2,500.00

[Add to Calendar](#)

[Go to event homepage](#)

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CASE ||||

24. CATA Membership Card

CATA Membership

Below is a copy of my CATA membership card for the current school year. I am currently serving as the Sequoia Section CATA Membership Treasurer.

25. Administrative Reports

Reports Sent to Administration

I send emails to our Administration after attending Professional Development events as well as after leadership events where our students are being recognized. Our school really pushes student success and I want to make sure our Administration knows that our students in the Agriculture department are successful and that the professional development events we attend help us ensure that success.

26. Five-Year Acquisition List

Five-Year Facility and Equipment Acquisition Schedule for Golden West Ag Department

2012-2013

Plasma Cam

Mist System in Greenhouse

Install Solar Panels on Barn

Natural Gas Forge

Livestock Hand Tools for Fair

Completed

Purchase Breeding Stock for Sheep Enterprise

Completed

Landscape Area in OH Unit

2013-2014

Recondition Livestock Trailer

New Soil Sterilizer

Install Squeeze Chute

Computers for Student Use

Build Fence for Pastures Attached to Barn

2014-2015

Replace/Repair Greenhouse Siding

Repaint Tool Sheds

Replace Forklift

Plant Orchards and Vines

Install Irrigation in Orchard

2015-2016

Build Equipment Storage

Replace Copy Machine

Replace Weed Cover in Shade House

2016-2017

Purchase New/Replacement Ag Vehicle

Install Permanent Raised Beds with Irrigation

Re-gravel Greenhouse floor

Build/Buy New Greenhouse Benches

27. Operating Budget

COPY

Orig. marked 6/30/11

April 2011

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2011-12 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2011)

DATES OF PROJECT DURATION - JULY 1, 2011, TO JUNE 30, 2012

Golden West

Visalia Unified School District

(School Site)

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Superintendent

Title

Signature of Agriculture Teacher
Responsible for the Program

Signature of Principal

Contact Phone Number: 55-9735-8087

Date of Approval of Local Agency Board:

Funds Requested - Part I

\$5,000.00

Part II

\$1,792.00

Part III

\$2,400.00

Part IV

\$12,000.00

Part V

\$0.00

Total

\$21,192.00

Number of Different Agriculture Teachers at Site:

3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	1	
2. Leadership and Citizenship Development	1	
3. Practical Application of Occupational Skills	1	
4. Qualified and Competent Personnel	1	
5. Facilities, Equipment, and Materials	1	
6. Community, Business, and Industry Involvement	1	
7. Career Guidance	1	
8. Program Promotion	1	
9. Program Accountability and Planning	1	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2010-11 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	224	\$1,792.00

PART III - SAE AND RETENTION ALLOCATION

Number of State Degrees in 2010	12	
Percent of Students (R2) Receiving State Degree	5%	
SAE/Retention Standard Funds - If percentage of State Degree recipients is 5 percent or greater, then you are eligible for \$200 per degree awarded. Maximum of \$10,000.		\$2,400.00

PART IV - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

Emmett Schultz	4.
Courtney Serafin	
Meghan Davis	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	3	\$6,000.00
Criterion 11A - Year-Round Employment	3	\$6,000.00
Criterion 11B - Project Supervision Period	0	\$0.00
TOTAL FUNDS REQUESTED PART IV		\$12,000.00

PART V - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$3,000 (funds requesting) in space to the right.

PART VI - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		10,192.00	4,000.00
2			Subtotal for 4000	\$10,192.00	\$4,000.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Repairs	3,000.00	10,000.00
4			2. Conferences	5,000.00	
5			3.		
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	\$8,000.00	\$10,000.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Computers	3,000.00	7,500.00
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$3,000.00	\$7,500.00
14			Total for 4000-6000 Lines 2, 8, 13	\$21,192.00	\$21,500.00

TOTAL 2011-2012 Incentive Grant Allocation:

\$21,192.00

Part B - Complete this portion if a waiver of the matching requirement was granted:

Line	Acct. No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

2012-2013 Chapter Budget

<u>Date</u>	<u>Event</u>	<u>Expenses</u>	<u>Receipts</u>
July 23	Officer Retreat	\$300	
Aug 16	Officer/Parent Dinner	\$100	
Aug 31	Welcome Back BBQ	\$600	
Sept 15	Fair Booth & Banner	\$400	\$400
Sept	Fair Supplies	\$200	
Sept	Landscape Plot	\$100	\$100
Sept	Fall Movie Night	\$100	\$50
Oct 1	Drive Thru BBQ	\$850	\$3200
Oct	Halloween Meeting	\$100	
Oct	Cow Palace	\$300	
Nov	Turkey Bowling	\$100	
Nov	Greenhand Conference	\$420	
Nov 22	Fall Awards Banquet	\$1000	\$1000
Dec 7	Winter Wonderland Meeting	\$100	
Dec	Officer Potluck	\$50	
Jan 5	Winter Officer Retreat	\$100	
Jan 13	January Meeting	\$500	\$200
Feb 2	MFE/ALA	\$500	
Feb	Taco Truck Meeting	\$100	
Feb	Teacher Appreciation Breakfast	\$300	
	Spring Field Days	\$2000	
	Dairy Product Supplies	\$400	
	Western Week	\$400	\$100
	Sweetheart Dinner	\$300	\$8000
	State Convention	\$2000	\$1500
April 18	Spring Movie Night	\$100	\$50
May	Spring Awards Banquet	\$1400	\$1000
May 30	Pool Party	\$150	
June	End of Year Trip	\$525	
	Outside Donations		\$1000
	T-Shirts	\$900	\$500
	Toyota Truck Tickets		\$900
	Scholarships	\$1000	
	Misc. Expenses	\$1500	
	Petting Farm	\$100	
	Officer Polos	\$250	
	Valley Oak Lunches	\$50	

ACCOUNT ANALYSIS REPORT - DETAIL

Date Range: 7/1/2012 through 4/2/2013

Account Range: 0450-00-00

ite	Source	Ref #	Description	Purpose	Beg Bal	Income	Expense	Transfers	Balance
Other Accounts									
Account: 0450-00-00 FFA				Advisor: SERAFIN					
			Beginning Balance						4,284.03
08/14/12	DP02-003	106	SERAFIN	REIM/FRUIT GROWERS		225.06			4,509.09
08/21/12	CC02-003	26004	NATIONAL FFA	OFFICER POLOS			69.72		4,439.37
08/21/12	CC02-003	26014	CA FFA	GREENHAND CONFERENCE REG			440.00		3,999.37
08/30/12	CC02-005	26032	SERAFIN, COURTNEY	RE CATA			71.90		3,927.47
09/11/12	CC03-003	26053	JUMPIN JOLLIES	WATER SLIDES			320.00		3,607.47
09/11/12	CC03-003	26054	NATIONAL FFA	OPEN PO 12-13 NOT TO EXCEED			244.50		3,362.97
09/11/12	CC03-003	26054	NATIONAL FFA	OPEN PO 12-13 NOT TO EXCEED			10.00		3,352.97
09/11/12	CC03-003	26054	NATIONAL FFA	OPEN PO 12-13 NOT TO EXCEED			65.00		3,287.97
09/11/12	CC03-003	26061	SAVEMART DEPT./3348	OPEN PO 12-13 NOT TO EXCEED			247.62		3,040.35
09/11/12	CC03-003	26062	SEQUOIA FFA SECTION	COLC REGISTRATION			220.00		2,820.35
09/14/12	DP03-006	202	ZZ_FFA - 18232	Deposit:NATIONAL FFA		381.00			3,201.35
09/17/12	CC03-004	26082	BRITTANY OPPER	SWEETHEART SCHOLARSHIP			250.00		2,951.35
09/24/12	CC03-006	26097	SAVEMART DEPT./3348	OPEN PO 12-13 NOT TO EXCEED			294.09		2,657.26
09/24/12	CC03-006	26103	PACIFIC CREST EQUINE	VET BILL			165.88		2,491.38
09/24/12	CC03-006	26104	PETER ALVITRE	MARKET LAMB			106.40		2,384.98
09/24/12	CC03-006	26105	ROYALTEE DESIGNS	FFA SHIRTS INV#1169			1,306.04		1,078.94
09/24/12	CC03-006	26105	ROYALTEE DESIGNS	FFA SHIRTS			55.84		1,023.10
09/25/12	CC03-007	26109	HAYLEY YOUNG	FFA SCHOLARSHIP			500.00		523.10
09/25/12	CC03-007	26111	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			131.57		391.53
09/25/12	CC03-007	26111	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			141.73		249.80
09/25/12	TR03-001	105	SERIFIN	FOODMAXX 9/7				(14.72)	235.08
09/25/12	TR03-001	108	SERIFIN	WALMART 9/11				(21.72)	213.36
09/27/12	TR03-003	116	SERIFIN	WALMART 9/21				(59.53)	153.83
09/27/12	TR03-003	118	SERIFIN	WALMART 8/31				(178.70)	(24.87)
10/03/12	DP04-002	232	SERAFIN	MOVIE NITE		77.40			52.53
10/03/12	DP04-002	238	SERAFIN	HOMECOMING		415.00			467.53
10/03/12	DP04-003	250	SERAFIN	DRIVE THRU BBQ		1,632.00			2,099.53
10/05/12	CC04-001	26133	NATIONAL FFA	OPEN PO 12-13 NOT TO EXCEED			152.00		1,947.53
10/05/12	CC04-001	26139	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			114.25		1,833.28
10/05/12	CC04-001	26139	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			469.94		1,363.34
10/05/12	CC04-001	26139	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			47.33		1,316.01
10/05/12	CC04-001	26150	COUNTRY FEED AND SEE	OPEN PO 12-13 NOT TO EXCEED			771.23		544.78
10/11/12	CC04-002	26157	CA FFA	MFE/ALA REGISTRATION			700.00		(155.22)
10/11/12	CC04-002	26161	SAN JOAQUIN REGIONAL F	STUDENT REGISTRATION			80.00		(235.22)
10/11/12	CC04-002	26169	SCHULTZ, EMMETT	REIM DRIVE THRU BBQ			408.68		(643.90)
10/16/12	DP04-006	310	ZZ_FFA - 18281	Dep:		1,250.00			606.10
10/16/12	DP04-007	315	SERAFIN	SHIRTS		269.00			875.10
10/17/12	CC04-004	26191	SAVEMART DEPT./3348	OPEN PO 12-13 NOT TO EXCEED			14.72		860.38
10/23/12	TR04-001	129	hunter	PAID OUT OF WRONG PO				294.09	1,154.47
10/23/12	TR04-001	136	SERIFIN	WALMART 9/27 HOMECOMING				(12.18)	1,142.29

ACCOUNT ANALYSIS REPORT - DETAIL

Date Range: 7/1/2012 through 4/2/2013

Account Range: 0450-00-00

te	Source	Ref #	Description	Purpose	Beg Bal	Income	Expense	Transfers	Balance
10/24/12	CC04-009	26226	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			239.59		902.70
10/24/12	CC04-009	26226	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			49.27		853.43
10/24/12	CC04-009	26226	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			60.25		793.18
10/29/12	DP04-013	337	ZZ_FFA - 18533	Dep:SHEEP SALE		111.50			904.68
11/05/12	CC05-001	26249	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			76.07		828.61
11/05/12	CC05-001	26249	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			23.41		805.20
11/05/12	CC05-001	26250	FELICIA BENITEZE	SHEEP SOLD			111.50		693.70
11/05/12	CC05-001	26253	SEQUOIA FFA SECTION	FFA DUES & JACKET			80.00		613.70
11/13/12	CC05-002	26287	SERAFIN, COURTNEY	REIM FOR CLEANING SUPPLIES			37.67		576.03
11/15/12	DP05-002	361	ZZ_FFA - 18564	Dep:TULARE FAIR AWARDS		300.00			876.03
11/15/12	DP05-002	361	ZZ_FFA - 18589	Dep:CHAPTER FUNDING		197.42			1,073.45
11/27/12	CC05-006	26305	VISALIA UNIFIED SCHOOL	10/17/12 INV#19111 FFA BBQ			60.00		1,013.45
11/29/12	CC05-007	26315	MURRAY McMURRAY HAT	OPEN PO 12-13 NOT TO EXCEED			11.90		1,001.55
11/29/12	CC05-007	26315	MURRAY McMURRAY HAT	OPEN PO 12-13 NOT TO EXCEED			143.12		858.43
11/29/12	CC05-007	26317	NATIONAL FFA	OPEN PO 12-13 NOT TO EXCEED			358.00		500.43
11/29/12	TR05-002	172	SERAFIN	WALMART 11/26				(103.48)	396.95
12/04/12	CC06-002	26338	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			446.76		(49.81)
12/07/12	CC06-005	26348	EXETER FFA	REG/CITRUS CONTEST 12/15			35.00		(84.81)
12/14/12	DP06-003	405	SERAFIN	FALL AWARDS BANQUET		190.00			105.19
12/18/12	CC06-009	26365	UC REGENTS	UC DAVIS FFA FIELD DAY			25.00		80.19
12/18/12	CC06-009	26366	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			38.55		41.64
12/18/12	CC06-009	26366	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			66.84		(25.20)
12/18/12	CC06-009	26366	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			148.06		(173.26)
12/18/12	CC06-009	26383	TOM OR THERESA POLIC	SHEEP EXPENSE			200.64		(373.90)
12/21/12	TR06-002	206	SERAFIN	WALMART 12/6				(46.77)	(420.67)
01/25/13	CC07-007	26417	FRESNO STATE FFA FIEL	REG#13383			45.00		(465.67)
01/31/13	CC07-008	26441	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			157.85		(623.52)
02/01/13	CC08-001	26447	MERCED COLLEGE	AG MECH & DAIRY REG			105.00		(728.52)
02/05/13	CC08-003	26460	OSCAR'S HAY	OPEN PO 12-13 NOT TO EXCEED			415.00		(1,143.52)
02/05/13	CC08-003	26460	OSCAR'S HAY	OPEN PO 12-13 NOT TO EXCEED			1,059.00		(2,202.52)
02/05/13	CC08-004	26462	SAN JOAQUIN REGIONAL F	SPRING REGISTRATION			70.00		(2,272.52)
02/06/13	DP08-003	462	ZZ_FFA - 18875	Dep:BBQ		3,455.00			1,182.48
02/06/13	DP08-003	462	ZZ_FFA - 18876	Dep:CHICKEN SALES		254.00			1,436.48
02/06/13	DP08-003	462	ZZ_FFA - 18878	Dep:FOOD FROM CITRUS		148.06			1,584.54
02/08/13	DP08-004	463	SERAFIN	STATE CONFERENCE		1,405.00			2,989.54
02/13/13	CC08-005	26468	COUNTRY FEED AND SEE	OPEN PO 12-13 NOT TO EXCEED			268.53		2,721.01
12/13/13	CC08-005	26476	SMART & FINAL #203842	OPEN PO 12-13 NOT TO EXCEED			60.65		2,660.36
02/22/13	DP08-011	512	ZZ_FFA - 18958	Dep:STATE CONFERENCE		150.00			2,810.36
02/22/13	DP08-011	524	SERAFIN	SWEET HEART DON		468.00			3,278.36

ACCOUNT ANALYSIS REPORT - DETAIL

Date Range: 7/1/2012 through 4/2/2013

Account Range: 0450-00-00

te	Source	Ref #	Description	Purpose	Beg Bal	Income	Expense	Transfers	Balance
02/25/13	CC08-006	26493	ROYALTEE DESIGNS	FFA SWEATSHIRTS			357.23		2,921.13
02/25/13	CC08-006	26494	HOLIDAY INN EXPRESS	4/20-23#61248118			955.98		1,965.15
02/25/13	CC08-006	26495	CA ASSOCIATION FFA	4/20, ST CONF			1,810.00		155.15
02/25/13	CC08-006	26498	MODESTO JUNIOR COLL	REG FIELD DAY3/23			144.00		11.15
02/27/13	AD08-001	171	SERIFIN	repay 2/13 cash box, FSU		120.00			131.15
				AG ni					
02/27/13	TR08-002	220	SERIFIN	WALMART 2/19				(60.47)	70.68
02/27/13	TR08-002	228	SERIFIN	FOODMAXX 2/7				(37.59)	33.09
02/27/13	TR08-002	229	SERIFIN	WALMART 1/29				(42.94)	(9.85)
02/28/13	DP08-012	530	ZZ_FFA - 19082	Dep:SWEET HEART		190.00			180.15
				TICKETS					
03/04/13	AD09-001	172	serifin	repay 2/13 cash box, FSU		(120.00)			60.15
				AG ni					
03/06/13	CC09-002	26526	SMART & FINAL #203842	OPEN PO 12-13 NOT TO			159.42		(99.27)
				EXCEED					
03/06/13	CC09-002	26529	SAVEMART DEPT./3348	OPEN PO 12-13 NOT TO			37.59		(136.86)
				EXCEED					
03/06/13	CC09-002	26529	SAVEMART DEPT./3348	OPEN PO 12-13 NOT TO			23.55		(160.41)
				EXCEED					
03/07/13	DP09-001	540	ZZ_FFA - 19104	Dep:SWEET HEART		752.50			592.09
				TICKETS					
03/07/13	DP09-001	540	ZZ_FFA - 19105	Dep:sweet heart donation		275.00			867.09
03/11/13	TR09-001	239	SERFIN	SAVEMART 3/5				(44.24)	822.85
03/14/13	CC09-005	26556	CA ASSOCIATION FFA	INV#12130985T			154.00		668.85
03/14/13	CC09-005	26557	REEDLEY COLLEG-AGNR C	14002 FIELD DAY4/13			115.00		553.85
03/14/13	CC09-005	26558	FRESNO STATE FFA FIEL	1416604/20 FIELD DAY			128.00		425.85
03/14/13	CC09-005	26568	SMART & FINAL #203842	OPEN PO 12-13 NOT TO			154.90		270.95
				EXCEED					
'14/13	CC09-005	26568	SMART & FINAL #203842	OPEN PO 12-13 NOT TO			227.54		43.41
				EXCEED					
03/14/13	CC09-005	26568	SMART & FINAL #203842	OPEN PO 12-13 NOT TO			10.58		32.83
				EXCEED					
03/15/13	DP09-003	568	SERAFIN	SWEET HEART TICKETS		213.00			245.83
03/15/13	DP09-003	569	SERAFIN	SWEET HEART DINNER		3,731.00			3,976.83
03/22/13	DP09-006	601	ZZ_FFA - 19291	Dep:DONATIONS		150.00			4,126.83
					4,284.03	16,239.94	16,068.89	(328.25)	4,126.83
Total Other Accounts					4,284.03	16,239.94	16,068.89	(328.25)	4,126.83

ACCOUNT ANALYSIS REPORT - DETAIL

Date Range: 7/1/2012 through 4/2/2013

Account Range: 0530-00-00

te	Source	Ref #	Description	Purpose	Beg Bal	Income	Expense	Transfers	Balance
Other Accounts									
Account: 0530-00-00 HOME GROWERS CLUB				Advisor: SERAFIN					
			Beginning Balance						3,707.11
08/21/12	CC02-004	26025	TERRI SIGLEY	SCHOLARSHIP			250.00		3,457.11
09/17/12	CC03-004	26076	HIGH COUNTRY GARDENS	NATIVE PLANTS			516.30		2,940.81
09/17/12	CC03-004	26078	LUIS NURSERY	OPEN PO 12-13 NOT TO EXCEED			258.60		2,682.21
09/25/12	CC03-007	26110	FIRST STEP GREENHOUS	OPEN PO 12-13 NOT TO EXCEED			193.45		2,488.76
10/05/12	CC04-001	26137	LOWES VUSD 730-7537	OPEN PO 12-13 NOT TO EXCEED			204.52		2,284.24
10/05/12	CC04-001	26138	HOME DEPOT STORE #3	OPEN PO 12-13 NOT TO EXCEED			127.53		2,156.71
10/05/12	CC04-001	26143	FRESH CUT WHOLESale	OPEN PO 12-13 NOT TO EXCEED			21.98		2,134.73
10/11/12	CC04-002	26159	HIGH COUNTRY GARDENS	REMAINING BALANCE			62.69		2,072.04
10/24/12	CC04-009	26225	LUIS NURSERY	OPEN PO 12-13 NOT TO EXCEED			87.82		1,984.22
10/25/12	CC04-010	26230	VUSD WHITMORE	8/31 ORIENTAL TRADING POST			31.31		1,952.91
11/13/12	CC05-002	26268	LOWES VUSD 730-7537	OPEN PO 12-13 NOT TO EXCEED			110.54		1,842.37
11/13/12	CC05-002	26287	SERAFIN, COURTNEY	REIM 4 POTS WITH PIZZAZZ			107.78		1,734.59
11/15/12	DP05-002	360	ZZ_HOME GROWERS - 18	Dep:football planter		20.00			1,754.59
11/15/12	DP05-002	361	ZZ_HOME GROWERS - 18	Dep:TULARE FAIR PLOT		166.00			1,920.59
02/07/13	TR08-001	213	KYLE McDONALD	RIBBON DECORATION OF FLOWERS				17.13	1,937.72
'13/13	CC08-005	26467	FIRST STEP GREENHOUS	OPEN PO 12-13 NOT TO EXCEED			45.65		1,892.07
02/13/13	CC08-005	26479	LUIS NURSERY	OPEN PO 12-13 NOT TO EXCEED			12.96		1,879.11
02/25/13	CC08-006	26483	LOWES VUSD 730-7537	OPEN PO 12-13 NOT TO EXCEED			63.28		1,815.83
02/25/13	CC08-006	26508	FRESH CUT WHOLESale	OPEN PO 12-13 NOT TO EXCEED			135.50		1,680.33
02/27/13	TR08-002	226	MEYERS	SENIOR BOUQUETS 2/14				18.00	1,698.33
02/28/13	DP08-012	530	ZZ_HOME GROWERS - 19	Dep:PLUG TRAYS		45.65			1,743.98
03/06/13	CC09-001	26524	LUIS NURSERY	OPEN PO 12-13 NOT TO EXCEED			86.40		1,657.58
03/06/13	CC09-001	26524	LUIS NURSERY	OPEN PO 12-13 NOT TO EXCEED			92.88		1,564.70
03/06/13	CC09-002	26531	FRESH CUT WHOLESale	OPEN PO 12-13 NOT TO EXCEED			51.00		1,513.70
03/07/13	DP09-001	540	ZZ_HOME GROWERS - 19	Dep:floral centerpieces		95.00			1,608.70
03/11/13	TR09-001	238	SERFIN	WALMART 3/5				(61.00)	1,547.70
03/11/13	TR09-001	240	TOM BUCKLEY	FLOWERS FOR CHEER & SINGER				60.00	1,607.70
03/22/13	DP09-006	601	ZZ_HOME GROWERS - 19	Dep:pots w/pizzazz		20.00			1,627.70
					3,707.11	346.65	2,460.19	34.13	1,627.70
Total Other Accounts					3,707.11	346.65	2,460.19	34.13	1,627.70

Golden West HS - Site 636-GO

FROM 07/01/2012 TO 06/30/2013

FUND :010 GENERAL FUND
 RESOURCE:70100 AGRICULTURAL VOCATIONAL EDUCAT

SITE :636
 GOAL :38000

GOLDEN WEST HIGH SCHOOL
 VOCATIONAL EDUCATION

Fnd Res	PY Goal	Func	Obj	Si	Ty	Mgr	TYPE WORKING BUDGET	EXPENDED/RECEIVED			%	ENCUMBERED	UNENCUMBERED BALANCE	%
								CURRENT	YEAR TO DATE					
4300.0		MATERIALS AND SUPPLIES												
010-70100-0-38000-10000-43000-636-0000-125							NONE							
							8,558.00	4,377.60	4,377.60	51.1	4,181.04	0.64-	.0	
TOTAL: 4300.0							8,558.00	4,377.60	4,377.60	51.1	4,181.04	0.64-	.0	
4400.0		NON-CAPITALIZED EQUIPMENT												
010-70100-0-38000-10000-44000-636-0000-125							NONE							
							2,225.00	0.00	0.00	.0	0.00	2,225.00	100.0	
TOTAL: 4400.0							2,225.00	0.00	0.00	.0	0.00	2,225.00	100.0	
TOTAL: 4xxx							10,783.00	4,377.60	4,377.60	40.5	4,181.04	2,224.36	20.6	
5200.0		TRAVEL AND CONFERENCES												
010-70100-0-38000-10000-52000-636-0000-125							NONE							
							4,942.00	1,038.16	1,038.16	21.0	51.08	3,852.76	77.9	
TOTAL: 5200.0							4,942.00	1,038.16	1,038.16	21.0	51.08	3,852.76	77.9	
5600.0		RENTALS, LEASES AND REPAIRS												
010-70100-0-38000-10000-56000-636-0000-125							NONE							
							3,000.00	423.72	423.72	14.1	0.00	2,576.28	85.8	
TOTAL: 5600.0							3,000.00	423.72	423.72	14.1	0.00	2,576.28	85.8	
5800.0		PROFESSIONAL/CONSULTING SERVIC												
010-70100-0-38000-10000-58000-636-0000-125							NONE							
							58.00	0.00	0.00	.0	57.74	0.26	.4	
TOTAL: 5800.0							58.00	0.00	0.00	.0	57.74	0.26	.4	
TOTAL: 5xxx							8,000.00	1,461.88	1,461.88	18.2	108.82	6,429.30	80.3	
TOTAL: 1xxx - 5xxx							18,783.00	5,839.48	5,839.48	31.0	4,289.86	8,653.66	46.0	

Golden West HS - Site 636-GO

FROM 07/01/2012 TO 06/30/2013

FUND :010
RESOURCE:35506GENERAL FUND
AGRICULTURE-CARL PERKINSSITE :636
GOAL :38000GOLDEN WEST HIGH SCHOOL
VOCATIONAL EDUCATION

Fnd Res	PY Goal	Func	Obj	Si	Ty	Mgr	TYPE WORKING BUDGET	EXPENDED/RECEIVED		%	ENCUMBERED	UNENCUMBERED BALANCE	%
								CURRENT	YEAR TO DATE				
1100.2		SUBSTITUTE TEACHERS											
010-35506-0-38000-10000-11002-636-0053-125							SUB SAL						
							244.00	0.00	0.00	.0	122.00	122.00	50.0
TOTAL: 1100.2							244.00	0.00	0.00	.0	122.00	122.00	50.0
TOTAL: 1xxx							244.00	0.00	0.00	.0	122.00	122.00	50.0
4300.0		MATERIALS AND SUPPLIES											
010-35506-0-38000-10000-43000-636-0000-125							NONE						
							1,738.00	1,737.50	1,737.50	99.9	0.00	0.50	.0
TOTAL: 4300.0							1,738.00	1,737.50	1,737.50	99.9	0.00	0.50	.0
TOTAL: 4xxx							1,738.00	1,737.50	1,737.50	99.9	0.00	0.50	.0
TOTAL: 1xxx - 5xxx							1,982.00	1,737.50	1,737.50	87.6	122.00	122.50	6.1
6400.0		EQUIPMENT											
010-35506-0-38000-10000-64000-636-0000-125							NONE						
							13,383.00	13,382.78	13,382.78	99.9	0.00	0.22	.0
TOTAL: 6400.0							13,383.00	13,382.78	13,382.78	99.9	0.00	0.22	.0
TOTAL: 6xxx							13,383.00	13,382.78	13,382.78	99.9	0.00	0.22	.0
TOTAL: 1xxx - 6xxx							15,365.00	15,120.28	15,120.28	98.4	122.00	122.72	.7

Golden West HS - Site 636-GO

FROM 07/01/2012 TO 06/30/2013

FUND :010 GENERAL FUND		SITE :636		GOLDEN WEST HIGH SCHOOL									
RESOURCE:11000 STATE LOTTERY		GOAL :11302		AGRICULTURE									
Fnd Res	PY Goal	Func	Obj	Si	Ty	Mgr	TYPE	EXPENDED/RECEIVED		%	ENCUMBERED	UNENCUMBERED	%
WORKING BUDGET								CURRENT	YEAR TO DATE			BALANCE	

4300.0		MATERIALS AND SUPPLIES											
010-11000-0-11302-10000-43000-636-0000-006							NONE						
							960.00	955.48	955.48	99.5	0.00	4.52	.4
TOTAL: 4300.0							960.00	955.48	955.48	99.5	0.00	4.52	.4
TOTAL: 4xxx							960.00	955.48	955.48	99.5	0.00	4.52	.4
TOTAL: 1xxx - 5xxx							960.00	955.48	955.48	99.5	0.00	4.52	.4

Golden West HS - Site 636-GO

FROM 07/01/2012 TO 06/30/2013

FUND :010 GENERAL FUND
RESOURCE:11000 STATE LOTTERYSITE :636 GOLDEN WEST HIGH SCHOOL
GOAL :11303 AGRICULTURE SCIENCE

Fnd Res	PY Goal	Func	Obj	Si	Ty	Mgr	TYPE	EXPENDED/RECEIVED			%	ENCUMBERED	UNENCUMBERED	%
							WORKING BUDGET	CURRENT	YEAR TO DATE			BALANCE		
1100.2		SUBSTITUTE TEACHERS												
010-11000-0-11303-10000-11002-636-0053-006							SUB SAL							
							2,013.00	2,074.00	2,074.00	100.0	0.00	61.00-	.0	
TOTAL: 1100.2							2,013.00	2,074.00	2,074.00	100.0	0.00	61.00-	.0	
TOTAL: 1xxx							2,013.00	2,074.00	2,074.00	100.0	0.00	61.00-	.0	
TOTAL: 1xxx - 5xxx							2,013.00	2,074.00	2,074.00	100.0	0.00	61.00-	.0	

28. District & Department Budget Process

District/Department Budget Process

The agriculture department receives funding through the Agriculture Incentive Grant (AIG), Carl Perkins, Site Budget and Tulare County Office of Vocational Education (TCOVE).

Agriculture Incentive Grant

The department is in charge of completing the application to receive funding for the Agriculture Incentive Grant (AIG) on a yearly basis. The funding for the grant is budgeted to be spend throughout the year depending on the needs of each teacher in the program. The budget can be mended if need by throughout the year. The school and school board approve the budget each year.

Perkins

Carl Perkins is another source of funding that the principal splits among the departments depending on the budgeted needs for the department for that school year. Each department turns in a list of the items their department needs or wants at the beginning of the year. All of this funding must have purchase orders turned in by April 19th. If the money in not spent or encumbered by the beginning of May, the funds in these accounts will be swept and spent elsewhere.

Site Budget

The school's site budget is money allocated to the departments at the high school through the principal's budget based on each departments' needs for the year.

TCOVE

The Advanced Agriculture Mechanics and the Advanced Environmental Horticulture classes receive additional funding from the county through Tulare County Office of Vocational Education (TCOVE). This money is spent specifically for the means of those two courses.

ASB Accounts

In addition to our department accounts and funds, the Golden West FFA and Home Grower's Club have Associated Student Body (ASB) accounts as well. Any expenses related to the FFA- chapter meeting expenses, judging team registration fees and supplies, etc.- are taken from this account. Donations to the FFA and money raised are all deposited into the ASB account as well. Plants purchased for the plant sale are purchased through the Home Growers account and money received from the sale go back into that account.

29. Chart of Responsibilities

**2012-2013 Golden West Ag Department
Staff Responsibilities**

Responsibilities	Schultz	Serafin	Slover
Accounting			
CATA Registration	X	X	X
Department PO's	X		
FFA PO's		X	
Hotel Reservations		X	
Office Supplies Orders		X	X
Perkins Funding	X		
ROP Accounts & PO's	X	X	
ROP/Site/Incentive Budget	X		
Travel Requests	X	X	X
General Program/Facility			
Advisory Committee roster & minutes		X	
Advisory Committee Planning & Agenda		X	
Department Marketing	X	X	X
Graduate Follow-Up		X	
Incentive Grants	X		
Maintain Comprehensive Program Binder	X		
Maintenance Requests	X	X	X
CATA Meetings & Events	X	X	X
R2 Reports & Rosters		X	
Recruitment	X	X	X
Transportation Requests	X	X	X
FFA Advisor			
Register for CDE Contests	X		
Program of Work		X	
Scrapbook		X	
State FFA Degree Applications	X	X	X
Proficiencies		X	
Conferences			
COLC	X	X	X
Greenhand Conference		X	X
MFE/ALA Conference		X	
State Conference	X	X	X
National Convention			

30. Substitute Teacher Procedures & Plans

Golden West Agriculture

Sub Plans for:
THURSDAY, NOVEMBER 15

Good morning Wendy!

First off, thank you for subbing my class today. There are general rules that all my classes follow. ***Please make sure these are enforced at all times.*** The binder on my desk includes attendance rosters, seating charts, emergency plans and referral forms.

General Rules-

- 1) Students are to stay in their assigned seats. Especially 3rd period!
- 2) Food and drink are allowed in class as long as they clean up after themselves.
- 3) Gum is NOT allowed in class. If they are chewing gum, make them throw it out immediately and write a **referral!**
- 4) Students are not allowed in the OH unit or back room while I am gone.
- 5) Keep cell phone and iPod use to a minimum.
- 6) Students are allowed to the bathroom one at a time only. They must take the pass with them.
- 7) Students are NOT allowed to hold our classroom pets or feed them anything.

Period 1 & 6: Ag Biology:

Have students answer the 5-a-day questions on the board. Ask for volunteers to share their responses with the class. Pass out the meiosis flipbook pages to each student. They need to cut out and connect all pages. Have them either staple or hole punch and ribbon the pages together. They then need to draw the different stages of meiosis one each page, starting with Meiosis I. All pages need to be in color. The book is due at the end of class. If they do not finish the book in class, have them complete it at home and turn into you tomorrow. Remind them that their notebooks need to be left on the bookshelf at the end of class and needs to include all of the notes and handouts from the last two days. The only thing that will not go in the notebook is the flipbook assignment. **6th period tends to get off task very easily. Last week when they had a sub, they were out of their seats and off task. This time, they are to remain in their seats and SILENTLY work on the assignment. Do not let them switch seats or talk. If they talk, write a referral! They know that they are in trouble from the last sub.**

Period 2 & 3: Intro to Horticulture:

Have students answer the 5-a-day questions on the board. Ask for volunteers to share their responses with the class. After they are finished with the agendas, have them turn the weekly agendas into the inboxes on the bookshelf. Pass out the Flower Combinations worksheet. Give students 30 minutes to work on the worksheet and then have them turn it in to the 2nd and 3rd period inboxes on the bookshelf. For the remainder of class, play the video "From Poop to Profits". Use the white Epson Projector remote to turn the projector on. The DVD is already in my laptop and ready to go. Just press play. ☺ **3rd period has a seating chart. Please**

make sure the Cesar, Mark, and Fernando do not sit next to each other. They need to remain in their assigned seats. Mackenzie, my 3rd period TA, is a great resource and helper for this class. She is great at keeping them on task!

Period 4: Advanced Horticulture:

Have students answer the 5-a-day questions on the board. Ask for volunteers to share their responses with the class. After they are finished with the agendas, have them turn the weekly agendas into the inboxes on the bookshelf. Pass out the From Poop to Profits handout and have students answer the Preview Questions on a separate sheet of paper. Once they are finished with the preview questions, have students watch the DVD. While watching the video have them answer the worksheet questions on the back of the handout. When the video is finished, have students form small groups of 6-8 people and discuss the Enrichment Questions. After they have had a few minutes to discuss in small groups, have the groups share their responses with the entire class. **Eileen leaves class early to attend her class at Redwood. Please allow her to leave early.**

You will have the following TA's throughout the day. Feel free to use them as needed. Please make sure John waters and locks up the OH unit at the end of each day. Remind him to close the doors on the greenhouse too!

2nd : Carley Pratt

3rd: Mackenzie Jared

4th: Jonathan Avilez

6th: John Wilker

After each class period please rank the class based on their performance below and make notes as needed.

Circle one for each class period

1 st :	Poor	OK	Excellent
2 nd :	Poor	OK	Excellent
3 rd :	Poor	OK	Excellent
4 th :	Poor	OK	Excellent
6 th :	Poor	OK	Excellent

If you have questions please call my cell 789-4146. Thanks again!

Courtney Serafin

31. Program Completer

Program Completer

Our department considers a program completer to be a student that has been a part of the Golden West High School Agriculture Department for all four of their high school years. Due to the lack of structured pathways, any course counted towards a program completer. Starting with our freshmen of this year, they will need to finish a specific pathway to be considered a program completer. For example, a student that takes Ag Earth Science, Ag Biology, Animal Science and Pre-Vet Science each year respectively will be a program completer. For our TCOVE ROP courses, there are Competency Standards that must be met for the student to be considered a program completer.

32. 2+2 Agreements

2+2 Agreements

Our courses are currently not articulated with any community colleges. The last record of an articulation agreement is from 2003 for Advanced Ornamental Horticulture with the College of the Sequoias. One of my goals for the 2013-2014 school year is to rearticulate this course with COS.

33. Reimbursement Process

Reimbursement Process

All expenses that are incurred while participating in a board-approved activity are reimbursed after the conference attendance sheet and all receipts are turned back into the office secretary. If receipts are not included, the teacher must fill out an affidavit stating that the amount is true. If a conference attendance sheet is not filled out for an event, a teacher cannot be reimbursed for those personal expenses. A reimbursement check is usually given out a week after the conference attendance sheet and receipts have been turned in.

If a teacher purchases something for the FFA or school related items, the teacher can be reimbursed after the reimbursement has been brought before club members and properly moved and seconded. The original receipt, copy of minutes from the meeting where the reimbursement was approved and a completed Golden Rod sheet must all be submitted to the school finance secretary before the teacher will receive a reimbursement check.

Reimbursements cannot be done through district funding. If something needs to be paid for through district funds, a Purchase Order must be opened prior to purchasing.