



REGIONAL OCCUPATIONAL CENTER

Ag ED 539

Teacher Internship Report

Jenna Eyraud

Regional Occupational Center
Animal Care

Quality Criteria Narratives

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Quality Criteria One: Curriculum and Instruction

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

Currently the Regional Occupational Center offers Animal Care and Ag Mechanics. The students that are enrolled in these programs have the opportunity to become FFA members and if they choice to the department will pay for their dues. Not all students become FFA members because they come from any of the 24 campus and could already be a paid member at their home school.

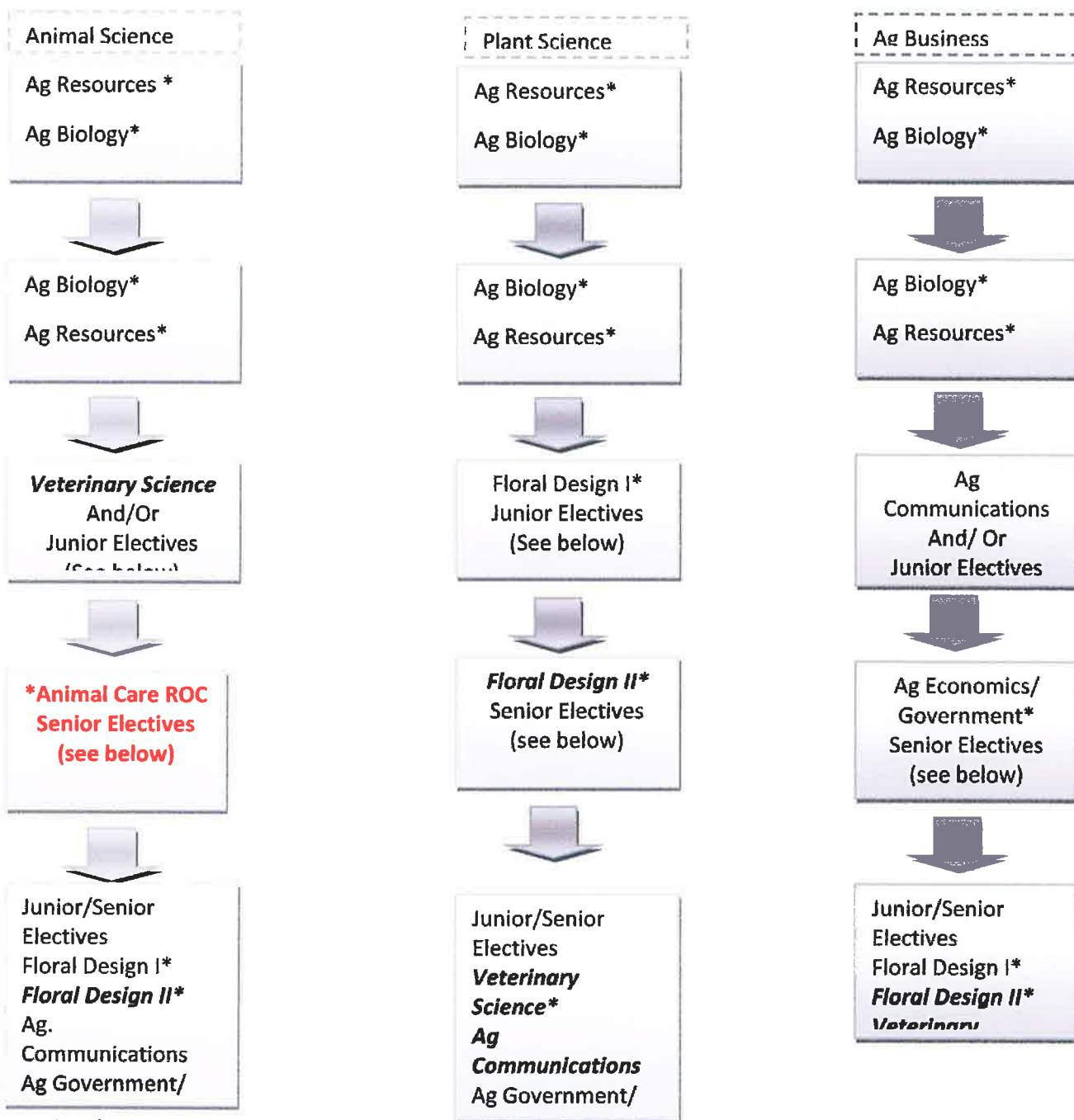
Animal Care is a semester long course that offers on the job training during the second semester. No new students are added to the class during the second semester. For each semester completed 5 units of Life/Biological Science or miscellaneous credit can be earned. The class is also articulated with Bakersfield College. Any student that completes both semesters and earns a grade of a B or higher will receive credit for ANSC B1.

Diesel/Ag Mechanics is a semester long course that offers on the job training during the second semester. For each semester completed 5 units of math credit can be earned. This class is also articulated with Auto 56A, Diesel Engines and Principals of Operation at Bakersfield College.

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

The Regional Occupational Center is the cap stone for pathways at the comprehensive highschoools.

Agriculture Career Pathways North High School



*UC/CSU Approved Course

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)



Career Clusters



Agriculture, Food & Natural Resources

Ag/Diesel Mechanics
Animal Care Technology
Fire Fighting
Welding

Architecture & Construction

Ag/Diesel Mechanics
Construction Technology
Welding

Arts, Audio/Video Technology & Communications

Computer Technology
Fashion Merchandising
Graphic Arts
Web Design

Business, Management & Administration

Business Enterprise
Careers in Finance
Fashion Merchandising
Office Secretary
Retail & Professional Sales

Education & Training

Teacher Assistant

Finance

Business Enterprise
Careers in Finance

Government & Public Administration

Fire Fighting
Law Enforcement

Health Science

Animal Care Technology
Health Occupations
Medical Assistant
Medical/Dental Receptionist
Nursing Assistant

Hospitality & Tourism

Business Enterprise
Retail & Professional Sales

Human Services

Fire Fighting
Law Enforcement

Information Technology

Computer Technology
Graphic Arts
Web Design

Law, Public Safety & Security

Law Enforcement

Manufacturing

Ag/Diesel Mechanics
Auto Body Repair
Auto Technology
Construction Technology
Welding

Marketing, Sales & Service

Barbering
Business Enterprise
Cosmetology
Fashion Merchandising
Graphic Arts
Retail & Professional Sales
Web Design

Science, Technology, Engineering & Mathematics

Computer Technology
Construction Technology
Web Design
Welding

Transportation, Distribution & Logistics

Ag/Diesel Mechanics
Auto Technology

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

The Regional Occupational Center gives students the opportunity to explore career choices, get trained in a specific career and learn more about the different career fields. If a student is in a specific career pathway at their high school the ROC provides them with the work-based facet of their pathway. It will provide them with the hands-on experience and the technical skills needed to get and keep a job.

Teacher	Period 1	Period 2	Period 3	Lunch	Period 4	Period 5	Period 6
Eyraud	Animal Care	Animal Care	Animal Care	Lunch	Animal Care	Animal Care	Animal Care
Faubus	Diesel/Ag Mechanics	Diesel/Ag Mechanics	Diesel/Ag Mechanics	Lunch	Diesel/Ag Mechanics	Diesel/Ag Mechanics	Diesel/Ag Mechanics

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

The Regional Occupational Center is the only Career/Technical Institution in Bakersfield. The ROC has 28 different programs to offer those interested in developing or improving their Job Skills. All students that attend the ROC have the opportunity to develop a resume and cover letter, fill out a job application, partake in mock interviews and participate in Skills Olympics.

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

The Regional Occupational Center currently has one computer lab that all classes share on campus. We can schedule to use the computer lab at the beginning of each quarter . The are also in the process of developing a career center on campus with a career center advisor .

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

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

Computers are used at some point in all of our classes. For example; .letters of recommendation, a cover letter, resume, job application and research reports. We also use the computers in our classroom for different FFA activities, including all speech contests and looking at ID for the Specialty Animal CDE.

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)

Students are introduced to a recordbook in their first semester of Animal Care but are not required to maintain a recordbook since the class is only a year long.

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

Students are required to keep records throughout the school year but not in the form of record books . The student keep track of hours from community classroom in the form of time cards. The students time cards are keep on file for years after complition from the program.

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

The agriculture classes at the Regional Occupational Center meet the requirements for high school graduation. The students that also attend the classes for a school year and receive a grade of a B or high may receive articulation credit for Bakersfield College.

Quality Criteria Two: Leadership and Citizenship Development

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

The Regional Occupational Center FFA Chapter was chartered in 2002.

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

Currently the ROC FFA does not have to furnish a Program of Work to the Regional Supervisor.

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

The only leadership activities that the students must participate in is Interview Day and Skills Olympics. Every student is given the opportunity to participate in different FFA activities throughout the school year. All activities are posted on the board in the classrooms and announced to the class.

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

All students enrolled in an agriculture class at the Regional Occupational Center are given the opportunity to be affiliated with the State FFA Association but it is not mandatory. Since students that attend the ROC come from comprehensive high schools they possibly could already be affiliated with the State FFA Association at their comprehensive sites.

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

According to the Annual FFA Chapter Activities Check Sheet our chapter participated in the following activities last year:

State Leadership Conference

Job Interview Contest

Regional Meeting

Participated in Specialty Animals Contest

Regional Leadership Conference

Participated in FFA Sectional Activities

Made For Excellence Leadership Conference

- Poinsettia Sales

Advanced Leadership Conference

- Skate Night

Opening-Closing Contest-Sectional

- Sectional Election

2F. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.2.9 .6, 10.1)

- | | |
|--|-------------------------------|
| • 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 |

All of the students that are enrolled in the Agriculture program at the ROC participate in Interview Day and Skills Olympics at the Regional Occupational Center . The students that are listed on the R2 will participate in at least three leadership development activities.

Quality Criteria Three: Practical Application of Occupational Skills

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

Since the students that are enrolled in the agriculture classes at the Regional Occupational Center come from comprehensive school sites and could already be enrolled in the agriculture programs and have a SAE, participation in SAE is not part of the grading criteria. Instead the Community Classroom (on the job training) portion of class is used as a participation grade.

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 (FS 10.2, 10.3)

All students that continue on to the second semester will be placed at a jobsite.

3C. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 11.0)

All students that continue on to the second semester will be placed at a jobsite.

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

When students are placed at their jobsites for community classroom, each student will be visited at least once every three weeks.

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

The Regional Occupational Center has four vehicles that can be checked out at any time to check on students at their Community Classroom jobsites.

Quality Criteria Four: Qualified and Competent Personnel

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

Jenna Eyraud holds her single subject agriculture credential and 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: (Complete Attachment)

Jenna currently attends a minimum of four professional development activities.

4C. The agriculture staff meets a minimum of twice of month. (This criteria does not apply to single person department- mark column N/A= Not Applicable)

The agriculture staff tries to meet twice a month at lunch for department meetings to discuss what is going on with the department and what activities are coming up.

4D. A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or on the Comprehensive Program Plan. (This criteria does not apply to single person department- mark column N/A= Not Applicable)

During our lunch meetings I take notes and then email a copy of them to Mr. Faubus .

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.

On our request to be absent from us just have to list all personal expenses that we might incur, including food, hotels, conference registration, and mileage on our cars. All expenses come out of our pocket at first and then we have to fill out the reimbursement form and the district will send us a reimbursement check. For hotels we have to provide the invoice and a copy of our bank statement showing the amount we paid. However, we do not need to provide receipts for our meals. If it is supplies for our FFA meetings it is protocol to ask first for petty cash, but if we bring her a receipt and fill out the reimbursement form we will have a check issued to us.

Quality Criteria Five: Facilities, Equipment and Materials

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

Modifications are done when necessary inside the classroom and the Animal Care Laboratory. Recently modifications have been done to the Animal Care Lab to help make it run more efficiently on grooming days. For all other modifications for students we will make changes on a case by case basis. We work closely with the counselors at the ROC and also the student's home school counselors. If there are any special education students that are enrolled in the agriculture program accommodations are done to make sure that the student's needs are met.

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

My classroom is a large classroom that has locking cabinets around half of the room. The cabinets allow me to store classroom supplies and also gives the students a place to store their class materials. I have a Animal Care laboratory that is equipped with areas to store supplies for the laboratory and it is animals. I have access to a laboratory classroom that allows my students to complete dissections labs. I also have a office area that is adjoined from my classroom that has filing cabinets that stores all the classes paper materials and students files.

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

- School Farm Laboratory Greenhouse
- Growing Area Agriculture Shop

Currently at the Regional Occupational Center no students have a SAE project because the course is only a year long.

5D. The Agriculture Department has E-Mail capabilities.

Our school has email capabilities from all computers on campus. We also have the ability to access our email from our personal computers and cell phones.

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

It is the responsibility for each Agriculture Teacher to keep their facilities clean and orderly.

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

Any of our on campus facilities can be repaired or replaced by us just filling out a work order request. Our IT person on campus is responsible for fixing any technology problem that may occur and replacing our computers with newer computers.

Quality Criteria Six: Community, Business and Industry Involvement

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

The Animal Care Advisory Committee consists of:

1. Janice Anderson- Owner of Anderson Acres
2. Dr. Paul Ansolbehere- Veterinarian
3. John Banducci- Vintage Nurseries
4. Laurie Beaver- Kern County Animal Shelter
5. Joe Chernabaeff- Owner of CLS Pet Store
6. Mike Elliot-Retired Agriculture Teacher
7. Dr. Mike Keese- Veterinarian
8. Cherie Largent- Veterinarian Technician
9. Joe Nunez-Agriculture Cooperative Extension- Plant Pathology
10. Dr. Alrena Pipkin- Veterinarian

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

The Regional Occupational Center holds a yearly Advisory Luncheon.

KERN HIGH SCHOOL DISTRICT
REGIONAL OCCUPATIONA CENTER
Fall Advisory Committee Meeting

Course (Title): Animal Care Technology

Date: October 30, 2012

Instructor: Jenna Eyraud

Members Present

Paul Ansolebehere

John Banducci, Adm. V.P.

Joe Nunez

Company Name

Vet Hospital

Vintage Nurseries

Plant Pathology Ag Cooperative Ext.

INTRODUCTIONS:

Jenna Eyraud made the introductions and welcome of members.

PURPOSE OF MEETING:

Yearly Advisory meeting.

REVIEW OF RELEVANT DATA:

- ~ **Enrollment** – Currently 61 Students
- ~ **Number of completers and graduates** – Down from previous year 36
- ~ **Other** – 10 Students got jobs or job offers

RECOMMENDATIONS/REMARKS:

Number of completers is down due to class grade or attendance.

REVIEW OF COURSE DESCRIPTION(S)

Looks good.

RECOMMENDATIONS/REMARKS:

Trying to get College credits for class.

REVIEW INDUSTRY CERTIFICATIONS:

Looks good.

MISC. AND OTHER:

Student's attendance is poor, lack of motivation, just don't care.

Other FFA

Students competing in various events:

- ~ Opening & Closing ceremonies contest
- ~ Regional Meeting/State Conference
- ~ Public Speaking Contest
- ~ Adopt a Family Thanksgiving & Christmas
- ~ Poinsettia Sales
- ~ Skate Night
- ~ Specialty Animal Teams

RECOMMENDATIONS/REMARKS:

Mr. Ansolbehere sees the same thing at the college level.

SET DATE AND TIME FOR NEXT MEETING:

Like the new meeting idea.

6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes

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

The Advisory Committee has assisted in the development and or revision of the course of study, program goals and objectives, course competencies and list of community classroom placement sites.

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

Our current Advisory Chair is Joe Nunez.

Quality Criteria Seven: Career Guidance

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

Career opportunities are presented to each class in the agriculture department. Whenever we go to a college for a contest we always try to take a tour so students can see what is available to them. The students are also required to present a career report in a agriculture related field. The students that continue in the spring also have the opportunity to complete on the job training in the animal care field.

7B. All students have a completed career plan (Student Data Sheet) and it is update annually. (FS 3.3)

Students complete a student data sheet every year prior to the October 15th deadline.

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

Our school works closely with the local community college to complete articulation agreements with Bakersfield College. Currently the agriculture classes at the Regional Occupational Center are articulated with Bakersfield College.

Quality Criteria Eight: Program Promotion

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

Although no formal recruitment can occur in the Kern High School District, there are activities that we actively participate in during the year. One of these activities is that we participate in is the Responsible Dog Ownership Day. This is a community event that is committed to helping dog owners raise happy healthy dogs. The Animal Care program volunteers their service at this event and spreads the word about what the program has to offer to the community.

Other ways that recruitment occurs on the Regional Occupational Center (ROC) campus is by our counselors and associated student body. Our counselors visit other campuses with current ROC students promoting the different programs that the ROC has to offer. The associated student body also provides tours around the campus that show case the different programs that we have to offer.

On campus at home schools there are posters that hang in the office that promote the programs at ROC. The last way that recruitment occurs is by the students that attend or have attended programs at the ROC.

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

For all FFA activities with a cost the students are given advanced notice on the costs of the trips and can talk to an advisor if the cost is an issue for them. For the most part the students either have no cost for trips or the cost was cut in half due to fundraising.

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

The requirement that is done with the local schools is done by our counselors at the ROC. The counselors will visit campuses with current ROC students promoting the different programs that we have to offer. The associated student body also provides tours around the campus that show case the different programs that ROC we offer. The last way that requirement is done is by communication with other agriculture teachers.

Quality Criteria Nine: Program Accountability and Planning

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

There is no Comprehensive Program on file since we do not receive any Ag Incentive Grant money.

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

Currently the ROC does not have to send updates of the Program Plan to the Regional Supervisor because we do not receive the Ag Incentive Grant.

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

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

All students at the end of the school year are asked the following questions:

Last Name	First Name	UID	Active Military	Education Related to Program	Education Unrelated to Program	Employed in Related Occupation	Employed in Non-related Occupation	Others

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

The graduate follow up data was entered 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.

The Agriculture Classes at Regional Occupational Center are only designed to be a year long, therefore strategies to help increase retention within the program does not apply to us.

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

The R-2 and FFA Roster was received by the Regional Supervisor by October 15th. The AIG Expenditure Reports does not apply to us.

Quality Criteria Ten: Student- Teacher Ratio

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

We do not meet classroom size. We average around 30 students per class and as high as 45 students per class.

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 do meet classroom size at the Regional Occupational Center.

Quality Criteria Eleven: Full Time Employment

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

Since the Agriculture Programs at the Regional Occupational Center are different from those at the comprehensive school sites no agriculture teacher is employed year around.

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

Since the Agriculture Programs at the Regional Occupational Center are different from those at the comprehensive school sites a supervision period is not offered to the agriculture teachers.

Quality Criteria Twelve: Program Achievement

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

The Agriculture Programs at the Regional Occupational Center do not meet program achievement because the programs are only a year long.

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Phone: (661) 587-5388
E-mail: jenna_eyraud@khsd.k12.ca.us

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: (1) Curriculum and Instruction.

Goal or Purpose of the Project: The curriculum and community classroom guidelines and procedures for the Animal Care Technology program were outdated when I took over as the instructor. The purpose of this project is to develop up to date curriculum for the class in the form of power point lessons, quizzes, tests, and laboratory activities. For the community classroom portion of the project a packet will be developed for the students that will include the policies and procedures for community classroom.

Specific Objectives to Accomplish (Be as detailed as possible):

1. Develop a course of study that meet foundation standards, career technical standards, and are aligned with the career clusters established by the Department of Education's Agriculture Education Unit.
2. Develop a course of study that will meet alternative credit for the UC and CSU systems.
3. Develop a packet for the community classroom portion of the class that will include the policies and procedures of for community classroom; rules for community classroom, training plan, time cards and competencies.

Estimated number of hours on this project: 25.

Estimated expenditures (\$) on this project (your costs) : \$0.

Proposed timeline for completion of the project:

January 14th , 2013

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis?

The Cal Poly faculty will be informed on my progress though emails and phone conversations.

For Office Use Only:

Project Approved By: _____.

Date of Approval: _____.

Quarter student will enroll in AGED 539: _____.

Include in this project are the following items:

1. A packet that is given to the students prior to the start of community classroom that goes over the policies and procedures for community classroom; rules for community classroom, training plan, time cards and competencies.
2. A course of study that meet alternative credit for the UC and CSU systems.
3. A course of study that meets foundation standards, career technical standards, and are aligned with the career clusters established by the Department of Education's Agriculture Education Unit.

REMEMBER TO CALL.....

IF ABSENT



HOME SCHOOL : _____

ROP: (661) 831-3327 _____

JOB
SITE: _____

INSTRUCTOR: JENNA EYRAUD _____

CELL PHONE: (661)364-8916 _____

KERN HIGH SCHOOL DISTRICT/REGIONAL OCCUPATIONAL PROGRAM
ANIMAL CARE
TRAINING SITE ASSGNMENTS

STARTING DATE: Tuesday, January 22nd, 2013. Students will attend the scheduled hours for their job sites, Monday thru Thursday.

ENDING DATE: May 1st, 2013

HOLIDAYS: Holidays during this rotation are:
February 11th and 18th, 2013. (No School)
March 25th- 29th, 2013 (Spring Break)

LATE STARTS: **NO AM Students (Busses Only)**
February 5th and 19th
March 5th and 19th
April 2nd and 16th

INSTRUCTOR: Jenna Eyraud
Phone: (661) 831-3327
Cell: (661) 364-8916

*If students **DO NOT CALL** and **DO NOT SHOW UP**, please notify me at
831-3327 or 364-8916.

*Students are to call their Job site **BEFORE** scheduled time to be there **AND** the ROC Office
At (831-3327) if they late or absent on any day.

*Dress Code:

1. Jewelry to a minimum.
2. Hair neat and off the collar.
3. Fingernails short and well-groomed.
4. Professional dress at **ALL** times.
No Levis! No shorts! No sweats! No T-shirts with advertising!
5. Rubber-soled shoes with closed toes.
6. No gum chewing, eating, and/or drinking on the job.

STUDENT RESPONSIBILITIES:

- Weekly time sheets(signed by trainer)
- Weekly evaluations (signed by trainer)
- Weekly clinical assignment

REGIONAL OCCUPATIONAL CENTER

Student Name: _____

Job Site: _____

Dates: _____ To _____

Training Site Plan

What they are and how to use them:

Training plans are methods by which the instructor correlates the classroom and clinical experiences. The time a student can be competent in each task may vary, but provided in this plan are average times for each section.

- I. The “on-site training plan” is to be completed by the on-site trainer or instructor and must be kept at the training site.
 - a. When a student has successfully completed each competency the on-site trainer will sign the student off verifying their performance.

II. Weekly Time Sheets

- a. Weekly Time Sheets must be documented by the student each day.
- b. At the end of the current week, the student must have a on-site trainer verify this by a signature- or no credit will be given for time “earned.”
- c. Student must submit to the instructor at the end of the week on Friday during classroom instruction time or you will receive no credit for that week and the previous week.

III. Employer EVALUATION

- a. It is important that both the student and the employer to sit down each week and review the **evaluation**.
- b. **Each Student Must** have a weekly evaluation or the student may not work at the job site.
- c. **Evaluation** enables the student to progress and improve on a continual basis.

IV. ABSENCES

- a. Students are to phone the on-site trainers, if they are ill or unable to attend. This will be done as early as possible before the beginning of class.
- b. Continued absences are cause of dismissal from the program. Three unexcused absences are cause for the student to be "fired".

V. Students will dress in appropriate attire for this on-site training site which is _____ . Failure to do so will result in a dismissal. Students must wear name badge.

Thank you for your time, support and interest.

If there are any question please call 831-3327 or 364-8916

I have read and understand all of the above and agree to comply with it as a condition of continued enrollment.

Student

Date

On-Site Trainer

Date

KERN HIGH SCHOOL DISTRICT
REGIONAL OCCUPATIONAL CENTER

ANIMAL CARE

REQUIRED UNIFORM

1. Scrubs or community classroom dress code.
2. Closed toed, rubber-sole shoes or tennis shoes

PERSONAL HYGIENE AND APPEARANCE

All students representing the Animal Care Program will arrive to work looking clean, neat, and rested. The following requirements will be followed:

1. Hair will be kept in a neat conservative fashion, preferably collar length. Long hair will be neatly pulled back.
2. Nails will be neatly manicured. Nail polish may be worn in neutral tones or clear. No loud or bright colors will be tolerated.
3. Makeup will be kept to a minimum and be applied neatly and conservatively.
4. Jewelry will be minimal. Wrist watches and post –earrings will be acceptable.
5. Perfumes, colognes, or other body scents will be used sparingly, if at all.

These rules have been enlisted to ensure that the standard of personal professionalism expected is achieved and maintained by the students representing the Animal Care Program of the Kern High School District Regional Occupational Program.

Your cooperation is expected and appreciated.

KERN HIGH SCHOOL DISTRICT
REGIONAL OCCUPATION CENTER
ANIMAL CARE COMMUNITY CLASSROOM
STUDENT RESPONSIBILITY

ATTENDANCE

1. Students absent from Community Classroom must:
 - a. Call Site/Placement
 - b. Call ROC Instructor: (661) 364-3327
 - c. Call ROC Office: (661) 831-3327
 - d. Parent must call home school to clear absence

TIMESHEETS/EVALUATIONS

1. Time sheets/evaluations sheets are to be completed, signed and turned in to the instructor **EVERY FRIDAY**.
2. Students must attend class Friday for classroom "related instruction."

ABSENCE ON FRIDAY

1. Students who are absent of Friday for related instruction or fail to turn in Friday time sheet/evaluation sheets.
 - a. Must call the instructor on Friday and report your attendance hours for the week.

2. SECOND OFFENSE

- a. Students who choose not to turn in time sheets/evaluations sheets on Friday or not attend class for related classroom instruction for a second time, will have a parent, student, and counselor conference scheduled the next week. This is mandatory for the student to continue.
- b. Students and parents will review rules and regulations of community classroom. Students will be responsible for following rules and regulations of community classroom.
- c. Students will be put on a probation basis
- d. If student does not abide by rules of community classroom, he /she will be **DROPPED** from the program.

Work ethics, being there and being on time with a good work attitude is an integral part of our vocational program. If an employee fails to turn in a time sheet, he/she is not paid. If an employee consistently fails to follow rules and regulations, he/she is "fired". Students must accept responsibility for their own actions.

If there are extenuating circumstances that keep students from following this policy, it is their responsibility to immediately contact their supervisor (their instructor).

They may call the ROC office (661) 831-3327 or call their instructor (661) 364-8916.

We have read the above community classroom student responsibility and understand that violating these rules will result in appropriate disciplinary action.

Student Signature

Date

Parent Signature

Date

**Regional Occupational Center
Animal Care Program**

Weekly Intern Evaluation (Due Every Friday)

Training Site: _____ Student Name: _____ St # _____

Week of: _____ Name of Direct Supervisor: _____

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) **364-8916**
(3) Parent /Guardian must contact the school to clear your absence (661) **831-3327**

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:			
Tuesday:			
Wednesday:			
Thursday:			
Friday:			

Student (self) Evaluation:

What grade would you give yourself for the week? A B C D F

What was the most difficult task? _____

What new skills did you learn? _____

Did you call in when absent? Yes____, No____, Not Absent____

Student Signature: _____

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

Job Performance

	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	_____	_____	_____	_____
Initiative	_____	_____	_____	_____
Punctuality	_____	_____	_____	_____
Quality of Work	_____	_____	_____	_____
Personal Appearance	_____	_____	_____	_____
Ability to follow instructions	_____	_____	_____	_____
Ability to work cooperatively	_____	_____	_____	_____

Comments: _____

Supervisor Signature: _____

**Animal Care Technology
Community Classroom Assignments
Spring 2012**

BEGINNING January 21st, 2013

ENDING May 2013

Facility and Supervisor	AM - Student(s)	PM - Student(s)
Dr. Singh/ Juanita-589-1234 All Critter Vet Hospital 9339 Rosedale Hwy Suite 8 Bakersfield CA 93312		
Dr. Kameel - 588-7256 Allen Road Vet. Hospital 2500 Allen Road Bakersfield, CA 93314		
Janice Anderson - 667-0127 Anderson Acres (Accipiter) 5801 S. Fairfax Bakersfield, CA 93306		
Dr. Julie Schoell - 665-8950 At the Oaks Pet Hospital 9887 Camino Media Bakersfield, Ca 93311		
Dr. Utt- 872-0363 Auburn Vet Clinic 3713 Aburn St. Bakersfield C A		
Kim - 327-4444 Bakersfield Vet. Hospital (SM) 4410 Wible Road Bakersfield, CA 93313		
837-1228 Serenity Cat Hospital 3150 Panama Ln #L Bakersfield CA 93313		

Facility and Supervisor	AM - Student(s)	PM - Student(s)
Danzel - 396-8216 (Dr. Dendy) Banfield Vet Hospital (Ming Ave) 4100 Ming Avenue Bakersfield, CA 93309		
829-1099/Pam or Sarah Fur and Feathers 3329 Allen Rd. Bakersfield, Ca. 9330		
Joe Chernabaeff - 327-0321 CLS Pet Store 3105 F Street Bakersfield, CA 93301		
Dr. Mc Dougal 862-5107 or 703-2277 Maggie - 868-7104 or Denise Haynes - 868-7105 Kern County Animal Control 201 S. Mt. Vernon Ave. Bakersfield, CA 93307		
Heidi A. Hays Volunteer Coordinator M.A.R.E. 18200 Johnson Rd. Bakersfield, Ca. 93314 Phn: 661-589-1877		
Dr. Shane Reno - 327-7536 Mt. Vernon Vet Hospital 2120 E. California Bakersfield, CA 93307		
Dr. Lohr - 327-9516 Nile Point Vet Hospital 2007 Niles Bakersfield, CA 93305		CLOSED WEDNESDAY ANDERSON ACRES

Facility and Supervisor	AM - Student(s)	PM - Student(s)
Dr. Virga - 399-6406 (Nancy) North of the River Vet. Hospital 207 China Grade Bakersfield, CA		CLOSED WEDNESDAY ANDERSON ACRES
Jennifer Monge/owner 661-325-6888 Platinum Paws Grooming 1417 Baker Street Bakersfield, Ca. 93305	CLOSED MONDAY ANDERSON ACRES	= CLOSED MONDAY ANDERSON ACRES
Don Douglas - 664-6874 Petco 5151 Gosford Road Bakersfield, CA 93313		=
Cherie Largent/834-9566 Panama Equine 5429 Taft Hwy Bakersfield, CA 93313	=	=
Linda Anderson 327-5571 Stiern Vet Hospital 17 Monterey Street Bakersfield CA 93305	=	
Dr. Jenson 393-1213 Olive Drive Vet Hospital 1105 Roberts Lane Bakersfield CA 93308	=	=

**Animal Care Technology
Community Classroom Assignments
Spring 2012**

BEGINNING - . 2013

ENDING . 2013

Facility and Supervisor AM - Student(s) PM - Student(s) Visitation Days
Rotate from AM to PM every other week

Dr. Singh/ Juanita-589-1234 All Critter Vet Hospital 9339 Rosedale Hwy Suite 8 Bakersfield CA 93312			Tuesdays (2)
Dr. Kameel - 588-7256 Allen Road Vet. Hospital 2500 Allen Road Bakersfield, CA 93314			Tuesdays(1)
Chris Morgan- 829-5904 Affordable Pet Vet 8150 Hageman Rd Bakersfield CA, 93312			Tuesdays (2)
Dr. Julie Schoell - 665-8950 At the Oaks Pet Hospital 9887 Camino Media Bakersfield, Ca 93311			Tuesdays(2)
David (661) 587-1097 PetCo 8220 Rosedale Highway Bakersfield, CA 93312			Tuesdays(2)
Matt Tasos (661) 327-1301 Roundup Feed Store 5805 Rosedale Highway Bakersfield, CA 93308			Tuesdays(1)
Jeff Dibenedict (661) 398-9400 Pet Styling Co 600 Coffee Road Suite V Bakersfield CA 93309			Tuesdays(2)
Danzel - 396-8216 (Dr. Dendy) Banfield Vet Hospital (Ming Ave) 4100 Ming Avenue Bakersfield, CA 93309			Wednesday(1)
Don Douglas - 664-6874 Petco 5151 Gosford Road Bakersfield, CA 93313			Wednesday(2)

Kim - 327-4444 Bakersfield Vet. Hospital (SM) 4410 Wible Road Bakersfield, CA 93313			Wednesday(2)
Janice Anderson - 667-0127 Anderson Acres (Accipiter) 5801 S. Fairfax Bakersfield, CA 93306			Wednesday (2)
837-1228 Serenity Cat Hospital 3150 Panama Ln #L Bakersfield CA 93313			Wednesday(2)
Cherie Largent/834-9566 Panama Equine 5429 Taft Hwy Bakersfield, CA 93313			Wednesday(1)
Dr. Mc Dougal 862- 5107or703-2277 Maggie - 868-7104 or Denise Haynes - 868-7105 Kern County Animal Control 201 S. Mt. Vernon Ave. Bakersfield, CA 93307			Wednesday(1)
Dr. Lohr - 327-9516 Nile Point Vet Hospital 2007 Niles Bakersfield, CA 93305			Thursday (2)
Dr. Utt- 872-0363 Auburn Vet Clinic 3713 Auburn St. Bakersfield CA			Thursday(2)
Jennifer Monge/owner 661-325-6888 Platinum Paws Grooming 1417 Baker Street Bakersfield, Ca. 93305			Thursday(1)
Linda Anderson 327-5571 Stiern Vet Hospital 17 Monterey Street Bakersfield CA 93305			Thursday (2)
Joe Chernabaeff - 327-0321 CLS Pet Store 3105 F Street Bakersfield, CA 93301			Thursday(1)
Dr. Virga - 399-6406 (Nancy) North of the River Vet. Hospital 207 China Grade Bakersfield, CA 93308			Thursday(1)
Dr. Jenson 393-1213 Olive Drive Vet Hospital 1105 Roberts Lane Bakersfield CA 93308			Thursday(1)

Kern High School District
REGIONAL OCCUPATIONAL CENTER/PROGRAM

INDIVIDUALIZED TRAINING PLAN

2013__ School Year

☐ COMMUNITY CLASSROOM

☐ Fall

☐ Spring

☐ Summer

☐ COOPERATIVE VOCATIONAL EDUCATION

Student Name _____

Program Title Animal Care Technology

Instructor Jenna Eyraud

Training Schedule: Days M - Thur. Hours 3

Training Station	Location	Site Supervisor/Employer	Telephone

Occupational Competencies	Supervisor's Verification		Expected Duration of Training	Training	
	Initial	Date		Classroom	OJT
I. PERSONAL QUALITIES					
1. Dress appropriately (neat and well-groomed).					
2. Demonstrate willingness to perform work required.					
3. Display appropriate attitude and behavior.					
4. Demonstrate willingness to follow worksite rules.					
5. Demonstrate relaxed and cheerful manner.					
6. Accept suggestions, constructive criticism, and responsibility.					
II. COMPETENCIES					
1. Perform safe animal handling procedures					
2. Identify common animal behaviors					
3. Understand responsible animal care and how "animal rights" and "animal ethics" affects such care.					
4. Perform proper feeding and management procedures.					
5. Identify basic animal anatomy					
6. Understand basic animal physiology.					
7. Understand common animal terminology.					
8. Identify common breeds of livestock.					
9. Identify common breeds of domestic animals.					
10. Identify common causes of disease.					
11. Identify animals that have symptoms of illness.					
12. Determine proper dosages of medications.					
13. Know the procedure to properly administer oral and topical medications					
14. Know the procedure to properly administer intramuscular injections.					
15. Know the procedure to properly administer subcutaneous injections.					
16. Perform common deworming and parasite control procedures.					

Occupational Competencies	Supervisor's Verification		Expected Duration of Training	Training	
	Initial	Date		Classroom	OJT
17. Identify types of immunity and their causes.					
18. Perform proper sanitation procedures.					
19. Perform proper first-aid procedures.					
20. Perform procedures for checking temperature, respiration, and heart rate.					
21. Identify and perform various methods for animal identification.					
22. Perform proper animal grooming techniques.					
23. Identify genetic make-up of common animal traits.					
24. Understand how to deal with human-animal relationships.					
25. Understand proper job search techniques.					
SAFETY					
1. Store equipment and materials safely and properly.					
2. Report injuries and unsafe equipment.					
3. Model appropriate health habits (wash hands and clean work area)					
WORKING WITH STAFF					
1. Begin work upon arrival.					
2. Inform supervisor in advance of absences or late arrival.					
3. Ask questions when unsure of action to be taken.					
4. Demonstrate willingness to work with others.					

This is to verify that I _____ understand the Occupational Competencies.

Supervisor's Signature _____

Date _____

ANIMAL CARE TECHNOLOGY RECORD OF COMPETENCIES

- _____ 1. Perform safe animal handling procedures.
- _____ 2. Identify common animal behaviors.
- _____ 3. Understand responsible animal care and how “animal rights” and “animal ethics” affects such care.
- _____ 4. Perform proper feeding and management procedures.
- _____ 5. Identify basic animal anatomy.
- _____ 6. Understand basic animal physiology.
- _____ 7. Understand common animal terminology
- _____ 8. Identify common breeds of livestock.
- _____ 9. Identify common breeds of domestic animals.
- _____ 10. Identify common causes of disease.
- _____ 11. Identify animals that have symptoms of illness.
- _____ 12. Determine proper dosages of medications.
- _____ 13. Know the procedure to properly administer oral and topical medications.
- _____ 14. Know the procedure to properly administer intramuscular injections.
- _____ 15. Know the procedure to properly administer subcutaneous injections.
- _____ 16. Perform common deworming and parasite control procedures.
- _____ 17. Identify types of immunity and their causes.
- _____ 18. Perform proper sanitation procedures.
- _____ 19. Perform procedures for checking temperature, respiration, and heart rate.
- _____ 20. Perform proper animal grooming techniques.
- _____ 21. Understand how to deal with human-animal relationships.
- _____ 22. Understand proper job search techniques.

Total hours available _____

Total hours completed _____

<p>RATING SCALE:</p> <ul style="list-style-type: none">1. Competency Mastered2. Competency not Demonstrated

DISTRICT OFFICE USE ONLY:

Code No. 8479 AM
8480 PM

Approved by Board _____

KERN HIGH SCHOOL DISTRICT
COURSE OF STUDYANIMAL CARE TECHNOLOGY

Course Title

(Title must correlate with Course Code Catalog)

11-12
Grade LevelAGRICULTURE
Department40
Max. CreditDoes this course satisfy a graduation
requirement in another subject area? Yes NoIf so, what subject area?
Life Science (10 units)JERRY PONCETTA

Prepared by

REGIONAL OCCUPATIONAL CENTER

School

Date

3/2006

Approval of Site Administrator: _____

(New methodology - CC/CVE)

Signature

3/2006
Date**CBED TITLE:** Agriculture: Animal Care

CBED CODE: 4098

LENGTH OF COURSE: 671 Hours**JOB TITLES:**

Animal Caretaker

Pet Groomer

Petshop Attendant

Veterinarian Assistant

DOT NUMBERS:

410.674-010

418.674-010

410.674-010

410.674-010

1. **Course Description** (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific graduation requirement. Approximate length: two or three sentences.)

The Animal Care Technology course is designed to assist students in meeting entry-level employment requirements in animal health and care occupations, or to continue on in post-secondary education in the animal care field. Content includes: job-search skills, comparative anatomy and physiology, basic pet grooming skills, animal restraint, nutrition and housing, medical terminology, species and breed identification, and disease control/management. The course includes classroom and laboratory instruction and nine-weeks placement in community classroom. This course also includes specific sections of general life science. These sections are incorporated into the animal care technology curriculum and include the following subject areas: 80 hours-basic anatomy and physiology of common mammal species (skeletal, muscular, circulatory, respiratory, nervous, urinary, endocrine), 30 hours-basic animal nutrition (feed nutrients, digestive anatomy/physiology), 30 hours-basic mammalian reproductive processes (estrus, breeding, gestation, parturition), 45 hours-fundamentals of animal disease/parasite control and management (causes, immunity, vaccination, infectious and non-infectious diseases, sanitation and prevention, normal values, pharmacology).

This course carries five units of Life Science credit that meets the high school graduation requirements for each semester completed. In addition, this course is articulated with Animal Science B1 and Animal Science B51 at Bakersfield College.

Prerequisites: Interest in an animal care career and possess strong reading skills.

Requirement for community classroom placement:

Students will be required to maintain a minimum grade of C- or higher in the third quarter of the Animal Care Tech class to be assigned to a community classroom site during the fourth quarter of the spring semester. Students not meeting this grade requirement will be assigned alternative study materials to complete during the fourth quarter community classroom activity. They will receive a grade for the quarter and semester as well as units of credit but will not receive a certificate of completion for the class.

2. **Instructional Materials** (List the basic text - include title, author, copyright - and other essential supplementary materials or instructional resources/materials used in the course.)

Small Animal Care and Management, Dean M. Warren, Delmar Publishers, 1995

Anatomy and Physiology of Farm Animals, R.D. Frandson, Fourth Edition, Philadelphia, Lea and Febiger, 1986.

Animal Science series, Texas A&M University, College Station, Texas, 1988.

- Other materials:
- 1) District farm livestock and equipment.
 - 2) Community classrooms.
 - 3) Small animal laboratory animals and equipment.
 - 4) Videos covering specialized areas of animal care.

3. **Course Outline** (List the major content areas of the course and divide them according to the semester in which they fall. Designate the approximate amount of time given to each of the content areas. Suggested length: one page.)

FALL SEMESTER		CLASSROOM HOURS	*COMMUNITY CLASSROOM HOURS	*C.C.T.E. HOURS
I.	Careers in Animal Care	15		
II.	Animal Care Safety	15		
III.	Animal Handling and Restraint	30		
IV.	Animal Behavior and Observation	15		
V.	Animal Care Terminology	25		
VI.	Animal Breed Identification	25		
VII.	Introduction to Small Animals	20		
VIII.	Basic Animal Nutrition	30		
IX.	Animal Anatomy/Physiology	80		
X.	Introduction to Basic Pet Grooming	15		
		270		
SPRING SEMESTER				
X.	Common Animal Diseases and Control	30	10	10
XI.	Normal Values - Temperature, Pulse, Respiration	15	3	3
XII.	Pharmacology	20	5	5
XIII.	Emergency Procedures	10	5	5
XIV.	Common Surgical Procedures	15	7	7
XV.	Internal and External Parasites	20	5	5
XVI.	Job Search	30	6	6
XVII.	Personal Grooming	8	1	1
XVIII.	Reproductive Processes	30	10	10
XIX.	Basic Pet Grooming	30	10	10
		208	62	62

SUMMER SESSION			
I.	Optional Animal Care Overview	$\frac{131}{671}$	
TOTAL			

4. **COURSE OBJECTIVES** (The objectives are to include the specific, major skills or understandings which students will be able to demonstrate or acquire following instruction in the course. A minimum of eight to twelve objectives should be identified for each semester of the course. Each objective is to be clearly linked to the Board adopted standards for the course or subject area; indicate the link by placing the number of the appropriate standard (s) after each objective. Minimum length: one page.)

The Kern High School District Regional Occupational Center clearly links the Expected Student Learning Results (ESLRS) to the objectives of this course.

1. The student will know, practice, and pass a safety test dealing with livestock and equipment relating to livestock. (Ag SCS - 2.1) (E-1, 3, 5)
2. The student will demonstrate the knowledge of comparative anatomy of domesticated animals. (Ag SCS- 2.3) (E-1, 3, 5)
3. The student will demonstrate the knowledge of comparative physiology of domesticated animals. (Ag SCS - 2.3) (Bio SCS - 1.a, 1.b, 9.a, 9.b, 9.c, 9.d, 9.e, 9.g, 9.i) (E-3, 5)
4. The student will demonstrate the ability to use proper animal restraints, both passive and active. (Ag SCS - 2.1) (E-3, 5)
5. The student will demonstrate the ability to use equipment to perform temperature, pulse, and respiration. (Ag SCS - 2.6) (Bio SCS - 10.d) (E-3, 4, 5)
6. The student will develop an understanding of various methods of physical examinations. (Ag SCS - 2.6) (Bio SCS - 10.d) (E-2, 4, 5)
7. The student will demonstrate the ability to keep proper physical examination records. (Ag SCS - 2.11) (E-3, 4, 5)
8. The student will demonstrate knowledge of disease-causing agents and vectors. (Ag SCS -2.7) (Bio SCS - 6.a, 7.a, 7.b, 7.c, 7.d, 10.a) (E-2, 3, 5)
9. The student will demonstrate the ability to identify major livestock diseases based upon symptomatology. (Ag SCS -2.7) (Bio SCS - 10.d, 10.e) (E-2, 3, 4, 5)
10. The student will demonstrate the ability to perform proper treatment procedures. (Ag SCS - 2.6) (Bio SCS - 8.a, 10.b, 10.c, 10.d, 10.e, 10.f) (E-2, 3, 4, 5)
11. The student will demonstrate an understanding of disease prevention. (Ag SCS -2.6) (Bio SCS - 8.a, 8.b, 10.b, 10.c, 10.f) (E-3, 4, 5)
12. The student will demonstrate the ability to perform proper sanitation procedures. (Ag SCS - 2.6, 2.7) (E-1, 2, 3)

13. The student will demonstrate the ability to properly collect fecal specimens.
(Ag SCS - 2.6, 2.7) (E-3)
14. The student will demonstrate the ability to properly use microscope to examine fecal specimens.
(Ag SCS - 2.7) (E-3, 5)
15. The student will demonstrate the ability to identify drugs according to classification and use.
(Ag SCS - 2.6) (Bio SCS - 10.b, 10.c, 10.d) (E-3, 4, 5)
16. The student will demonstrate the ability to interpret label instructions and measure dosage of drugs.
(Ag SCS - 2.6) (E-2, 3, 4, 5,)
17. The student will demonstrate the ability to properly administer drugs via the following methods: oral, topical, and injection. (Ag SCS - 2.6) (E-2, 3, 4, 5)
18. The student will understand the current sociological implications of veterinary drug usage.
(Ag SCS - 2.6) (E-1, 2)
19. The student will demonstrate the ability to recognize medical emergencies.
(Ag SCS - 2.6) (E-3, 4, 5)
20. The student will demonstrate the ability to perform proper first-aid procedures.
(Ag SCS - 2.6) (Bio SCS - 10.a) (E-3, 4, 5)
21. The student will demonstrate the ability to properly feed livestock.
(Ag SCS - 2.8) (E-1, 2, 3)
22. The student will demonstrate the ability to determine if an animal is receiving the proper diet.
(Ag SCS - 2.2) (Bio SCS - 1.b) (E-3, 5)
23. The student will demonstrate the ability to identify various feeds and feed stuffs.
(Ag SCS - 2.2) (Bio SCS - 1.f, 1.h, 9.i) (E-3, 4, 5)
24. The student will demonstrate the ability to properly bathe an animal and employ basic grooming techniques. (Ag SCS - 2.13) (E-2, 3)
25. The student will demonstrate the ability to properly care for the hair coat of an animal.
(Ag SCS - 2.13) (E-2, 3, 5)
26. The student will be able to define commonly used terminology in the animal care field and apply them to practical husbandry practices. (Ag SCS - 2.14) (E-3, 4, 5)
27. The student will be able to recognize common breeds of large and small animals and their unique characteristics. (Ag SCS - 2.14) (E-3, 5)
28. The student will develop an awareness of the various species of small animals considered as domesticated pets. (Ag SCS - 2.15) (E-1, 3, 5)
29. The student will be able to identify the major external and internal parasites of large and small animals and the economic damage done by each type of parasite. (Ag SCS - 2.7) (E-3, 4, 5)

30. The student will be aware of the importance of good personal grooming habits for successful career accomplishments. (Ag SCS - 2.2) (E-2, 3)
31. The student will be able to understand the basic reproductive processes of large and small species and the importance of reproductive efficiency for successful animal production. (Ag SCS - 2.4) (Bio SCS - 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 3.a, 3.c, 4.c, 4.e, 5.a, 5.c) (E-2, 3, 5)
32. The student will develop an understanding of the skills, personal qualities, and educational requirements needed for employment in a variety of animal-related occupations. (Ag SCS - 2.13) (E-1, 2)
33. The student will develop an awareness of occupational choices and will be encouraged to participate in student youth organizations related to the animal care field. (Ag SCS - 2.12) (E-1, 2)
34. The student will demonstrate the ability to properly complete a job application and understand the process of a job interview. (Ag SCS - 2.12) (E-1, 4)
35. The student will demonstrate by regular class promptness and attendance, his/her ability to develop work habits conducive to obtaining and holding a position in the work world. (Ag SCS - 2.13) (E-1, 2)
36. **Agriculture and Natural Resources Industry Career Pathways**

Foundation Standards

1.0 Academics

1.1 Mathematics

(10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Probability and Statistics standards:

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

- (12.2.3) Explain the roles of property rights, competition, and profit in a market economy
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

2.1 Reading

- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- (2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

2.2 Writing

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (2.3) Write expository compositions, including analytical essays and research reports.
- (2.5) Write business letters.

Specific applications of Writing Strategies and Applications standards:

- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (2.5) Write job applications and résumés.

2.3 Written and Oral English Language Conventions

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.3) Apply appropriate interviewing techniques.

Specific applications of Listening and Speaking Strategies and Applications standards.

- (1.8) Use effective and interesting language, including.
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

3.0 Career Planning and Management

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Maintain safe and healthful working conditions.
- 6.5 Use tools and machines safely and appropriately.
- 6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Understand the importance of time management to fulfill responsibilities.
- 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 Leadership and Teamwork

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

PATHWAY STANDARDS

C. Agriscience Pathway

- C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society. (C4.1, C4.2, C4.3, C4.4 and C4.5)
- C6.0 Students understand animal anatomy and systems. (C6.1 and C6.2)
- C7.0 Students understand basic animal genetics. (C7.1, C7.3, and C7.4)
- C8.0 Students understand fundamental animal nutrition and feeding. (C8.1, C8.2 and C8.3)
- C9.0 Students understand basic animal health. (C9.1, C9.2, C9.3, C9.4, C9.5)

D. Animal Science Pathway

- D1.0 Students understand the necessary elements for proper animal housing and animal handling equipment. (D1.1, D1.3, D1.4)
- D2.0 Students understand key principles of animal nutrition. (D2.2, D2.3, D2.4)
- D3.0 Students understand animal physiology. (D3.1 and D3.2)
- D4.0 Students understand animal reproduction, including the function of reproductive organs. (D4.1, D4.2, D4.3, D4.4, and D4.5)
- D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA. (D5.2, D5.4, and D5.5)
- D6.0 Students understand the causes and effects of diseases and illnesses in animals. (D6.1, D6.2, D6.3, D6.4, D6.5, D6.6 and D6.7)
- D9.0 Students understand animal welfare concerns and management practices that support animal welfare. (D9.1, D9.2, D9.3, D9.4)
- D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits). (D10.1 and D10.2)
- D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds). (D11.1, D11.2, D11.3, and D11.4)

37. CAREER PREPARATIONS STANDARDS (E-1, 2, 3, 4, 5)

The student will:

- A. Understand how personal skills development (including positive attitude, honesty, self-confidence, time management, and other positive traits) affect employability.
 - 1. Demonstrate an understanding of classroom policies and procedures.
 - 2. Define business ethics and explain the importance of ethical standards and social responsibilities in the workplace.
 - 3. Discuss importance of the following personal skills in the workplace.
 - a) Positive attitude
 - b) Self-confidence
 - c) Integrity/Honesty
 - d) Perseverance
 - e) Self-discipline
 - f) Sociability
 - 4. Define personal hygiene and identify acceptable business attire.
 - 5. Prioritize tasks and meet deadlines.
 - 6. Discuss the importance of lifelong learning.
- B. Understand principles of effective interpersonal skills, group dynamics, conflict resolution, and negotiation.
 - 1. Identify and discuss the key concepts of group dynamics.
 - 2. Discuss and demonstrate the dynamics of conflict resolution and negotiation.
 - 3. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 - 4. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
 - 5. Discuss laws which apply to sexual harassment and discuss tactics for handling harassment situations.
- C. Understand the importance of good academic skills, critical thinking and problem-solving skills in the workplace.
 - 1. Recognize the importance of good reading, writing and math skills and implement a plan for self-improvement as needed.
 - 2. Apply estimation, measurement and calculation skills to business applications, including the following:
 - a) Whole number math
 - b) Decimals and fractions
 - c) Counting and monetary functions
 - d) Use of tables
 - 3. Read, write, and give directions.
 - 4. Exhibit critical thinking, creative thinking and logical reasoning skills.
 - 5. Recognize problem situations; identify, locate and organize needed information or data; and propose, evaluate and select from alternative solutions.
- D. Understand principles of effective communication.
 - 1. Read and implement written instructions, technical manuals, written communication and reference books.
 - 2. Present a positive image through verbal and nonverbal communication through use of appropriate methods.
 - 3. Demonstrate active listening through oral and written feedback.

- E. Understand occupational safety issues, including avoidance of physical hazards.
1. Discuss and implement good safety practices, including:
 - a) Avoidance and reporting of physical hazards in the work environment
 - b) Safe operation of equipment
 - c) Proper handling of hazardous materials
 - d) Apply sound ergonomic principles in organizing one's work space

- F. Understand career paths and strategies for obtaining employment.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options, and relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop job acquisition documents including:
 - a) Job application
 - b) Resume
 - c) Appropriate cover and follow-up correspondence
 - d) Portfolio
 5. Identify and demonstrate effective interviewing techniques.

- G. Understand and adapt to changing technology.
1. Understand the importance of lifelong learning in adapting to changing technology.

5. **Student Evaluation Standards** (List the criteria on which students' will be graded in the course. Give the approximate weight for each of the grading criteria in determining the student's grade, such as test, homework, labs, class participation. Also indicate the weight given to quarter grades and semester finals in tabulating the final grade.)

Written examinations	20 percent
Class assignments	30 percent
Laboratory exercise	20 percent
Homework	10 percent
Attendance and promptness	20 percent
First quarter	50 percent
Second quarter	50 percent

6. **Suggested Instructional Activities** (This item is optional and is not required for the course of study. If it is completed, it should include teacher and/or student activities such as field trips, demonstrations, speakers, or special procedures that will assist the students in learning the course objective.)

METHODOLOGY OPTIONS - Final quarter of instruction is in the community classroom situation. The student will report to class in various community classrooms.

7. **Essential Employability Skills**

The instruction of general workplace and essential employability skills creates a common thread throughout the course.

The general workplace skills include: personal development, ethics, attendance, grooming, and self-management skills; lifelong learning and industry linked academic skills; communication, listening, speaking, writing, problem-solving, and team building skills; information and technology skills;

resource identification and management skills; employment literacy, job search, and career development skills; safety, diversity, and public relations skills; technical reading and writing skills; and entrepreneurial skills.

The essential employability skills are defined as follows:

Accountability for Actions: Accepts assignments and responsibility for carrying out the assignments, including the results achieved.

Appearance: Dresses appropriately for the position and maintains personal hygiene.

Appropriate Behavior: Demonstrates accepted social and work behaviors, manners, and conversation skills. Helps others, both in the performance of the job, and in teaching others. Exercises the rights and responsibilities of citizenship.

Attitudes: Employers desire a good attitude which means: being courteous and cooperative, being willing to learn, having a pleasant personality, and being flexible regarding doing what it takes to get the job done.

Common Sense: Demonstrates the capacity of making sound and prudent decisions.

Continual Learning: Seeks out opportunities to gain new knowledge or to learn new skills. Uses self-regulated learning (teach themselves).

Cooperativeness: Works cooperatively with others and contributes to the group with ideas, effort and suggestions.

Conscientiousness: Acts with regard to what is considered right or proper for the circumstances.

Demeanor: Carries one's self with an air of confidence and purpose.

Dependability: Can be relied upon to show up for work and to work after showing up.

Effort: Demonstrates a capacity for doing work through exertion. The total work done to achieve a particular end in a timely manner.

Flexibility: Readily adapts to new, different, or changing job conditions.

Goal Setting Ability: Demonstrates internal motivation by striving for successful performance in the workplace without prompting. Possessing a pattern of preparation, mental attitude, and methodology that applies to work situations.

Integrity/Honesty: Given a choice, the individual will choose an ethical course of action. They can be trusted.

Judgment: Uses specific situations and dispositions to reach a conclusion and then acts in an appropriate manner.

Motivation: Possesses a desire to achieve goals and objectives without external prompts such as money, threats or coercion.

Punctuality: Shows up for work on time, all the time.

Respect: Recognizes position in the employment hierarchy. Works and communicates with co-workers, supervisors, and clients/customers in an appropriate manner.

Responsibility: Exerts a high level of effort and perseverance toward goal attainment.

Work Habits: Demonstrates a work ethic appropriate to the culture of the workplace with respect to attendance, punctuality, enthusiasm, neatness and perseverance.

8. **Expected Student Proficiencies & Certification of Completion.** (Attached)

ANIMAL CARE TECHNOLOGY RECORD OF COMPETENCIES

- _____ 1. Perform safe animal handling procedures.
- _____ 2. Identify common animal behaviors.
- _____ 3. Understand responsible animal care and how “animal rights” and “animal ethics” affects such care.
- _____ 4. Perform proper feeding and management procedures.
- _____ 5. Identify basic animal anatomy.
- _____ 6. Understand basic animal physiology.
- _____ 7. Understand common animal terminology
- _____ 8. Identify common breeds of livestock.
- _____ 9. Identify common breeds of domestic animals.
- _____ 10. Identify common causes of disease.
- _____ 11. Identify animals that have symptoms of illness.
- _____ 12. Determine proper dosages of medications.
- _____ 13. Properly administer oral and topical medications.
- _____ 14. Properly administer intramuscular injections.
- _____ 15. Properly administer subcutaneous injections.
- _____ 16. Perform common deworming and parasite control procedures.
- _____ 17. Identify types of immunity and their causes.
- _____ 18. Perform proper sanitation procedures.
- _____ 19. Perform proper first-aid procedures.
- _____ 20. Perform procedures for checking temperature, respiration, and heart rate.
- _____ 21. Identify and perform various methods for animal identification.
- _____ 22. Perform proper animal grooming techniques.
- _____ 23. Identify genetic make-up of common animal traits.
- _____ 24. Understand how to deal with human-animal relationships.
- _____ 25. Understand proper job search techniques.

Total hours available _____

Total hours completed _____

RATING SCALE:

- 1. Competency mastered**
- 2. Competency not demonstrated**

District Wide Course of Study Title:

Veterinary Science

A. COURSE INFORMATION

Grade Level:	11-12
Length of Course:	1 Year (2 Semesters)
Maximum Credit:	10
Type:	College Prep, U.C. Approved- D Enrollment in Agriculture Program with prior completion of Agriculture Biology with Algebra 1 strongly recommended.
Recommendation for Enrollment:	

B. COURSE DESCRIPTION (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific gradation requirement.)

The Veterinary Science course is designed to provide students with an opportunity to investigate different aspects of the animal health and care occupations, or to continue on in post-secondary education in the animal science field. This content of this course will include: job-search skills, comparative anatomy and physiology, animal reproduction, animal inheritance and selection principles, basic pet grooming skills, animal restraint, nutrition and housing, medical terminology, animal welfare concerns, production practices for large and small animals, production of small animals, how animal products and by-products are processed and marketed, species and breed identification, and disease control/management. This course will also combine fundamentals of academics to include communications, career planning and management, technology, problem solving and critical thinking, health and safety practices, ethics as well as legal responsibilities, leadership development and team work through active participation in the FFA, personal responsibility and flexibility as it applies to specific job skills.

This course carries five units of Life Science credit that meets the high school graduation requirements for each semester completed.

C. INSTRUCTIONAL MATERIALS (List the basic text – include title, edition, author, and copyright – and other essential supplementary materials or instructional resources/materials used in the course.)

BOARD-ADOPTED TEXTBOOKS:

Introduction to Veterinary Science, 2nd Edition, MeeCee Baker and James B. Lawhead, Thomson Delmar Learning, 2009

An Illustrated Guide to Veterinary Medical terminology, Janet Amundson Romich, Thomson Delmar Learning, 2005

Small Animal Care and Management, Dean M. Warren, Delmar Publishers, 1995

SUPPLEMENTARY INSTRUCTIONAL MATERIALS:

Laboratory manuals and laboratory equipment

Additional materials that are not limited to, but may include:

- All supplemental material utilized by pet groomers, veterinary assistants, and veterinary clinics including; principle tools used in surgery, dissection, necropsy, and postmortem exams. Grooming sheers, and biohazard waste removal.
- Computer hardware and software, calculators, probe ware.
- Internet access for scientific journals and research information and interactive agriculture web sites.
- Audio / visual materials (Materials used will be those that accompany the text as well as publications by NOVA, Discovery, National Geographic, PBS, etc.)

D. **COURSE OUTLINE** (List the major content areas of the course and divide them according to the semester in which they fall. Designate the approximate amount of time given to each of the content areas. Suggested length: one page.)

Unit	Topic	Bio/Life Science Standards Addressed	CTE/Ag Standards Addressed
1.	Careers in Animal Care		F1.3-12.4.3, F2.1-2.7, F2.2-2.5, F2.2-1.3, F2.2-1.7, F2.2-2.5, F2.4-1.1, F2.4-2.3, F3.0, F7.0-7.6, F8.3, F9.1, F9.2, F10.2, F11.0
2.	Laws and Animal Regulations		D1.4, D9.2, D9.3, D10.2, D12.0, F1.3-12.2.3, F6.1, F8.1, F8.2, F8.3, F9.4, F11.0, FD8.3,
3.	HACCP Ethics Training		D6.5, D9.3, D9.4, D12.1, F6.1, F6.2, F9.4, F11.0
4.	Animal Handling: Restraint, Transport, Disposal and Harvest		D1.3, D1.4, D9.2, D9.4, D12.1, D12.2, D12.3, D12.4, D12.5, D12.6, F1.3-12.2, F8.1, F8.2, F11.0, FD8.1, FD8.2
5.	Animal Behavior and	BI 1.d, BI 1.a	D5.1, D9.1, D9.2,

	Observation		D10.1, D11.3, F5.1, F5.2, F5.3, F11.0
6.	Animal Health: Management, Prevention, Housing	BI 1.1	D1.1, D1.2, D3.2, D6.4, D9.2, D10.1, D11.3, F2.2-2.3, F5.1, F5.2, F5.3, F8.1, F11.0
7.	Animal Breed Identification		D5.0
8.	Introduction to Small & Specialty Animals		D10.1, D10.2, D11.1, D11.2, D11.4, F11.0
9.	Basic Animal Nutrition: Ruminant, Monogastric, Avian, Equine	BI 1.g, BI 1.e, BI 4.e, BI 4.f,	D2.2, D2.3, D2.4, D3.1, D9.2, D10.1, D11.2, D11.3, F11.0
10.	Animal Anatomy/Physiology	BI 1.j, BI 2.a, BI 9.a, BI 9.b, BI 9.c, BI 9.d, BI 9.e, BI 9.f, BI 9.g, BI 9.i,	D2.3, D2.4, D3.1, D3.2 D4.0, F11.0
11.	Introduction to Basic Pet Grooming		D1.4, F2.4-1.1, F5.1, F5.2, F5.3, F.6, F8.2, F8.3, F9.5, F9.3, F11.0
12.	Introduction to Diseases and Control , Non Living and Living Agents, Spread of Disease, Elimination, Protection Against, First and Secondary Lines of Defense	BI 1.c, BI 10.a, BI 10.b, BI 10.c, BI 10.d	D6.1, D6.2, D6.3, D6.4, D6.5, D6.6, D6.7, F2.1-2.3, F5.1, F11.0
13.	Common Diseases: Parasites, Viral, Bacterial, Fungal, Protozoan, Zoonotic, Nutritional disease, Poison, Stress and Heredity	BI 1.c, BI 10.a, BI 10.b, BI 10.c, BI 10.d	D2.2, D6.3, D6.6, F2.4-1.7, F11.0
14.	Normal Values: Temperature, Pulse, Breathing and Respiration, Skin, Membranes, Intestinal Discharge	BI 1.j, BI 10.a,	D3.1, F4.0-4.6, F6.5, F11.0
15.	Pharmacology: Route of Administration, Measurement, Storage, Size and Shape of Needles and Syringes, Common Drugs, Prescription Requirements	BI 5.a	F1.1-10.0, F1.1-13.0, F1.1-15.0, F1.1-8.0, F4.0-4.6 , F6.2, F6.4, F6.5, F6.6, F8.1-F8.3, F11.0
16.	Emergency Procedures: First Responders Kit, Splint techniques, Wound packing		D1.4, F4.0-4.6, F6.6, F9.6, F11.0
17.	Common Surgical Procedures: Aseptic technique, Surgical preparation, Castration, Abscesses, Dentistry, Suture technique	BI 1.a, BI 10.e	F4.0-4.6, F6.4, F6.5, F6.6, F8.1-F8.3, F11.0
18.	Laboratory Procedures: Microscope use, Equipment	BI 1.j, BI 1.c, BI 1.d, BI 1.e, BI 1.f	D1.4, D4.4, D6.1, D9.3, F1.2-1.a, F1.2-1.c,

	Identification, Collecting and Handling Specimens		F1.2-1.d, F1.2-1.j, F1.2-1.m, F2.1-2.8, F2.2-1.1, F2.2-1.2, F2.3-1.1, F2.2-1.2, F2.2-1.3, F6.4, F6.5, F6.6,
19.	Reproductive Processes: Gestation, Parturition, Artificial insemination, Embryo transfer	BI 2.a, BI 2.b, BI 2.d, BI 2.e, BI 2.f, BI 2.g, BI 3.a, BI 3.b, BI 3.c, BI 3.d	D4.1, D4.2, D4.3, D4.4, D4.5, D5.1, D5.2, D5.4

E. COURSE OBJECTIVES FOR *(The objectives area to include the specific, major skills or understandings which students will be able to demonstrate or acquire instruction in the course. A minimum of eight to twelve objectives should be identified for each semester of the course. Each objective is to be clearly linked to the Board adopted standards for the course or subject area; indicate the link by placing the number of the appropriate standards (s) after each objective. Minimum length: one page)*

The student will:

1. Identify the attitude and behavior of healthy animals
2. Recognize the normal skin and mucus membrane color of domestic animals and relate them to specific cases.
3. Monitor temperature, pulse and respiration of animals, and compare the monitored animal to that of the normal animal.
4. Interpret the effects of environmental conditions that relate to temperature, pulse, and respiration.
5. Write an essay on the disease concept of animal health.
6. Design a housing facility for small or large animals that provides for a healthy environment.
7. Demonstrate the need for a balanced diet in animals by balancing a ration.
8. Distinguish between sound and unsound animal disease management techniques.
9. Demonstrate the need for proper sanitation and disinfection of an animal's environment by taking bacterial cultures and analyzing the samples
10. Develop and apply a sanitation and disinfection regime for large animals.
11. Identify and analyze the specific structures found in cells of the animal body.
12. Recognize the characteristics of epithelium, connective and muscle tissue by microscopic observation.
13. Differentiate among the functions of the digestive, circulatory, respiratory and excretory systems.
14. Distinguish between the living and non-living causes of disease in animals.
15. Identify the life cycles of bacteria, fungi, viruses, and protozoa's.
16. Classify the various means by which diseases are spread in an environment.
17. Cite the way in which an animal develops resistance and immunity to pathogenic organisms.
18. Contrast the primary and secondary defense mechanism of an animal's body.
19. Identify, by structure, the differences among Diplococcic, Staphylococcus and Streptococcus bacteria.
20. Explain how a change in environmental conditions might alter the growth of a bacterium.
21. Compare and contrast Bovine Mastitis and Blackleg in a written review.

22. Identify by classification Poxviruses, Herpesviruses, Reoviruses, and Corona viruses and determine a common disease caused by each virus.
23. Outline a common method by which a livestock producer could control diseases caused by viruses.
24. Prepare a written report on either Rabies or Canine Distemper.
25. Recognize the effects that internal and external parasites taking in consideration the parasite's life cycle.
26. Identify by gross observation the physical differences among ticks, fleas, flies, lice and mites.
27. Develop a method for control of common external parasites taking in consideration the parasite's life cycle.
28. Discriminate, by gross examination, the characteristics of Nematodes, Cestodes and Trematodes.
29. Outline a viable program for internal parasites and diseases.
30. Extrapolate upon the relationship of internal parasites and diseases.
31. Explain the importance of proteins, vitamins and minerals as they relate to tissue building' by nutritional experimentation.
32. Formulate a balanced ration that can be fed to either small or large animals.
33. Discriminate between symptoms of a poisoned animal and that of a parasitized animal.
34. Calculate the proper dosage of a medication to be prescribed for a large or small animal.
35. Identify environmental, nutritional and pathogenic stressors that might lower an animal's resistance to disease.
36. Develop a management technique for receiving young transported animals.
37. Recognize the importance that heredity plays in congenital diseases by using mathematical equations.
38. Research the hormone and identify where the hormone is released and its target organ.
39. Research a hormone and explain the effects it has on the animals' body.
40. Dissect the reproductive tract of the cow and be able to identify and explain the function of each part.
41. Be able to remove semen from a semen tank and properly thaw the semen and prepare it for artificial insemination.

In addition to the above standards the students will reinforce the following concepts from the NCLB standards:

1. Describe the levels of organization of a mammal's body in terms of cells, tissues, organs and organ systems.
2. Explain the physiology of muscle contraction.
3. Dissect the digestive system of the porcine species, name the parts, and elate the parts to their function.
4. Explain the role of enzymes in chemical reactions.
5. Name the six nutrients and the function in an animal's body.
6. Explain how the posture and stance of an animal is an indication of its health.
7. Explain how the color of an animal's mucus membranes relates to the normal functioning of blood.
8. Take the rectal temperature of a mammal and compare it to the norm for the species.
9. Count the respiration rate of a sheep and determine if the animal is breathing at a normal rate.
10. Explain the mechanics of breathing.

11. Plan a regime for the receiving of livestock as it relates to maintaining animal health.
12. Outline proper sanitation techniques that will help to ensure animal health.
13. Identify the parts of an animal cell.
14. Differentiate the functions of the digestive, circulatory and respiratory systems.
15. Explain how animals acquire diseases.
16. Explain how bacteria, viruses and internal and external parasites are related to diseases in mammals.
17. Identify stressors in an animal's environment.
18. Describe the relationship of heredity and congenital diseases.

F. STUDENT EVALUATION STANDARDS *(List the criteria on which students will be graded in the course. Give the approximate weight for each of the grading criteria in determining the student's grade, such as tests, homework, labs, class participation. Also indicate the weight given to quarter grades and semester final in tabulating the final grade.)*

These objectives may be measured by one or more of the following:

- a. common unit pre/post assessments
- b. KHSD District benchmark assessments
- c. teachers' tests
- d. standardized tests
- e. class assignments, activities, and research projects
- f. FFA participation
- g. students writings and/or portfolios
- h. homework
- i. audio-visual media presentations
- j. authentic laboratory assessment

Assessment Criteria

Grading Scale:

A = 90-100%

B = 80-90%

C = 70- 79%

D = 60 - 69%

F = 0 - 59%

Quarter Grade Determination:

ASSIGNMENT	CODE	% WEIGHT
Assignments	ASMT	20%
Labs/Activities	LBS	25%
Tests/Quizzes	TST	45%
FFA	FFA	10%
TOTAL		100%

Semester Grade Determination:

Combination of Quarter 1 and 2

90%

Final Exam:

10%

SUGGESTED INSTRUCTIONAL ACTIVITIES *(This item is optional and is not required of the course of study. If it is completed, it should include teacher and/or student activities such as*

field trips, demonstrations, speakers, or special procedures that will assist the students in learning the course objectives.)

Suggested Laboratory Assignments:

- Handling animals
- Lab equipment ID-Specialty Animal Career Development Event
- Drug and Chemical Storage and Handling
- Injection practices
- Sutures lab
- Proper daily animal care
- Vaccination procedures
- Reproductive physiology lab
- Equine leg dissection
- Radiology reading lab
- Structure of the tendon lab
- Heart rate and vital lab
- Cancer biopsy tissue lab
- Heart dissection
- Ovarian Hysterectomy
- Livestock Castration
- Postmortem Necropsy

TECH PREP

BAKERSFIELD COLLEGE

Articulated Courses by BC Career Pathway

COURSE NAME and DESCRIPTION	ARVIN	BHS	DELANO	FOOTHILL	FRAZIER MTN	FRONTIER	GOLDEN VALLEY	HIGHLAND	INDEPENDENCE (KHSD)	KERN VALLEY	LIBERTY	MCFARLAND	MIRA MONTE	NORTH	KHSD ROC	RIDGEVIEW	SHAFTER	WASCO
AGRI B49 Agriculture Leadership Training	●	●	●	●		●	●	●		●		●	●	●		●	●	●
AGBS B52 Economics in Agriculture		●		●		●		●		●	●		●	●				●
ANSC B1 Intro to Animal Science	●		●	●	●	●	●	●		●		●			●			●
CRPS B1 Principles of Crop Production			●	●	●			●		●		●		●			●	
FORE B1 Introduction to Forestry																		
MCAG B1 Introduction to Agricultural Mechanics	●	●		●			●	●		●		●	●					●
ORNH B1 Intro to Ornamental Horticulture	●	●	●		●			●	●	●		●			●	●	●	●
ORNH B36 Beginning Floral Design	●	●								●								●

Regional Occupational Center			
Alternative High School Credit & Bakersfield College Articulation Credit			
Class Name	Course # AM/PM	Alternative Credit	BC Articulation Credit
Ag/Diesel Mechanics	8101/8102	<i>10 Math / 5 per semester</i>	AUTO B1ab Intro to Auto Technology (2 units)
Animal Care Technology	8479/8480	10 Bio Science / 5 per semester <i>5 English/Fall semester only</i>	ANSC B1 Introduction to Animal Science (3 units)
Auto Body/Fender Repair	8114/8115	<i>10 Math / 5 per semester</i>	
Auto Technology	8118/8119	<i>10 Math / 5 per semester</i>	AUTO B1ab Intro to Auto Technology (2 units)
Banking and Finance	8153/8154 Fall 8151/8152 Spring	10 Math / 5 per semester Econ CP 5 credits /Fall only	
Computer Technologies	8160/8161	10 Math / 5 per semester <i>5 English / Fall semester only</i>	
Fashion Merchandising	NA/8250	10 Math / 5 per semester 10 Fine Arts / 5 per semester <i>10 English / 5 per semester</i>	
Fire Fighting	8256/8257	<i>10 English / 5 per semester OR 10 Math / 5 per semester</i>	
Graphic Arts/Advanced	8261/8262	10 Fine Arts / 5 per semester <i>10 English / 5 per semester</i>	ART B20 Intro to Computer Graphics (3 units) ART B24 Digital imaging (3 units)
Intro to Business	8130-Fall/NA		Dual Enrollment BSAD B20 (3 units at any college)
Fundamentals of Marketing	8301-Spring/NA		Dual Enrollment BSAD B9 (3 units at any college)
Medical Assistant (12:30-3:30pm) NO TRANSPORTATION PROVIDED	NA/8315	10 Bio Science / 5 per semester 5 Health	
Nursing Assistant	8331/8332	10 Bio Science / 5 per semester 5 Health	MEDS B67/B67L Nurse Assistant (6 units)
Office Occupations: • Bookkeeping/Accounting • Medical/Dental Receptionist • Office Secretary	8142/8143 8318/8319 8359/8360	<i>10 English/5 per semester</i>	COMS B57A Intro to Word (1.5 units) BSAD B252a Keyboarding Part 1 (1 unit) BSAD B252b Keyboarding Part 2 (1 unit) BSAD B252c Keyboarding Part 3 (1 unit) BSAD B287 Filing (1.5 units) BSAD B264 Ten Key Proficiency (.5 unit)
• Bookkeeping/Accounting	8142/8143	<i>10 Math/5 per semester</i>	BSAD B53a Intro to Accounting (3 units)
Retail Sales	8405/8406	10 Math / 5 per semester <i>10 English/5 per sem./Fall only</i>	
Teacher Assistant	8482/8483	10 Fine Arts / 5 per semester 10 English / 5 per semester	CHDV B41/B41L Early Child Development (6 units)
Welding 1 & 2	8491/8492 8497/8498	<i>10 Math / 5 per semester</i>	WELD B1AB Intro to Welding and Cutting (3 units) WELD S3AB Shielded Metal Arc Welding (3 units)

- Credit for courses listed in black are obtained automatically when a student is enrolled in that course.
- Credit for courses listed in red italics are obtained only when a student attends a weekly pull-out program at ROC. There will be no pull-out programs for students attending community classroom in the spring.
- ROC waives PE credits.

Revised 1/29/13

A	Student Data Sheets
B	Permanent Vo- Ag Student Records
C	Course Outlines
D	Daily Grade Sheets
E	SOE Supervision Forms
F	Wall Chart of SOE Visits
G	SOE Summary by individual student
H	Board Approved SOEP Policy
I	Program of Work
J	Board Approved FFA Policy
K	Recruitment Program
L	Chapter Scrapbook
M	Summer Activities Schedule
N	Vo- Ag Follow-up Survey
O	Graduates Status
P	Vo-Ag Comprehensive Plan
Q	Advisory Committee Minutes
R	Student Program Plan
S	Proficiency Standards
T	Credential
U	Chapter Activities Calendar
V	Daily Logs
W	Professional Growth Activities
X	R-2 Reports
Y	Extended Contract Rationale
Z	Completed Travel Plan



REGIONAL OCCUPATIONAL CENTER

Student Data Sheets

A

Supporting Completion Material

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Portillo Edgar
 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.

Dermatologist / Veterinarian

H. Date: 10-8-12

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time

No Further Education
 Some College Later

2. Go to College

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

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Lore Angel
 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
☐ Tabitian
☐ White

D. Year in Agriculture Program: (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.
Biologist

H. Date: 10/8/12
 I. Locator Data

Street Address: _____
 City, Zip: _____
 Phone Number: _____

Email: angel@lmsd.net
 Parent/Guardian Name (Print Full Name For Each):
 Mr. _____
 Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time _____
 No Further Education
 Some College Later _____
 2. Go to College _____
 Community College ☒
 Four Year College ☒
 Full-Time Student ☒
 Part-Time Student _____
 Agriculture Major ☒
 Non-Agriculture Major _____
 3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Vincent Kelsey Cienna
Last Name First Name, MI

B. Gender: Male Female ✓

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

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

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

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

E. Grade Level in School: 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.

Veterinarian

H. Date: 10-8-12

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: _____

Email: KJ

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

Mr. _____

Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time _____

No Further Education
Some College Later _____

2. Go to College ✓

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

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Clayton Carrie
 Last Name First Name, MI
 B. Gender: Male Female ✓
 C. Ethnicity/Race: Are you Hispanic or Latino? (Check one): Yes No ✓

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

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

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

(Veterinarian)

H. Date: 10/8/12
 I. Locator Data
 Street Address: _____
 City, Zip: _____
 Phone Number: _____
 Email: _____
 Parent/Guardian Name (Print Full Name Each):
 Mr. _____
 Miss/Mrs./Ms. _____

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

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

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

1. Go to Work Full - Time _____
 No Further Education
 Some College Later _____
 2. Go to College ✓
 Community College _____
 Four Year College _____
 Full-Time Student _____
 Part-Time Student _____
 Agriculture Major ✓
 Non-Agriculture Major _____
 3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Zavate Jacqueline
Last Name First Name, MI

B. Gender: Male

Female

☒

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

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.

I want to be a vet or a nutritionist for animals.

H. Date:

10/2/12

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Name):

Mr.

Miss/Mrs./Ms.

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

☒ Plant & Soil Science (4010)

☐ Animal Science (4020)

☐ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

1. Go to Work Full - Time

☒

No Further Education
Some College Later

☐

2. Go to College

☒

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

☒

3. Go Into Military Service

☐

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Russell Billie N
 Last Name First Name, MI
 B. Gender: Male _____ Female X
 C. Ethnicity/Race: _____
 Are you Hispanic or Latino? (Check one): Yes _____ No X

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

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

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

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

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

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

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

H. Date: Oct 8, 2012

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

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

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

X Plant & Soil Science (4010)
 _____ Animal Science (4020)
 _____ Agricultural Mechanics (4030)
 _____ Agricultural Business (4040)
 _____ Ornamental Horticulture (4050)
MAA 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 X _____
 Non-Agriculture Major _____
 3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Last Name

First Name, MI

B. Gender: Male

Female

C. Ethnicity/Race:

Are you Hispanic or Latino? (Check one): Yes

No

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

☒ I plan a career in agriculture

☐ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

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

vet

H. Date:

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

☒ Plant & Soil Science (4010)

☐ Animal Science (4020)

☐ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education
Some College Later

2. Go to College

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

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Dollar Kayla C
Last Name First Name MI

B. Gender: Male

Female

C. Ethnicity/Race:

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

I would like to open a day service
and photography business

H. Date: 10-8-12

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

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

Mr.

Miss/Mrs./Ms.

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

Agriscience (4070)

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

1. Go to Work Full - Time

No Further Education
Some College Later

2. Go to College

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

3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name HERNANDEZ STEPHANIE
 Last Name First Name, MI
 B. Gender: Male Female
 C. Ethnicity/Race: Are you Hispanic or Latino? (Check one): Yes ☒ No ☐

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

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

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

E. Grade Level in School: 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.

VET TECH

H. Date: 10/08/12
 I. Locator Data

Street Address: _____
 City, Zip: _____
 Phone Number: _____

Email: _____
 Parent/Guardian Name (Print Full Name for each):
 Mr. _____
 Miss/Mrs/Ms. _____

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

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

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

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

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

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Trusty Leia L
 Last Name First Name, MI
 B. Gender: Male _____ Female X
 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: 2
 (1st, 2nd, 3rd, 4th)

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

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

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

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.

Zoologists, Wildlife biologist

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

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

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

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

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

1. Go to Work Full - Time _____
 No Further Education
 Some College Later _____
 2. Go to College X
 Community College _____
 Four Year College X
 Full-Time Student _____
 Part-Time Student _____
 Agriculture Major X
 Non-Agriculture Major _____
 3. Go Into Military Service X

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name

Helly Brogan Lynn

H. Date:

10/8/12

B. Gender: Male Female

First Name, MI

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent/Guardian Name (Print Name For Each):

Mr.

Miss/Mrs./Ms.

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program:

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

E. Grade Level in School:

(9, 10, 11, 12)

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

I plan a career in agriculture

Not a career, just an interest in agriculture.

Not interested, placed in class.

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

I want to go into ag business

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

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)

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Harris Last Name Harris First Name, MI Michelle
 B. Gender: Male Female X
 C. Ethnicity/Race:
 Are you Hispanic or Latino? (Check one): Yes No X

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

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

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

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

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

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

I want to be a breeder of horses with one type of breed of
horses (German shepherds)

H. Date: 10-8-12
 I. Locator Data

Street Address:
 City, Zip:
 Phone Number:

Email:
 Parent/Guardian Name (Print Full Name)
 Mr.
 Miss/Mrs./Ms.

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

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

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

- 1. Go to Work Full - Time
 No Further Education
 Some College Later
- 2. Go to College X
 Community College
 Four Year College X
 Full-Time Student
 Part-Time Student
 Agriculture Major X
 Non-Agriculture Major
- 3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Neridora Hubert

Last Name First Name, MI

B. Gender: Male ☒ Female ☐

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

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

American Indian or Alaskan Native

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black or African American

Filipino

Guamanian

Samoan

Tahitian

White

D. Year in Agriculture Program: 1st

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

E. Grade Level in School: 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.

I want to be a Sign Language Interpreter (not related to ag)

H. Date: 10-8-12

I. Locator Data

Street Address: _____

City, Zip: _____

Phone Number: _____

Email: _____

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

Mr. _____

Miss/Mrs./Ms. _____

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

Plant & Soil Science (4010)

Animal Science (4020)

Agricultural Mechanics (4030)

Agricultural Business (4040)

Ornamental Horticulture (4050)

Forestry & Natural Resources (4060)

AgriScience (4070)

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

1. Go to Work Full - Time _____

No Further Education
Some College Later _____

2. Go to College 2

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

3. Go Into Military Service _____

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Robinson Maria

Last Name, First Name, MI

B. Gender: Male Female X

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

I would love to be a vet tech or a veterinarian.

H. Date: October 8, 2012

I. Locator Data

Street Address:

City, Zip:

Phone Number:

Email:

Parent: (Print Full Name for Each):

Mr.

Miss/Mrs./Ms.

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

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

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

1. Go to Work Full - Time
No Further Education
Some College Later
2. Go to College X
Community College
Four Year College
Full-Time Student X
Part-Time Student
Agriculture Major X
Non-Agriculture Major
3. Go Into Military Service

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Nares Taylor P
 Last Name First Name, MI
 B. Gender: Male Female X
 C. Ethnicity/Race: X
 Are you Hispanic or Latino? (Check one): Yes No

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

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

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

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

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

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

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

Working with animals

H. Date: 10/18/12

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

Email:
 Parent/Caregiver Name (Print Full Name For Each):
 Mr.
 Miss/Mrs./Ms.

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

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

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

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

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

3. Go Into Military Service



REGIONAL OCCUPATIONAL CENTER

Permanent Vo-Ag Student Record

B

Supporting Completion Material

Course Number:

[illegible]

Graduate Follow-UP PLEASE PRINT

Name: _____

Permanent mailing address: _____

City: _____

Zip: _____

Contact phone number (_____) _____

Email: _____

Parent/Guardian first and last names with whom you lived during high school:

1. How many different classes have you successfully passed in the Agriculture Department? _____

2. Are you currently employed? (circle one) YES NO

3. If yes,

a. please list employer: _____

b. nature of work: _____

4. Have you registered for college? (circle one) YES NO

5. If yes,

a. what college _____

b. what major? _____

What is your response to your experience in the ROC Ag Program?

Regional Occupational Center Agriculture Department

Cumulative Record For:

Student's name _____ Date of birth _____

Address _____ Phone _____

Name of parent or guardian _____ Occupation _____

Record of High School Enrollment

Freshmen Year 20____ -20____			
	Course	Fall Semester Grades	Spring Semester Grades
1			
2			
3			
4/5			
6			
7			

Sophomore Year 20____ -20____			
	Course	Fall Semester Grades	Spring Semester Grades
1			
2			
3			
4/5			
6			
7			

Junior Year 20____ -20____			
	Course	Fall Semester Grades	Spring Semester Grades
1			
2			
3			
4/5			
6			
7			

Senior Year 20____-20____			
	Course	Fall Semester Grades	Spring Semester Grades
1			
2			
3			
4/5			
6			
7			

Supervised Agriculture Experience

Type of SAE	Quantity	Hours of Labor	Income

FFA Degrees

FFA and School Offices Held

Degree	Date Conference
Greenhand	
Chapter Farmer	
State Farmer	
American Farmer	

School Year	Office	Level				
		Chapt	Sect	Reg	State	National

Proficiency Certificates / FFA Awards/ and Scholarships Granted

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

FFA & School Activity Participation

School Year	Name of Contest/Activity	Responsibility	Level (Sect/Reg/State)

Community Service

[illegible]

Record of Activities or Memberships in Clubs or Organizations

[illegible]



REGIONAL OCCUPATIONAL CENTER

Course Outlines

C

Supporting Completion Material

KERN HIGH SCHOOL DISTRICT
COURSE OF STUDY

<u>ANIMAL CARE TECHNOLOGY</u>	<u>11-12</u>	<u>AGRICULTURE</u>	<u>40</u>
Course Title	Grade Level	Department	Max. Credit
(Title must correlate with Course Code Catalog)			

Does this course satisfy a graduation requirement in another subject area? Yes No If so, what subject area?
Life Science (10 units)

<u>JERRY PONCETTA</u>	<u>REGIONAL OCCUPATIONAL CENTER</u>	<u>3/2006</u>
Prepared by	School	Date

Approval of Site Administrator: _____ 3/2006
(New methodology - CC/CVE) Signature Date

CBED TITLE: Agriculture: Animal Care **CBED CODE:** 4098

LENGTH OF COURSE: 671 Hours

JOB TITLES:

Animal Caretaker

Pet Groomer

Petshop Attendant

Veterinarian Assistant

DOT NUMBERS:

410.674-010

418.674-010

410.674-010

410.674-010

1. **Course Description** (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific graduation requirement. Approximate length: two or three sentences.)

The Animal Care Technology course is designed to assist students in meeting entry-level employment requirements in animal health and care occupations, or to continue on in post-secondary education in the animal care field. Content includes: job-search skills, comparative anatomy and physiology, basic pet grooming skills, animal restraint, nutrition and housing, medical terminology, species and breed identification, and disease control/management. The course includes classroom and laboratory instruction and nine-weeks placement in community classroom. This course also includes specific sections of general life science. These sections are incorporated into the animal care technology curriculum and include the following subject areas: 80 hours-basic anatomy and physiology of common mammal species (skeletal, muscular, circulatory, respiratory, nervous, urinary, endocrine), 30 hours-basic animal nutrition (feed nutrients, digestive anatomy/physiology), 30 hours-basic mammalian reproductive processes (estrus, breeding, gestation, parturition), 45 hours-fundamentals of animal disease/parasite control and management (causes, immunity, vaccination, infectious and non-infectious diseases, sanitation and prevention, normal values, pharmacology).

This course carries five units of Life Science credit that meets the high school graduation requirements for each semester completed. In addition, this course is articulated with Animal Science B1 and Animal Science B51 at Bakersfield College.

Prerequisites: Interest in an animal care career and possess strong reading skills.

Requirement for community classroom placement:

Students will be required to maintain a minimum grade of C- or higher in the third quarter of the Animal Care Tech class to be assigned to a community classroom site during the fourth quarter of the spring semester. Students not meeting this grade requirement will be assigned alternative study materials to complete during the fourth quarter community classroom activity. They will receive a grade for the quarter and semester as well as units of credit but will not receive a certificate of completion for the class.

2. **Instructional Materials** (List the basic text - include title, author, copyright - and other essential supplementary materials or instructional resources/materials used in the course.)

Small Animal Care and Management, Dean M. Warren, Delmar Publishers, 1995

Anatomy and Physiology of Farm Animals, R.D. Frandson, Fourth Edition, Philadelphia, Lea and Febiger, 1986.

Animal Science series, Texas A&M University, College Station, Texas, 1988.

Other materials:

- 1) District farm livestock and equipment.
- 2) Community classrooms.
- 3) Small animal laboratory animals and equipment.
- 4) Videos covering specialized areas of animal care.

3. **Course Outline** (List the major content areas of the course and divide them according to the semester in which they fall. Designate the approximate amount of time given to each of the content areas. Suggested length: one page.)

		CLASSROOM HOURS	*COMMUNITY CLASSROOM HOURS	*C.C.T.E. HOURS
FALL SEMESTER				
I.	Careers in Animal Care	15		
II.	Animal Care Safety	15		
III.	Animal Handling and Restraint	30		
IV.	Animal Behavior and Observation	15		
V.	Animal Care Terminology	25		
VI.	Animal Breed Identification	25		
VII.	Introduction to Small Animals	20		
VIII.	Basic Animal Nutrition	30		
IX.	Animal Anatomy/Physiology	80		
X.	Introduction to Basic Pet Grooming	15		
		270		
SPRING SEMESTER				
X.	Common Animal Diseases and Control	30	10	10
XI.	Normal Values - Temperature, Pulse, Respiration	15	3	3
XII.	Pharmacology	20	5	5
XIII.	Emergency Procedures	10	5	5
XIV.	Common Surgical Procedures	15	7	7
XV.	Internal and External Parasites	20	5	5
XVI.	Job Search	30	6	6
XVII.	Personal Grooming	8	1	1
XVIII.	Reproductive Processes	30	10	10
XIX.	Basic Pet Grooming	30	10	10
		208	62	62

SUMMER SESSION

I. Optional Animal Care Overview

TOTAL
$$\frac{131}{671}$$

4. **COURSE OBJECTIVES** (The objectives are to include the specific, major skills or understandings which students will be able to demonstrate or acquire following instruction in the course. A minimum of eight to twelve objectives should be identified for each semester of the course. Each objective is to be clearly linked to the Board adopted standards for the course or subject area; indicate the link by placing the number of the appropriate standard (s) after each objective. Minimum length: one page.)

The Kern High School District Regional Occupational Center clearly links the Expected Student Learning Results (ESLRS) to the objectives of this course.

1. The student will know, practice, and pass a safety test dealing with livestock and equipment relating to livestock. (Ag SCS - 2.1) (E-1, 3, 5)
2. The student will demonstrate the knowledge of comparative anatomy of domesticated animals. (Ag SCS- 2.3) (E-1, 3, 5)
3. The student will demonstrate the knowledge of comparative physiology of domesticated animals. (Ag SCS - 2.3) (Bio SCS - 1.a, 1.b, 9.a, 9.b, 9.c, 9.d, 9.e, 9.g, 9.i) (E-3, 5)
4. The student will demonstrate the ability to use proper animal restraints, both passive and active. (Ag SCS - 2.1) (E-3, 5)
5. The student will demonstrate the ability to use equipment to perform temperature, pulse, and respiration. (Ag SCS - 2.6) (Bio SCS - 10.d) (E-3, 4, 5)
6. The student will develop an understanding of various methods of physical examinations. (Ag SCS - 2.6) (Bio SCS - 10.d) (E-2, 4, 5)
7. The student will demonstrate the ability to keep proper physical examination records. (Ag SCS - 2.11) (E-3, 4, 5)
8. The student will demonstrate knowledge of disease-causing agents and vectors. (Ag SCS -2.7) (Bio SCS - 6.a, 7.a, 7.b, 7.c, 7.d, 10.a) (E-2, 3, 5)
9. The student will demonstrate the ability to identify major livestock diseases based upon symptomatology. (Ag SCS -2.7) (Bio SCS - 10.d, 10.e) (E-2, 3, 4, 5)
10. The student will demonstrate the ability to perform proper treatment procedures. (Ag SCS - 2.6) (Bio SCS - 8.a, 10.b, 10.c, 10.d, 10.e, 10.f) (E-2, 3, 4, 5)
11. The student will demonstrate an understanding of disease prevention. (Ag SCS -2.6) (Bio SCS - 8.a, 8.b, 10.b, 10.c, 10.f) (E-3, 4, 5)
12. The student will demonstrate the ability to perform proper sanitation procedures. (Ag SCS - 2.6, 2.7) (E-1, 2, 3)

13. The student will demonstrate the ability to properly collect fecal specimens.
(Ag SCS - 2.6, 2.7) (E-3)
14. The student will demonstrate the ability to properly use microscope to examine fecal specimens.
(Ag SCS - 2.7) (E-3, 5)
15. The student will demonstrate the ability to identify drugs according to classification and use.
(Ag SCS - 2.6) (Bio SCS - 10.b, 10.c, 10.d) (E-3, 4, 5)
16. The student will demonstrate the ability to interpret label instructions and measure dosage of drugs.
(Ag SCS - 2.6) (E-2, 3, 4, 5,)
17. The student will demonstrate the ability to properly administer drugs via the following methods: oral, topical, and injection. (Ag SCS - 2.6) (E-2, 3, 4, 5)
18. The student will understand the current sociological implications of veterinary drug usage.
(Ag SCS - 2.6) (E-1, 2)
19. The student will demonstrate the ability to recognize medical emergencies.
(Ag SCS - 2.6) (E-3, 4, 5)
20. The student will demonstrate the ability to perform proper first-aid procedures.
(Ag SCS - 2.6) (Bio SCS - 10.a) (E-3, 4, 5)
21. The student will demonstrate the ability to properly feed livestock.
(Ag SCS - 2.8) (E-1, 2, 3)
22. The student will demonstrate the ability to determine if an animal is receiving the proper diet.
(Ag SCS - 2.2) (Bio SCS - 1.b) (E-3, 5)
23. The student will demonstrate the ability to identify various feeds and feed stuffs.
(Ag SCS - 2.2) (Bio SCS - 1.f, 1.h, 9.i) (E-3, 4, 5)
24. The student will demonstrate the ability to properly bathe an animal and employ basic grooming techniques. (Ag SCS - 2.13) (E-2, 3)
25. The student will demonstrate the ability to properly care for the hair coat of an animal.
(Ag SCS - 2.13) (E-2, 3, 5)
26. The student will be able to define commonly used terminology in the animal care field and apply them to practical husbandry practices. (Ag SCS - 2.14) (E-3, 4, 5)
27. The student will be able to recognize common breeds of large and small animals and their unique characteristics. (Ag SCS - 2.14) (E-3, 5)
28. The student will develop an awareness of the various species of small animals considered as domesticated pets. (Ag SCS - 2.15) (E-1, 3, 5)
29. The student will be able to identify the major external and internal parasites of large and small animals and the economic damage done by each type of parasite. (Ag SCS - 2.7) (E-3, 4, 5)

30. The student will be aware of the importance of good personal grooming habits for successful career accomplishments. (Ag SCS - 2.2) (E-2, 3)
31. The student will be able to understand the basic reproductive processes of large and small species and the importance of reproductive efficiency for successful animal production. (Ag SCS - 2.4) (Bio SCS - 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 3.a, 3.c, 4.c, 4.e, 5.a, 5.c) (E-2, 3, 5)
32. The student will develop an understanding of the skills, personal qualities, and educational requirements needed for employment in a variety of animal-related occupations. (Ag SCS - 2.13) (E-1, 2)
33. The student will develop an awareness of occupational choices and will be encouraged to participate in student youth organizations related to the animal care field. (Ag SCS - 2.12) (E-1, 2)
34. The student will demonstrate the ability to properly complete a job application and understand the process of a job interview. (Ag SCS - 2.12) (E-1, 4)
35. The student will demonstrate by regular class promptness and attendance, his/her ability to develop work habits conducive to obtaining and holding a position in the work world. (Ag SCS - 2.13) (E-1, 2)
36. **Agriculture and Natural Resources Industry Career Pathways**

Foundation Standards

1.0 Academics

1.1 Mathematics

(10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.

(13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

(15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Probability and Statistics standards:

(8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

(1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

(1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.

(1.d) Formulate explanations by using logic and evidence.

(1.j) Recognize the issues of statistical variability and the need for controlled tests.

(1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

(12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.

- (12.2.3) Explain the roles of property rights, competition, and profit in a market economy
- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

2.1 Reading

- (2.3) Generate relevant questions about readings on issues that can be researched.
- (2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- (2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

2.2 Writing

- (1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- (1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- (2.3) Write expository compositions, including analytical essays and research reports.
- (2.5) Write business letters.

Specific applications of Writing Strategies and Applications standards:

- (1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- (1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- (2.5) Write job applications and résumés.

2.3 Written and Oral English Language Conventions

- (1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- (1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- (1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- (2.3) Apply appropriate interviewing techniques.

Specific applications of Listening and Speaking Strategies and Applications standards.

- (1.8) Use effective and interesting language, including.
- (1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

3.0 Career Planning and Management

- 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Maintain safe and healthful working conditions.
- 6.5 Use tools and machines safely and appropriately.
- 6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Understand the importance of time management to fulfill responsibilities.
- 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 Leadership and Teamwork

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

PATHWAY STANDARDS

C. Agriscience Pathway

- C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society. (C4.1, C4.2, C4.3, C4.4 and C4.5)
- C6.0 Students understand animal anatomy and systems. (C6.1 and C6.2)
- C7.0 Students understand basic animal genetics. (C7.1, C7.3, and C7.4)
- C8.0 Students understand fundamental animal nutrition and feeding. (C8.1, C8.2 and C8.3)
- C9.0 Students understand basic animal health. (C9.1, C9.2, C9.3, C9.4, C9.5)

D. Animal Science Pathway

- D1.0 Students understand the necessary elements for proper animal housing and animal handling equipment. (D1.1, D1.3, D1.4)
- D2.0 Students understand key principles of animal nutrition. (D2.2, D2.3, D2.4)
- D3.0 Students understand animal physiology. (D3.1 and D3.2)
- D4.0 Students understand animal reproduction, including the function of reproductive organs. (D4.1, D4.2, D4.3, D4.4, and D4.5)
- D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA. (D5.2, D5.4, and D5.5)
- D6.0 Students understand the causes and effects of diseases and illnesses in animals. (D6.1, D6.2, D6.3, D6.4, D6.5, D6.6 and D6.7)
- D9.0 Students understand animal welfare concerns and management practices that support animal welfare. (D9.1, D9.2, D9.3, D9.4)
- D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits). (D10.1 and D10.2)
- D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds). (D11.1, D11.2, D11.3, and D11.4)

37. CAREER PREPARATIONS STANDARDS (E-1, 2, 3, 4, 5)

The student will:

- A. Understand how personal skills development (including positive attitude, honesty, self-confidence, time management, and other positive traits) affect employability.
 - 1. Demonstrate an understanding of classroom policies and procedures.
 - 2. Define business ethics and explain the importance of ethical standards and social responsibilities in the workplace.
 - 3. Discuss importance of the following personal skills in the workplace.
 - a) Positive attitude
 - b) Self-confidence
 - c) Integrity/Honesty
 - d) Perseverance
 - e) Self-discipline
 - f) Sociability
 - 4. Define personal hygiene and identify acceptable business attire.
 - 5. Prioritize tasks and meet deadlines.
 - 6. Discuss the importance of lifelong learning.
- B. Understand principles of effective interpersonal skills, group dynamics, conflict resolution, and negotiation.
 - 1. Identify and discuss the key concepts of group dynamics.
 - 2. Discuss and demonstrate the dynamics of conflict resolution and negotiation.
 - 3. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 - 4. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
 - 5. Discuss laws which apply to sexual harassment and discuss tactics for handling harassment situations.
- C. Understand the importance of good academic skills, critical thinking and problem-solving skills in the workplace.
 - 1. Recognize the importance of good reading, writing and math skills and implement a plan for self-improvement as needed.
 - 2. Apply estimation, measurement and calculation skills to business applications, including the following:
 - a) Whole number math
 - b) Decimals and fractions
 - c) Counting and monetary functions
 - d) Use of tables
 - 3. Read, write, and give directions.
 - 4. Exhibit critical thinking, creative thinking and logical reasoning skills.
 - 5. Recognize problem situations; identify, locate and organize needed information or data; and propose, evaluate and select from alternative solutions.
- D. Understand principles of effective communication.
 - 1. Read and implement written instructions, technical manuals, written communication and reference books.
 - 2. Present a positive image through verbal and nonverbal communication through use of appropriate methods.
 - 3. Demonstrate active listening through oral and written feedback.

- E. Understand occupational safety issues, including avoidance of physical hazards.
 - 1. Discuss and implement good safety practices, including:
 - a) Avoidance and reporting of physical hazards in the work environment
 - b) Safe operation of equipment
 - c) Proper handling of hazardous materials
 - d) Apply sound ergonomic principles in organizing one's work space
- F. Understand career paths and strategies for obtaining employment.
 - 1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 - 2. Identify steps for setting goals and writing personal goals and objectives.
 - 3. Examine aptitudes related to career options, and relate personal characteristics and interests to educational and occupational opportunities.
 - 4. Develop job acquisition documents including:
 - a) Job application
 - b) Resume
 - c) Appropriate cover and follow-up correspondence
 - d) Portfolio
 - 5. Identify and demonstrate effective interviewing techniques.
- G. Understand and adapt to changing technology.
 - 1. Understand the importance of lifelong learning in adapting to changing technology.

5. **Student Evaluation Standards** (List the criteria on which students' will be graded in the course. Give the approximate weight for each of the grading criteria in determining the student's grade, such as test, homework, labs, class participation. Also indicate the weight given to quarter grades and semester finals in tabulating the final grade.)

Written examinations	20 percent
Class assignments	30 percent
Laboratory exercise	20 percent
Homework	10 percent
Attendance and promptness	20 percent
First quarter	50 percent
Second quarter	50 percent

6. **Suggested Instructional Activities** (This item is optional and is not required for the course of study. If it is completed, it should include teacher and/or student activities such as field trips, demonstrations, speakers, or special procedures that will assist the students in learning the course objective.)

METHODOLOGY OPTIONS - Final quarter of instruction is in the community classroom situation. The student will report to class in various community classrooms.

7. **Essential Employability Skills**

The instruction of general workplace and essential employability skills creates a common thread throughout the course.

The general workplace skills include: personal development, ethics, attendance, grooming, and self-management skills; lifelong learning and industry linked academic skills; communication, listening, speaking, writing, problem-solving, and team building skills; information and technology skills;

resource identification and management skills; employment literacy, job search, and career development skills; safety, diversity, and public relations skills; technical reading and writing skills; and entrepreneurial skills.

The essential employability skills are defined as follows:

Accountability for Actions: Accepts assignments and responsibility for carrying out the assignments, including the results achieved.

Appearance: Dresses appropriately for the position and maintains personal hygiene.

Appropriate Behavior: Demonstrates accepted social and work behaviors, manners, and conversation skills. Helps others, both in the performance of the job, and in teaching others. Exercises the rights and responsibilities of citizenship.

Attitudes: Employers desire a good attitude which means: being courteous and cooperative, being willing to learn, having a pleasant personality, and being flexible regarding doing what it takes to get the job done.

Common Sense: Demonstrates the capacity of making sound and prudent decisions.

Continual Learning: Seeks out opportunities to gain new knowledge or to learn new skills. Uses self-regulated learning (teach themselves).

Cooperativeness: Works cooperatively with others and contributes to the group with ideas, effort and suggestions.

Conscientiousness: Acts with regard to what is considered right or proper for the circumstances.

Demeanor: Carries one's self with an air of confidence and purpose.

Dependability: Can be relied upon to show up for work and to work after showing up.

Effort: Demonstrates a capacity for doing work through exertion. The total work done to achieve a particular end in a timely manner.

Flexibility: Readily adapts to new, different, or changing job conditions.

Goal Setting Ability: Demonstrates internal motivation by striving for successful performance in the workplace without prompting. Possessing a pattern of preparation, mental attitude, and methodology that applies to work situations.

Integrity/Honesty: Given a choice, the individual will choose an ethical course of action. They can be trusted.

Judgment: Uses specific situations and dispositions to reach a conclusion and then acts in an appropriate manner.

Motivation: Possesses a desire to achieve goals and objectives without external prompts such as money, threats or coercion.

Punctuality: Shows up for work on time, all the time.

Respect: Recognizes position in the employment hierarchy. Works and communicates with co-workers, supervisors, and clients/customers in an appropriate manner.

Responsibility: Exerts a high level of effort and perseverance toward goal attainment.

Work Habits: Demonstrates a work ethic appropriate to the culture of the workplace with respect to attendance, punctuality, enthusiasm, neatness and perseverance.

8. **Expected Student Proficiencies & Certification of Completion.** (Attached)

**ANIMAL CARE TECHNOLOGY
RECORD OF COMPETENCIES**

- _____ 1. Perform safe animal handling procedures.
- _____ 2. Identify common animal behaviors.
- _____ 3. Understand responsible animal care and how "animal rights" and "animal ethics" affects such care.
- _____ 4. Perform proper feeding and management procedures.
- _____ 5. Identify basic animal anatomy.
- _____ 6. Understand basic animal physiology.
- _____ 7. Understand common animal terminology
- _____ 8. Identify common breeds of livestock.
- _____ 9. Identify common breeds of domestic animals.
- _____ 10. Identify common causes of disease.
- _____ 11. Identify animals that have symptoms of illness.
- _____ 12. Determine proper dosages of medications.
- _____ 13. Properly administer oral and topical medications.
- _____ 14. Properly administer intramuscular injections.
- _____ 15. Properly administer subcutaneous injections.
- _____ 16. Perform common deworming and parasite control procedures.
- _____ 17. Identify types of immunity and their causes.
- _____ 18. Perform proper sanitation procedures.
- _____ 19. Perform proper first-aid procedures.
- _____ 20. Perform procedures for checking temperature, respiration, and heart rate.
- _____ 21. Identify and perform various methods for animal identification.
- _____ 22. Perform proper animal grooming techniques.
- _____ 23. Identify genetic make-up of common animal traits.
- _____ 24. Understand how to deal with human-animal relationships.
- _____ 25. Understand proper job search techniques.

Total hours available _____

Total hours completed _____

RATING SCALE:

- 1. Competency mastered**
- 2. Competency not demonstrated**



REGIONAL OCCUPATIONAL CENTER

Xerox Copy of Daily Grade Sheets From Each Class Taught

D

Supporting Completion Material

Student	Grade	Stomach Drawings MAX:50.00 PTS:1.00 1/7/2013 Classwork/Ho	Ch. 7 Vocab MAX:140.00 PTS:1.00 1/7/2013 Participation	Ch. 7 Questions MAX:140.00 PTS:1.00 1/8/2013 Classwork/Ho	Ch. 7 WS/CW MAX:50.00 PTS:1.00 1/8/2013 Classwork/Ho	Ch. 8 Questions MAX:140.00 PTS:1.00 1/9/2013 Classwork/Ho	Ch. 8 WS/CW MAX:50.00 PTS:1.00 1/9/2013 Classwork/Ho	Ch. 7-8 Test Review MAX:85.00 PTS:1.00 1/9/2013 Labs	Ch. 8 Vocab MAX:220.00 PTS:1.00 1/9/2013 Participation	Stomach Test MAX:21.00 PTS:1.00 1/10/2013 Quizzes/Tests	Ch. 7-8 Test MAX:50.00 PTS:1.00 1/10/2013 Quizzes/Tests
406630	94.2% A	50	140	140	50	140	50	85	220	21	44
406900	92.7% A	50	140	140	50	140	50	85	220	21	44
402544	94.0% A	50	140	120	50	140	50	85	220	20.5	37
421833	78.9% C	50	0	140	50	140	50	85	0	19.5	43
406742	95.5% A	50	140	140	50	140	50	85	220	19	41
402747	84.6% B	0	140	140	40	140	50	85	210	19	28
408097	85.8% B	50	130	140	50	140	50	85	210	13.5	32
408960	92.0% A	50	140	140	50	140	50	85	210	21	44
403350	86.2% B	50	130	140	50	140	50	85	220	10.5	21
428678	93.3% A	50	140	140	50	140	50	85	220	21	35
417211	85.4% B	50	140	140	50	140	50	85	220	12	31
403492	92.9% A	50	140	140	50	140	50	85	220	17	44
401084	93.2% A	50	140	140	50	140	50	85	220	19.5	44
399483	89.9% B	50	140	140	50	140	50	85	220	21	42
408743	80.9% B	50	140	140	50	140	50	0	210	19.5	45
403641	92.6% A	50	140	140	50	140	50	85	220	21	36
407168	88.3% B	50	140	0	50	140	50	81	220	21	39
403990	80.8% B	50	0	0	50	140	50	85	220	19.5	30
417353	70.3% C	50	60	130	50	140	50	0	220	0	0
422992	73.7% C	50	0	140	50	140	50	85	0	21	44
404331	93.4% A	50	140	140	50	140	50	85	220	21	36
408529	86.8% B	50	140	140	50	140	50	85	220	19.5	0
405335	80.7% B	50	140	140	50	140	50	85	220	0	0
404777	77.5% C	50	100	140	50	140	50	84	200	15	38
404838	67.3% D	50	0	0	0	0	0	84	0	7	24
402047	94.9% A	50	140	140	50	140	50	85	220	21	42

Student	Grade	Tools Wk 1 MAX:25.00 PTS:1.00 1/11/2013 Quizzes/Tests	Ch. 9 WS/CW MAX:50.00 PTS:1.00 1/15/2013 Classwork/Ho mework	Ch. 9 Vocab. MAX:210.00 PTS:1.00 1/15/2013 Participation	Ch. 9 Questions Pg. 156 MAX:140.00 PTS:1.00 1/15/2013 Classwork/Ho mework	Ch. 9 Test MAX:42.00 PTS:1.00 1/16/2013 Quizzes/Tests	Tools Week 2 MAX:25.00 PTS:1.00 1/18/2013 Quizzes/Tests	Work Week 1 MAX:100.00 PTS:1.00 1/25/2013 Classwork/Ho mework	Work Week 2 MAX:100.00 PTS:1.00 2/1/2013 Classwork/Ho mework	Work Week 3 MAX:100.00 PTS:1.00 2/8/2013 Classwork/Ho mework	Work Week 4 MAX:100.00 PTS:1.00 2/15/2013 Classwork/Ho mework
406630	94.2% A	14.5	50	210	140	39	16.5	100	100	100	100
406900	92.7% A	17	50	210	140	34	0	100	100	100	95
402544	94.0% A	21	50	150	140	38	21	100	100	100	95
421833	78.9% C	17	50	0	140	40	0	100	50	0	100
406742	95.5% A	24.5	0	200	140	41	24	95	90	90	95
402747	84.6% B	15.5	50	120	140	36	11.5	100	65	100	0
408097	85.8% B	8.5	50	0	140	36	13	80	100	100	100
408960	92.0% A	11	50	210	140	37	24	85	70	85	85
403350	86.2% B	19	50	0	140	36	19	95	95	100	100
428678	93.3% A	12	50	140	140	39	17	100	100	100	100
417211	85.4% B	16	50	200	140	24	17	50	65	85	75
403492	92.9% A	16.5	50	180	140	38	13	100	90	100	95
401084	93.2% A	21	0	210	0	37	22	90	100	100	90
399483	89.9% B	13.5	50	210	140	38	18	100	100	0	100
408743	80.9% B	24.5	50	200	140	40	22.5	100	25	100	100
403841	92.6% A	13	50	210	140	36	11	100	100	100	100
407168	88.3% B	24	50	210	120	33	23.5	80	85	80	85
403990	80.8% B	0	50	210	140	38	14	100	100	100	100
417353	70.3% C	3	50	210	140	37	8.5	65	0	85	100
422992	73.7% C	18.5	50	0	140	37	22	50	5	0	80
404331	93.4% A	25	50	210	140	31	18.5	95	95	100	100
408529	86.8% B	0	50	180	140	38	9	100	100	95	100
405335	80.7% B	0	0	180	140	0	0	0	0	100	100
404777	77.5% C	0	0	180	140	39	17	100	0	0	100
404838	67.3% D	0	0	0	0	39	7	100	100	100	100
402047	94.9% A	18	50	210	140	38	14.5	100	0	100	100

Student	Grade	Skills Practice MAX:50.00 PTS:1.00 2/22/2013 Quizzes/Tests	Work Week 5 MAX:100.00 PTS:1.00 2/22/2013 Classwork/Homework	Work Week 6 MAX:100.00 PTS:1.00 3/1/2013 Classwork/Homework	Work Week 7 MAX:100.00 PTS:1.00 3/8/2013 Classwork/Homework	Skills Olympics Participation MAX:200.00 PTS:1.00 3/15/2013	Work Week 8 MAX:100.00 PTS:1.00 3/15/2013 Classwork/Homework	Skills Test MAX:15.00 PTS:1.00 3/15/2013 Quizzes/Tests	Work Week 9 MAX:100.00 PTS:1.00 3/22/2013 Classwork/Homework	Work Week 10 MAX:100.00 PTS:1.00 4/5/2013 Classwork/Homework	Grooming MAX:100.00 PTS:1.00 4/12/2013 Labs
406630	94.2% A	38	100	100	100	200	100	95	100	100	100
406900	92.7% A	37	100	100	100	200	100	87	100	100	100
402544	94.0% A	34	100	100	100	200	100	84	100	100	100
421833	78.9% C	45	100	95	100	200	100	82	100	100	100
406742	95.5% A	38	90	100	100	200	100	106	100	100	100
402747	84.6% B	45	100	100	100	200	95	98	95	95	100
408097	85.8% B	33	100	100	100	200	100	91	100	100	100
408960	92.0% A	0	0	100	95	200	100	94	100	100	100
403350	86.2% B	35	100	100	100	200	100	90	100	10	100
428678	93.3% A	47	100	100	100	200	100	96	100	100	100
417211	85.4% B	26	80	95	90	200	100	72	95	75	100
403492	92.9% A	31	100	100	95	200	100	94	95	100	100
401084	93.2% A	44	100	100	95	200	100	97	5	100	100
398483	89.9% B	35	100	0	100	200	100	92	95	100	100
408743	80.9% B	35	100	100	100	200	100	85	100	100	100
403841	92.6% A	46	100	100	100	200	100	93	100	100	100
407168	88.3% B	25	85	70	80	200	0	98	80	80	100
403990	80.8% B	45	95	100	0	200	100	79	95	0	100
417353	70.3% C	29	80	85	80	200	0	92	95	75	100
422992	73.7% C	42	95	90	0	200	80	92	0	0	100
404331	93.4% A	38	100	100	100	200	100	86	100	100	100
408529	86.8% B	37	100	100	100	200	100	95	0	100	100
405335	80.7% B	46	100	100	100	200	100	91	100	100	100
404777	77.5% C	37	100	100	100	200	95	86	95	95	100
404838	67.3% D	45	80	100	100	200	100	69	0	100	100
402047	94.9% A	38	100	95	100	200	100	93	100	80	100

Student	Grade	Work Week 11 MAX:100.00 PTS:1.00 4/12/2013 Classwork/Homework	Work Week 12 MAX:100.00 PTS:1.00 4/19/2013 Classwork/Homework	Work Week 13 MAX:100.00 PTS:1.00 4/26/2013 Classwork/Homework	Work Week 14 MAX:100.00 PTS:1.00 5/3/2013 Classwork/Homework	Interview Day Packet MAX:500.00 PTS:1.00 5/10/2013 Labs	Interview Day MAX:18.00 PTS:1.00 5/10/2013 Labs	Chicken Lab MAX:100.00 PTS:1.00 5/20/2013 Labs	Ice Cream Poster MAX:100.00 PTS:1.00 5/21/2013 Participation	Poultry Final Review MAX:60.00 PTS:1.00 5/22/2013 Classwork/Homework	Poultry Final Exam MAX:80.00 PTS:1.00 5/23/2013 Final
406630	94.2% A	100	100	100	100	500	18	83	80	60	74
406900	92.7% A	100	100	100	100	500	17	90	80	60	77
402544	94.0% A	100	95	100	100	500	18	85	100	60	73
421833	78.9% C	0	0	100	0	500	16	88	80	60	77
406742	95.5% A	100	100	100	100	500	15	83	80	60	78
402747	84.6% B	0	0	100	100	460	16	90	80	60	65
408097	85.8% B	100	100	100	100	490	14	85	80	60	66
408960	92.0% A	100	100	100	0	500	17	80	100	60	80
403350	86.2% B	100	100	100	100	500	11	88	80	60	64
428678	93.3% A	95	100	100	100	500	17	90	80	60	76
417211	85.4% B	100	100	100	100	500	13	85	100	56	56
403492	92.9% A	100	100	100	100	500	15	85	100	60	77
401084	93.2% A	100	100	100	100	500	13	88	80	60	79
398483	89.9% B	100	0	100	100	430	8	75	100	60	73
408743	80.9% B	100	100	100	100	500	17	88	0	0	0
403841	92.6% A	100	100	100	100	480	12	83	80	60	77
407168	88.3% B	80	80	85	85	490	17	88	100	60	61
403990	80.8% B	100	0	100	80	500	11	83	80	60	61
417363	70.3% C	100	0	0	90	250	10	80	100	60	59
422992	73.7% C	0	0	95	100	460	13	85	80	60	77
404331	93.4% A	100	100	100	100	500	14	88	100	60	65
408529	88.8% B	100	100	100	100	500	14	75	100	60	79
405335	80.7% B	100	100	100	100	500	14	85	80	60	80
404777	77.5% C	0	0	0	0	490	17	88	80	58	61
404838	67.3% D	100	100	90	100	470	15	90	80	58	68
402047	94.9% A	100	100	100	100	500	15	83	100	60	80

Student	Grade
406630	94.2% A
406900	92.7% A
402544	94.0% A
421833	78.9% C
406742	95.5% A
402747	84.6% B
408097	85.8% B
408960	92.0% A
403350	86.2% B
428678	93.3% A
417211	85.4% B
403492	92.9% A
401084	93.2% A
399483	89.9% B
408743	80.9% B
403841	92.6% A
407168	88.3% B
403990	80.8% B
417353	70.3% C
422992	73.7% C
404331	93.4% A
408529	88.8% B
405335	80.7% B
404777	77.5% C
404838	67.3% D
402047	94.9% A

Student	Grade	Stomach Drawings MAX:50.00 PTS:1.00 1/7/2013 Classwork/Ho	Ch. 7 Vocab MAX:140.00 PTS:1.00 1/7/2013 Participation	Ch. 7 Questions MAX:140.00 PTS:1.00 1/8/2013 Classwork/Ho	Ch. 7 WS/CW MAX:50.00 PTS:1.00 1/8/2013 Classwork/Ho	Ch. 8 Questions MAX:140.00 PTS:1.00 1/8/2013 Classwork/Ho	Ch. 8 WS/CW MAX:50.00 PTS:1.00 1/9/2013 Classwork/Ho	Ch. 7-8 Test Review MAX:85.00 PTS:1.00 1/9/2013 Labs	Ch. 8 Vocab MAX:220.00 PTS:1.00 1/9/2013 Participation	Stomach Test MAX:21.00 PTS:1.00 1/10/2013 Quizzes/Tests	Ch. 7-8 Test MAX:50.00 PTS:1.00 1/10/2013 Quizzes/Tests
400311	85.0% B	50	140	140	50	140	50	79	200	10	27
400314	78.9% C	50	0	140	45	0	50	55	210	13.5	30
380821	86.3% B	50	130	140	50	140	50	73	210	12	34
407976	80.4% B	50	140	140	50	0	50	55	120	16	23
407632	90.8% A	50	140	140	50	140	50	73	210	21	34
400661	82.2% B	50	140	140	45	140	50	84	200	12	30
402872	82.5% B	50	140	90	50	140	50	85	220	10	33
402894	81.4% B	50	140	140	45	140	50	85	100	12	30
407085	88.7% B	50	140	140	50	140	50	81	220	19	30
396847	96.2% A	50	140	140	50	140	50	85	220	21	46
427525	90.8% A	50	140	140	50	140	50	85	200	21	41
406492	78.4% C	50	100	100	45	140	50	84	200	7.5	32
405620	94.5% A	50	140	140	50	140	50	85	220	21	48
403607	82.8% B	50	140	140	45	0	45	61	220	17	32
400036	87.0% B	50	140	140	45	140	50	82	220	8	42
420590	80.8% B	50	140	130	50	140	50	85	220	15.5	45
388805	88.1% B	50	140	140	45	140	50	72	200	21	23
404453	85.8% B	50	80	140	50	0	0	57	220	19	37
404479	76.4% C	50	0	140	50	140	50	85	220	19	31
401733	82.4% B	50	140	140	50	140	50	83	200	6.5	28
404711	89.2% B	50	140	130	0	140	50	85	200	21	40
396414	91.6% A	50	140	140	50	140	50	85	220	21	43
405779	92.0% A	50	140	140	50	140	50	75	210	19	41
398862	77.9% C	50	140	140	50	140	50	85	0	19	39
407657	86.5% B	50	140	140	50	140	50	85	200	21	46
407267	93.5% A	50	140	140	50	140	50	84	220	19	37
446285	89.5% B	50	140	0	50	140	50	78	220	10	28

Student	Grade	Tools Wk 1 MAX:25.00 PTS:1.00 1/11/2013 Quizzes/Tests	Ch. 9 Questions MAX:140.00 PTS:1.00 1/15/2013 Classwork/Ho mework	Ch. 9 WS/CW MAX:50.00 PTS:1.00 1/15/2013 Classwork/Ho mework	Ch. 9 Vocab. MAX:210.00 PTS:1.00 1/15/2013 Participation	Ch. 9 Test MAX:42.00 PTS:1.00 1/16/2013 Quizzes/Tests	Tools Week 2 MAX:25.00 PTS:1.00 1/18/2013 Quizzes/Tests	Work Week 1 MAX:100.00 PTS:1.00 1/25/2013 Classwork/Ho mework	Work Week 2 MAX:100.00 PTS:1.00 2/1/2013 Classwork/Ho mework	Work Week 3 MAX:100.00 PTS:1.00 2/8/2013 Classwork/Ho mework	Work Week 4 MAX:100.00 PTS:1.00 2/15/2013 Classwork/Ho mework
400311	85.0% B	16.5	140	50	200	34	0	90	90	100	95
400314	78.9% C	12.5	140	50	130	36	14	0	100	100	100
380821	86.3% B	12.5	140	50	200	29	11	80	100	100	100
407976	80.4% B	16	140	0	200	38	14	100	100	100	100
407632	90.8% A	13	140	50	200	30	12.5	100	100	100	100
400661	82.2% B	11	140	40	210	0	16	100	0	100	100
402872	82.5% B	9	140	50	200	35	6.5	70	30	100	95
402884	81.4% B	5.5	140	40	0	28	0	85	95	95	85
407085	88.7% B	0	140	0	140	39	14	100	100	100	100
396847	96.2% A	18	140	50	210	40	21	85	95	100	95
427525	90.8% A	12.5	140	0	210	41	23.5	100	90	100	100
406482	76.4% C	2.5	140	50	200	29	1.5	100	95	95	50
405620	94.5% A	24	140	50	180	41	15	100	100	100	100
403807	82.8% B	20.5	140	50	200	35	0	80	100	70	85
400036	87.0% B	20.5	0	0	210	38	15.5	85	80	70	100
420590	80.8% B	0	140	50	90	41	1	90	100	100	100
388805	88.1% B	13.5	140	50	200	29	12	95	100	95	95
404453	85.8% B	13.5	140	50	210	35	13.5	95	95	95	95
404479	76.4% C	4	140	50	170	30	8.5	80	80	80	90
401733	82.4% B	4.5	140	50	200	33	0	100	100	0	100
404711	89.2% B	78.5	140	50	200	38	6	0	0	80	100
396414	91.6% A	19	140	50	40	41	12.5	100	100	100	100
405779	92.0% A	12	140	50	210	41	9	100	100	100	100
398882	77.9% C	13	140	45	0	27	10.5	95	90	0	0
407557	86.5% B	0	140	50	200	41	16	100	100	100	0
407267	93.5% A	19.5	140	50	210	39	16	100	100	100	70
446285	89.5% B	9	140	50	210	38	11	100	100	100	100

Student	Grade	Skills Practice MAX:50.00 PTS:1.00 2/22/2013 Quizzes/Tests	Work Week 5 MAX:100.00 PTS:1.00 2/22/2013 Classwork/Homework	Work Week 6 MAX:100.00 PTS:1.00 3/1/2013 Classwork/Homework	Work Week 7 MAX:100.00 PTS:1.00 3/8/2013 Classwork/Homework	Skills Olympics Participate MAX:200.00 PTS:1.00 3/15/2013 Participation	Work Week 8 MAX:100.00 PTS:1.00 3/15/2013 Classwork/Homework	Skills Test MAX:115.00 PTS:1.00 3/15/2013 Quizzes/Tests	Work Week 9 MAX:100.00 PTS:1.00 3/22/2013 Classwork/Homework	Work Week 10 MAX:100.00 PTS:1.00 4/5/2013 Classwork/Homework	Grooming MAX:100.00 PTS:1.00 4/12/2013 Labs
400311	85.0% B	11	100	95	100	200	100	74	75	100	100
400314	78.9% C	36	95	100	100	200	100	68	100	0	100
380821	86.3% B	29	100	100	100	200	100	93	0	100	100
407976	80.4% B	43	100	100	100	200	100	0	0	100	100
407632	90.8% A	36	100	100	100	200	100	86	100	100	100
400661	82.2% B	33	100	100	100	200	100	0	100	80	100
402872	82.5% B	24	100	100	0	200	0	75	100	100	100
402894	81.4% B	32	95	95	100	200	100	81	100	100	100
407065	88.7% B	46	100	100	0	200	100	90	100	100	100
396847	96.2% A	35	100	95	85	200	100	105	100	100	100
427525	90.8% A	32	95	100	100	100	85	0	100	100	100
406482	76.4% C	0	50	70	100	200	95	76	100	95	100
405620	94.5% A	32	100	100	100	200	100	95	100	100	100
403607	82.8% B	38	85	75	75	200	75	83	0	0	100
400036	87.0% B	33	95	100	100	100	100	0	85	100	100
420590	80.8% B	20	100	100	100	200	0	81	0	0	100
388805	88.1% B	25	100	100	100	200	0	63	100	100	100
404453	85.8% B	37	95	95	95	200	95	84	0	95	100
404479	76.4% C	28	80	0	0	200	80	71	100	85	100
401733	82.4% B	18	100	80	0	200	100	75	100	85	100
404711	89.2% B	24	75	100	100	200	95	84	0	100	100
396414	91.6% A	37	100	100	100	200	100	97	100	100	100
405779	92.0% A	30	100	100	100	200	100	83	100	100	100
398882	77.9% C	40	100	95	95	200	0	0	95	95	100
407557	86.5% B	28	0	100	100	200	100	91	0	90	100
407267	93.5% A	46	0	100	100	200	100	86	100	100	100
446285	89.5% B	30	100	100	100	200	100	83	100	100	100

Student	Grade	Work Week 11 MAX:100.00 PTS:1.00 4/12/2013 Classwork/Ho mework	Work Week 12 MAX:100.00 PTS:1.00 4/19/2013 Classwork/Ho mework	Work Week 13 MAX:100.00 PTS:1.00 4/26/2013 Classwork/Ho mework	Work Week 14 MAX:100.00 PTS:1.00 5/3/2013 Classwork/Ho mework	Interview Day Packet: MAX:300.00 PTS:1.00 5/10/2013 Labs	Interview Day MAX:18.00 PTS:1.00 5/10/2013 Labs	Chicken Lab MAX:100.00 PTS:1.00 5/20/2013 Labs	Ice Cream Poster MAX:100.00 PTS:1.00 5/21/2013 Participation	Poultry Final Review MAX:80.00 PTS:1.00 5/22/2013 Classwork/Ho mework	Poultry Final Exam MAX:80.00 PTS:1.00 5/23/2013 Final
400311	85.0% B	100	100	100	100	380	14	98	100	60	63
400314	78.9% C	100	100	100	100	330	17	60	100	60	49
380821	86.3% B	90	95	0	85	480	16	98	100	60	51
407976	80.4% B	100	100	100	100	400	10	60	100	60	50
407632	90.8% A	75	100	100	100	480	12	88	100	60	72
400861	82.2% B	80	100	100	90	490	17	78	100	60	50
402872	82.5% B	100	100	100	100	500	0	60	100	60	72
402884	81.4% B	100	80	100	100	480	14	88	100	60	65
407085	88.7% B	100	100	100	95	500	17	78	100	60	59
396847	96.2% A	100	100	100	95	500	17	88	100	60	79
427525	90.8% A	100	100	100	100	500	17	78	100	60	78
406492	76.4% C	95	100	100	100	470	15	78	0	60	54
405620	94.5% A	100	100	100	100	450	14	80	100	60	76
403607	82.8% B	70	80	100	100	480	14	88	100	60	65
400036	87.0% B	100	100	100	95	500	18	90	100	60	89
420590	80.8% B	0	90	100	100	480	14	79	100	60	62
388805	88.1% B	100	0	100	100	460	11	78	100	60	76
404453	85.8% B	90	90	95	95	500	18	78	100	60	63
404478	76.4% C	95	0	100	80	0	16	78	100	60	59
401733	82.4% B	100	80	100	90	490	16	78	100	60	57
404711	89.2% B	90	90	90	95	500	0	80	100	60	66
396414	91.6% A	100	100	100	100	500	15	80	100	60	71
405779	92.0% A	100	100	100	100	460	13	80	100	60	78
398862	77.9% C	100	0	95	95	450	16	78	100	60	69
407557	86.5% B	10	95	0	100	380	17	98	100	60	80
407267	93.5% A	100	100	100	90	500	18	90	100	60	63
446285	89.5% B	100	100	100	100	500	17	98	100	60	67

		Student	Grade
400311			85.0% B
400314			78.9% C
380821			86.3% B
407976			80.4% B
407632			90.8% A
400661			82.2% B
402872			82.5% B
402894			81.4% B
407085			88.7% B
396847			96.2% A
427525			80.8% A
406492			76.4% C
405620			94.5% A
403607			82.8% B
400036			87.0% B
420590			80.8% B
388805			88.1% B
404453			85.8% B
404479			76.4% C
401733			82.4% B
404711			89.2% B
396414			91.6% A
405779			92.0% A
398882			77.9% C
407557			86.5% B
407267			93.5% A
446285			89.5% B

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On-line R2 / FFA Roster Data Entry Options

Kern ROC, Bakersfield (CA0509)

	Status	Reports are due 10/15 of each year.
Maintain Teachers	Posted	Enter and maintain teacher demographic information.
Maintain FFA Roster	Unposted: 0 Posted: 16	Maintaining and filing the FFA roster.
Maintain Graduate Follow-up	Posted	Complete your graduate follow-up reporting.

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**Kern ROC
R2 Student Report
Year:2012**

Gender

Schnum	ProgName	Male	Female
311	Ag Mech.	0	1
311	Agriscience	0	1
311	An. Science	3	11

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Mech.	0	1
Agriscience	0	1
An. Science	6	8

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Mech.	1	0	0	0	0	0	0
Agriscience	1	0	0	0	0	0	0
An. Science	6	1	0	0	0	1	6

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	0	0	2	14	0	0	0	0	16
Total	0	0	2	14	0	0	0	0	16
Total 9-12									16

Freshman Persistence:

Cohort Year: 2009-2010

Years in Ag Completed	Count	Percent
1		
2		
3		
4		
Freshman Cohort Students	0	
Average Years Completed		

*Prior to 2010 Hispanic is listed as a race.
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Detail FFA Roster

CA0509 Bakersfield - Kern ROC

Kern ROC

501 S. Mt. Vernon Ave.

Bakersfield, CA 93307

Year: 2012 [Go](#)

FFA #	Last Name	First Name	Address	City	St	Zip	Gender	Hispanic	Race	Yr	Year	Grade	Program	Mem
* 0	Cendejar	Alexa	9907 Cobblestone Ave	Bakersfield	CA	93311	F	X	2 or More	2012	1	11	An. Science	X
* 0	Clayton	Carrie	1125 Calamity Ln	Bakersfield	CA	93314	F		White	2012	1	12	Ag Mech.	X
* 0	Dollar	Kaayla	3804 Valley Spings Ave	Bakersfield	CA	93309	F		White	2012	1	12	An. Science	X
* 0	Harris	Raygen	3900 Collier St	Bakersfield	CA	93312	F		White	2012	1	12	An. Science	X
* 0	Hernandez	Stephanie	5402 Woodard Ridge Dr	Bakersfield	CA	93313	F	X	2 or More	2012	1	12	An. Science	X
* 0	Johnson	Jane	8208 Hallelujah Rd	Bakersfield	CA	93307	F		White	2012	1	12	Agriscience	X
* 0	Kelly	Brogan	15901 Susan Eileen St	Bakersfield	CA	93314	F		White	2012	1	12	An. Science	X
* 0	Lara	Angel	11108 San Gorgonio St	Bakersfield	CA	93241	M		Hawaiian/Pac Is.	2012	1	12	An. Science	X
* 0	Manes	Taylor	7100 Fruitvale Ave	Bakersfield	CA	93308	F		White	2012	1	12	An. Science	X
* 0	Mendoza	Aubrey	7913 Jay St	Bakersfield	CA	93341	M	X	2 or More	2012	1	12	An. Science	X
* 0	Portillo	Edgar	2606 Bagwell Ct	Bakersfield	CA	93313	M	X	2 or More	2012	1	12	An. Science	X
* 0	Rodriguez	Maria	10421 Silver St	Bakersfield	CA	93241	F	X	2 or More	2012	1	11	An. Science	X
* 0	Russell	Billie	801 El Toro Rd	Bakersfield	CA	93304	F		White	2012	1	12	An. Science	X
* 0	Trusty	Leia	11216 Baron Ave	Bakersfield	CA	93312	F		Black	2012	1	12	An. Science	X
* 0	Vincent	Kelsey	3125 Audubon Dr.	Bakersfield	CA	93301	F		White	2012	1	12	An. Science	X
* 0	Zarate	Jacqueline	2109 South J St	Bakersfield	CA	93301	F	X	2 or More	2012	1	12	An. Science	X

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Count: 16

* Posted

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REGIONAL OCCUPATIONAL CENTER

SOE Supervision Forms Used On Project Visits

E

Supporting Completion Material

**Regional Occupational Center
Animal Care Program**

Weekly Intern Evaluation (Due Every Friday)

Training Site: _____ Student Name: _____ St # _____

Week of: _____ Name of Direct Supervisor: _____

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916

(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:			
Tuesday:			
Wednesday:			
Thursday:			
Friday:			

Student (self) Evaluation:

What grade would you give yourself for the week? A B C D F

What was the most difficult task? _____

What new skills did you learn? _____

Did you call in when absent? Yes____, No____, Not Absent____

Student Signature: _____

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

Job Performance

	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	_____	_____	_____	_____
Initiative	_____	_____	_____	_____
Punctuality	_____	_____	_____	_____
Quality of Work	_____	_____	_____	_____
Personal Appearance	_____	_____	_____	_____
Ability to follow instructions	_____	_____	_____	_____
Ability to work cooperatively	_____	_____	_____	_____

Comments: _____

Supervisor Signature: _____

Regional Occupational Center
Animal Care Program

100

Weekly Intern Evaluation (Due Every Friday)

Training Site: Kern County Animal Shelter Student Name: [Redacted] St #

Week of: April 24 - April 26

Name of Direct Supervisor: Nick

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916
(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:	7:00	10:15	cleaned cages
Tuesday:	8:00	10:15	cleaned cages
Wednesday:	8:00	10:15	cleaned cages
Thursday:	8:00	10:15	cleaned cages
Friday:			

Student (self) Evaluation:

What grade would you give yourself for the week? (A) B C D F

What was the most difficult task? working w/ nervous dog

What new skills did you learn? proper animal handling

Did you call in when absent? Yes No Not Absent X

Student Signature: [Signature]

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

Job Performance

	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	<u>/</u>	<u> </u>	<u> </u>	<u> </u>
Initiative	<u>/</u>	<u> </u>	<u> </u>	<u> </u>
Punctuality	<u>/</u>	<u> </u>	<u> </u>	<u> </u>
Quality of Work	<u>/</u>	<u> </u>	<u> </u>	<u> </u>
Personal Appearance	<u>/</u>	<u> </u>	<u> </u>	<u> </u>
Ability to follow instructions	<u>/</u>	<u> </u>	<u> </u>	<u> </u>
Ability to work cooperatively	<u>/</u>	<u> </u>	<u> </u>	<u> </u>

Comments:

Supervisor Signature: [Signature]

Regional Occupational Center
Animal Care Program

Weekly Intern Evaluation (Due Every Friday)

Training Site: Anderson Akers

Student Name: [Redacted] St # 90

Week of: 10/15/13

Name of Direct Supervisor: [Redacted]

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916
(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:	12:00	1:40	Washed 3 Dogs
Tuesday:	12:00	1:40	Comed out Scotty & Laysee
Wednesday:	12:00	1:40	Comed out Zee
Thursday:	12:00	1:40	Washed Zee
Friday:	IN	OUT	CLASS

Student (self) Evaluation:

What grade would you give yourself for the week? A B C D F

What was the most difficult task? None

What new skills did you learn? How to clean properly and groom faster

Did you call in when absent? Yes No Not Absent X

Student Signature: [Signature]

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

Job Performance				
	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Initiative	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Punctuality	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Quality of Work	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Personal Appearance	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Ability to follow instructions	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Ability to work cooperatively	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>

Comments:

Supervisor Signature: [Signature]

**Regional Occupational Center
Animal Care Program**

Weekly Intern Evaluation (Due Every Friday)

Training Site: Banfield

Student Name: [Redacted] St # 405620

Week of: April 22nd - 26th

Name of Direct Supervisor: Danze

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916
(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:	12:20	2:08	Clean lab/towels, 10F+CBC blood work; restrain dogs
Tuesday:	12:20	2:08	Prepare packs, 10F+CBC blood work; clean tools/lab
Wednesday:	12:20	2:08	Clean lab, 10F+CBC blood work; restrain dogs
Thursday:	12:15	2:08	Clean lab/towels/tools, 10F+CBC blood work; Go to pet store for soap
Friday:			endotracheal tubes

Student (self) Evaluation:

What grade would you give yourself for the week? A B C D F

What was the most difficult task? Restraint dogs

What new skills did you learn? Where to look for vaccines.

Did you call in when absent? Yes No Not Absent X

Student Signature: Angel Lora

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

Job Performance

	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Initiative	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Punctuality	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Quality of Work	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Personal Appearance	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Ability to follow instructions	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>
Ability to work cooperatively	<u>✓</u>	<u> </u>	<u> </u>	<u> </u>

Comments:

Supervisor Signature: Danzer

**Regional Occupational Center
Animal Care Program**

Weekly Intern Evaluation (Due Every Friday)

Training Site: Allen Rd vet

Student Name: [Redacted] St # 407632

Week of: 4/28

Name of Direct Supervisor: Krisen Parker

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916
(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:	2:00	4:00	Cleaned kennels, fed birds, moped, cleaned cages, changed dogs water out, give dogs food
Tuesday:	2:00	4:00	fed birds, cleaned cages, changed dogs water, fed dogs and cats
Wednesday:	2:00	4:00	Cleaned counter, moped, changed dogs water out, fed dogs and cats, helped client
Thursday:			
Friday:			

Student (self) Evaluation:

What grade would you give yourself for the week? (A) B C D F

What was the most difficult task? feeding the bird

What new skills did you learn? how to hand feed birds

Did you call in when absent? Yes , No , Not Absent ✓

Student Signature: Cami Chiff

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

Job Performance

	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
Initiative	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
Punctuality	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
Quality of Work	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
Personal Appearance	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
Ability to follow instructions	<u>X</u>	<u> </u>	<u> </u>	<u> </u>
Ability to work cooperatively	<u>X</u>	<u> </u>	<u> </u>	<u> </u>

Comments:

Supervisor Signature: Krisen Parker

**Regional Occupational Center
Animal Care Program**

95/100

Weekly Intern Evaluation (Due Every Friday)

Training Site: Banfield

Student Name: _____

St # 402544

Week of: April 15-19

Name of Direct Supervisor: Danzel

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916
(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:	7:50	9:50	Unpacked boxes. ran blood. held dogs
Tuesday:	7:50	9:50	finished unpacking. cleaned
Wednesday:	8:00	9:50	ran blood. drew shots. held dogs.
Thursday:	7:50	9:50	cleaned; over wiped
Friday:			ROC

Student (self) Evaluation:

What grade would you give yourself for the week? (A) B C D F

What was the most difficult task? Trying to figure out where everything was when again.

What new skills did you learn? That you need to rock blood for 30 sec for the CBC won't come out wrong.

Did you call in when absent? Yes X, No _____, Not Absent _____

Student Signature: Monica Calderon

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

	Job Performance			
	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Appearance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to follow instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work cooperatively	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Supervisor Signature: _____

**Regional Occupational Center
Animal Care Program**

100

Weekly Intern Evaluation (Due Every Friday)

Training Site: Affordable Pet hospital Student Name: [Redacted] St #

Week of: 4-15-13-4-19-13 Name of Direct Supervisor: Keli Ford

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916
(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:	11:45	2:45	helped clean, drew up vaccines and loaded rooms
Tuesday:			star CST testing
Wednesday:			CST testin
Thursday:			CST testing
Friday:			

Student (self) Evaluation:

What grade would you give yourself for the week? A B C D F

What was the most difficult task? nothing really its all getting simple

What new skills did you learn? nothing I Practiced compounding meds more.

Did you call in when absent? Yes ☒ No ☐ Not Absent ☐

Student Signature: Paygen Harris

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

	Job Performance			
	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	<u>X</u>	_____	_____	_____
Initiative	<u>X</u>	_____	_____	_____
Punctuality	<u>X</u>	_____	_____	_____
Quality of Work	<u>X</u>	_____	_____	_____
Personal Appearance	<u>X</u>	_____	_____	_____
Ability to follow instructions	<u>X</u>	_____	_____	_____
Ability to work cooperatively	<u>X</u>	_____	_____	_____

Comments: We missed her this week!

Supervisor Signature: Keli Ford

**Regional Occupational Center
Animal Care Program**

Weekly Intern Evaluation (Due Every Friday)

100
100

Training Site: Panama Equine Hospital

Student Name: _____

St # _____

Week of: Jan. 22 - 25

Name of Direct Supervisor: Cherie Largent

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916
(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

834-9566

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday: <i>Tues.</i>	7:37 AM	10:49	Take horse Temp. Flush eyes. Weigh horses, clean pens, observe treatment for UV-itus.
Tuesday: <i>Wed.</i>	7:46	10:27	Euthanized horse, felt lymphoma, cleaned, assisted with treatments
Wednesday: <i>Thurs.</i>	7:46	10:27	Helped trot horses, lay shavings, clean weigh horses.
Thursday:			
Friday:			

Student (self) Evaluation:

What grade would you give yourself for the week? A (B) C D F

What was the most difficult task? euthanization

What new skills did you learn? How to fill shots, How to weigh, eye diseases, types of colic

Did you call in when absent? Yes _____ No _____ Not Absent X

Student Signature: Amenda Baltz

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

	Job Performance			
	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	✓	_____	_____	_____
Initiative	✓	_____	_____	_____
Punctuality	✓	_____	_____	_____
Quality of Work	✓	_____	_____	_____
Personal Appearance	✓	_____	_____	_____
Ability to follow instructions	✓	_____	_____	_____
Ability to work cooperatively	✓	_____	_____	_____

Comments: Yay!! Thanks

Supervisor Signature: Cherie Largent

**Regional Occupational Center
Animal Care Program**

100

Weekly Intern Evaluation (Due Every Friday)

Training Site: Worth of the River Vet Hospital

Student Name [Redacted] St # 406900

Week of: 15-18th

Name of Direct Supervisor: Sabrina Davis

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916
(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:	8:10	10:20	(slow day) cleaned kennels, strained animals, took an intake up front, did laundry
Tuesday:	-	-	- Absent (called in) ~
Wednesday:	8:20	11:00	gave vaccinations, helped put down dog, did cat and dog to sleep, prepped, cleaned, did laundry
Thursday:	8:20	11:00	swept, learned how to do a dip, cleaned kennels, checked in county dogs (added some)
Friday:	-	-	in class ~

Student (self) Evaluation:

What grade would you give yourself for the week? A B C D F

What was the most difficult task? Straining by dog that scarm

What new skills did you learn? How to do dip bath

Did you call in when absent? Yes X, No , Not Absent

Student Signature: Jade Biogdon

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

	Job Performance			
	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Initiative	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Punctuality	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Quality of Work	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Personal Appearance	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Ability to follow instructions	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Ability to work cooperatively	<u> </u>	<u> </u>	<u> </u>	<u> </u>

Comments: Love having her around great worker

Supervisor Signature: Sabrina

**Regional Occupational Center
Animal Care Program**

89/100

Weekly Intern Evaluation (Due Every Friday)

Training Site: AFFORDABLE PET HOSPITAL
Week of: FEB. 4TH - 12TH

Student Name: [REDACTED] St # 4071168

Name of Direct Supervisor: CHRIS MORGAN

(cell) 829-5904

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916
(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:		X	HOLIDAY
Tuesday:	X		CLEANED ROOMS, HELPED OUT, GOT TO SEE A DOG HAVE TO HURRY & HAVE MED. BECAUSE HEART RATE FELT WHEN HE WAS PUT TO SLEEP
Wednesday:	X		CLEANED ROOMS, HELPED OUT, SAW HOW BUSY THINGS CAN GET DOWN HERE, DENTAL BROKE DOWN BEFORE I COULD WATCH & TAKE PULSE, RESPIR
Thursday:	X		CLEANED ROOMS, HELPED W/ BLWOWORK, MET A NEW VET, TRIED TO HELP !!!
Friday:			

Student (self) Evaluation:

What grade would you give yourself for the week? (A) B C D F

What was the most difficult task? HAVING TO KEEP UP WITH EVERYONE!

What new skills did you learn? HOW TO TAKE PULSE AND RESPIRATION WHILE (WAS ASLEEP) AN ANIMAL IS UNDER ANESTHESIA.

Did you call in when absent? Yes , No , Not Absent X

Student Signature: Justine Monteforge

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

	Job Performance			
	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	✓	_____	_____	_____
Initiative	✓	_____	_____	_____
Punctuality	✓	_____	_____	_____
Quality of Work	✓	_____	_____	_____
Personal Appearance	✓	_____	_____	_____
Ability to follow instructions	✓	_____	_____	_____
Ability to work cooperatively	✓	_____	_____	_____

Comments: DOING VERY WELL, OBSERVATION VERY IMPORTANT IN LEARNING PROCESS. JUSTINE DOING VERY WELL

Supervisor Signature: [Signature]

**Regional Occupational Center
Animal Care Program**

100
100

Weekly Intern Evaluation (Due Every Friday)

Training Site: Kern County Animal Shelter

Student Name: [Redacted] St # 400611

Week of: 18 February 2013

Name of Direct Supervisor: KR

If absent the student must contact (1) The job site, (2) the ROC instructor. (661) 364-8916
(3) Parent /Guardian must contact the school to clear your absence (661) 831-3327

Time Log

Date:	IN	OUT	Summarize your duties for each day. (make entries daily)
Monday:	—	—	—
Tuesday:	—	—	—
Wednesday:	12:00	2:26	Grave vaccinations feed feed dogs in adoption
Thursday:	12:00	2:30	Assisted with lab sample cleanup cages
Friday:	—	—	—

Student (self) Evaluation:

What grade would you give yourself for the week? A B C D F

What was the most difficult task? Nothing.

What new skills did you learn? Nothing

Did you call in when absent? Yes 2 No ___ Not Absent ___

Student Signature: [Signature]

Supervisor Evaluation

(DO NOT COMPLETE EVALUATION UNLESS ALL OF THE ABOVE IS FILLED OUT)

	Job Performance			
	Outstanding	Above Average	Satisfactory	Needs Improvement
Attitude	—	<u>X</u>	—	—
Initiative	—	<u>X</u>	—	—
Punctuality	—	<u>X</u>	—	—
Quality of Work	—	<u>X</u>	—	—
Personal Appearance	—	<u>X</u>	—	—
Ability to follow instructions	—	<u>X</u>	—	—
Ability to work cooperatively	—	<u>X</u>	—	—

Comments: Assisted in taking lab sample & looking at slides under microscope. Continue to show enthusiasm when learning new things.

Supervisor Signature: Louie Beaver



REGIONAL OCCUPATIONAL CENTER

Wall Chart Of SOE Visits

F

Supporting Completion Material

**Animal Care Technology
Community Classroom Assignments
Spring 2012**

BEGINNING January 22nd, 2013

ENDING May 1st 2013

Facility and Supervisor AM - Student(s) PM - Student(s) Visitation Days
Rotate from AM to PM every other week

Dr. Singh/ Juanita-589-1234 All Critter Vet Hospital 9339 Rosedale Hwy Suite 8 Bakersfield CA 93312		Taylor Manes	Tuesdays (2)
Dr. Kameel - 588-7256 Allen Road Vet. Hospital 2500 Allen Road Bakersfield, CA 93314	Sky Plotner	Carrie Clayton (1:30- 4:30)	Tuesdays(1)
Chris Morgan- 829-5904 Affordable Pet Vet 8150 Hageman Rd Bakersfield CA, 93312	Justine Montelongo	Raygen Harris	Tuesdays (2)
Dr. Julie Schoell - 665-8950 At the Oaks Pet Hospital 9887 Camino Media Bakersfield, Ca 93311	Megan Lanquist	Leia Trusty	Tuesdays(2)
David (661) 587-1097 PetCo 8220 Rosedale Highway Bakersfield, CA 93312		Lani Armenta Ana Carina, Nunez Torres	Tuesdays(2)
Matt Tasos (661) 327-1301 Roundup Feed Store 5805 Rosedale Highway Bakersfield, CA 93308	Charles Karlen	Frayber Dominguez	Tuesdays(1)
Jeff Dibenedict (661) 398-9400 Pet Styling Co 600 Coffee Road Suite V Bakersfield CA 93309	Yvette Rocel	Lucero Ruelas	Tuesdays(2)
Danzel - 396-8216 (Dr. Dendy) Banfield Vet Hospital (Ming Ave) 4100 Ming Avenue Bakersfield, CA 93309	Iesha Clouden Monica Calderon	Angel Lara Desiree Torres	Wednesday(1)
Don Douglas - 664-6874 Petco 5151 Gosford Road Bakersfield, CA 93313		Shian Thomas Kamal Scott	Wednesday(2)

Kim - 327-4444 Bakersfield Vet. Hospital (SM) 4410 Wible Road Bakersfield, CA 93313	Jocelyne Lopez	Stephanie Hernandez Edger Portia (grooming)	Wednesday(2)
Janice Anderson - 667-0127 Anderson Acres (Accipiter) 5801 S. Fairfax Bakersfield, CA 93306	Angelica Lopez Selena Contreras Lilia Lapteva	Victoria Santana Billie Russell	Wednesday (2)
837-1228 Serenity Cat Hospital 3150 Panama Ln #L Bakersfield CA 93313	Ashley Wolford	Shane Duke	Wednesday(2)
Cherie Largent/834-9566 Panama Equine 5429 Taft Hwy Bakersfield, CA 93313	Amanda Baltazar	Kelsey Vincent	Wednesday(1)
Dr. Mc Dougal 862-5107or703-2277 Maggie - 868-7104 or Denise Haynes - 868-7105 Kern County Animal Control 201 S. Mt. Vernon Ave. Bakersfield, CA 93307	Isaura Vejar Vanessa Valencia Jazzlyn Roberts Alexa Cendejas Vanessa Soto	Vanessa Castanon Nephtaly Larios Ashley Tosh Jennifer Arevalo Kaayla Dollar	Wednesday(1)
Dr. Lohr - 327-9516 Nile Point Vet Hospital 2007 Niles Bakersfield, CA 93305	Leslie Jurado	Jane Johnson CLOSED WEDNESDAY ANDERSON ACRES	Thursday (2)
Dr. Utt- 872-0363 Auburn Vet Clinic 3713 Auburn St. Bakersfield CA	Reanna Ross Ana Monje	Brittany Hernandez Jaqueline Zararte	Thursday(2)
Jennifer Monge/owner 661-325-6888 Platinum Paws Grooming 1417 Baker Street Bakersfield, Ca. 93305	Gilbert Higuera Elizabeth Florez Beltran CLOSED MONDAY ANDERSON ACRES	Delanna Lujan Kendra Blount CLOSED MONDAY ANDERSON ACRES	Thursday(1)
Linda Anderson 327-5571 Stiern Vet Hospital 17 Monterey Street Bakersfield CA 93305	Beatriz Hernandez		Thursday (2)
Joe Chernabaeff - 327-0321 CLS Pet Store 3105 F Street Bakersfield, CA 93301		Celeste Rosas Maria Rodriguez	Thursday(1)
Dr. Virga - 399-6406 (Nancy) North of the River Vet. Hospital 207 China Grade Bakersfield, CA 93308	Jade Brogden	CLOSED WEDNESDAY ANDERSON ACRES	Thursday(1)
Dr. Jensen 393-1213 Olive Drive Vet Hospital 1105 Roberts Lane Bakersfield CA 93308	Celeste Ornelas	CLOSED WEDNESDAY ANDERSON ACRES	Thursday(1)



REGIONAL OCCUPATIONAL CENTER

SOE Summary By Individual Student

G

Supporting Completion Material

**Animal Care Technology
Community Classroom Assignments
Spring 2013**

BEGINNING , 2013

ENDING , 2013

Facility and Supervisor

AM - Student(s)

PM - Student(s)

Visitation Days

Rotate from AM to PM every other week

Dr. Singh/ Juanita-589-1234 All Critter Vet Hospital 9339 Rosedale Hwy Suite 8 Bakersfield CA 93312			Tuesdays (2)
Dr. Kameel - 588-7256 Allen Road Vet. Hospital 2500 Allen Road Bakersfield, CA 93314			Tuesdays(1)
Chris Morgan- 829-5904 Affordable Pet Vet 8150 Hageman Rd Bakersfield CA, 93312			Tuesdays (2)
Dr. Julie Schoell - 665-8950 At the Oaks Pet Hospital 9887 Camino Media Bakersfield, Ca 93311			Tuesdays(2)
David (661) 587-1097 PetCo 8220 Rosedale Highway Bakersfield, CA 93312			Tuesdays(2)
Matt Tasos (661) 327-1301 Roundup Feed Store 5805 Rosedale Highway Bakersfield, CA 93308			Tuesdays(1)
Jeff Dibenedict (661) 398-9400 Pet Styling Co 600 Coffee Road Suite V Bakersfield CA 93309			Tuesdays(2)
Danzel - 396-8216 (Dr. Dendy) Banfield Vet Hospital (Ming Ave) 4100 Ming Avenue Bakersfield, CA 93309			Wednesday(1)
Don Douglas - 664-6874 Petco 5151 Gosford Road Bakersfield, CA 93313			Wednesday(2)

Kim - 327-4444 Bakersfield Vet. Hospital (SM) 4410 Wible Road Bakersfield, CA 93313			Wednesday(2)
Janice Anderson - 667-0127 Anderson Acres (Accipiter) 5801 S. Fairfax Bakersfield, CA 93306			Wednesday (2)
837-1228 Serenity Cat Hospital 3150 Panama Ln #L Bakersfield CA 93313			Wednesday(2)
Cherie Largent/834-9566 Panama Equine 5429 Taft Hwy Bakersfield, CA 93313			Wednesday(1)
Dr. Mc Dougal 862- 5107or703-2277 Maggie - 868-7104 or Denise Haynes - 868-7105 Kern County Animal Control 201 S. Mt. Vernon Ave. Bakersfield, CA 93307			Wednesday(1)
Dr. Lohr - 327-9516 Nile Point Vet Hospital 2007 Niles Bakersfield, CA 93305			Thursday (2)
Dr. Utt- 872-0363 Auburn Vet Clinic 3713 Auburn St. Bakersfield CA			Thursday(2)
Jennifer Monge/owner 661-325-6888 Platinum Paws Grooming 1417 Baker Street Bakersfield, Ca. 93305			Thursday(1)
Linda Anderson 327-5571 Stiern Vet Hospital 17 Monterey Street Bakersfield CA 93305			Thursday (2)
Joe Chernabaeff - 327-0321 CLS Pet Store 3105 F Street Bakersfield, CA 93301			Thursday(1)
Dr. Virga - 399-6406 (Nancy) North of the River Vet. Hospital 207 China Grade Bakersfield, CA 93308			Thursday(1)
Dr. Jenson 393-1213 Olive Drive Vet Hospital 1105 Roberts Lane Bakersfield CA 93308			Thursday(1)



REGIONAL OCCUPATIONAL CENTER

Board Approved Department SOEP Policy, Procedure and Operations Statement

H

Supporting Completion Material

ACTIVITY/ATHLETIC CODE OF ETHICS

Preamble And Statement of Philosophy

The Activity and Athletic program in the Kern High School District shall be a part of the school curriculum. The programs shall be conducted in a way which provides an opportunity for worthwhile competition for all students.

It is the high school district's desire to see that proper ideals of sportsmanship, ethical conduct, and fair play, are realized by all school personnel, students, and spectators. Everyone concerned should realize that the purpose of a strong co-curricular program is to promote the physical, mental, moral, social, and emotional well being of the individual participant and other members of the student body. It must be remembered that, for all concerned, any organized event is only a contest and not a matter of life and death.

CO-CURRICULAR ACTIVITIES

Co-curricular activities, popularly known as extra-curricular activities, are privileges made available to students who agree to follow certain prerequisites and standards of conduct. These standards are in addition to the regular discipline rules for students attending regular classes.

It is important to note that the law grants authority to school officials to supervise students when they are participating in cocurricular activities or other supervised school-sponsored events held away from the school grounds. The Board of Trustees specifically notes that where students act or behave to diminish the efficiency of the school system of the State and exert a harmful influence upon the younger pupils of the school, they are subject to being disciplined and/or subject to loss of privileges of participation in co-curricular activities.

The District Superintendent and his staff shall develop and publish two lists of district-approved co-curricular activities annually, which are subject to higher standards, which are imposed by this code.

A. One list will include those activities in which participants are under the jurisdiction of all prerequisites, rules, and regulations at any time and at any place during the school year or calendar year, as outlined in the athletic section of this code.

The enforcement of regulations shall be the same as those listed in the athletic section of this code.

B. The second list will include those activities in which participants only come within these prerequisites, rules, and regulations under the following conditions:

1. The students are actually participating in, rehearsing for, or traveling to and from such activity while under the jurisdiction of school authorities; and
2. Such participation, etc., is outside of the regular classroom environment and/or regular instructional program.

The regulations which shall prevail for activities on this list shall be the same as those listed under "KHSD Regulations Governing Violations/Offenses by Students On and Off Campus" except that school jurisdiction is limited to the conditions listed under 1 and 2 above.

The enforcement of regulations shall be the same as those listed in the athletic section of this code except that the forfeiture of privileges apply only to eligibility for performances, appearances, special rehearsals, competitions, etc., and not to the removal from the classroom instructional program.

AGREEMENT TO FOLLOW ALL PREREQUISITES, RULES, AND REGULATIONS

The agreement to follow all prerequisites, rules, and regulations will be the same as for athletics except that all references to "athletics" shall read "activities."

SUMMARY

In addition to regular discipline rules, the athletic and cocurricular activities codes apply additional standards to all students involved in certain school affairs, on or off campus.

(b) Summer school courses that are not repeat classes from the prior semester may be averaged with the second semester courses taken and a student may gain academic eligibility.

(c) If a student fails a class in the fall semester, he/she may re-take the class in summer school and use the grade/credits to gain athletic eligibility.

4. Grades earned in courses taken through Bakersfield Adult School will be used to determine a student's eligibility in the same manner as any other course taught in the KHSD. It is the responsibility of the high school to verify quarter grades for students enrolled in evening classes.

617.7.3 Eligibility for a freshman student will be determined at the end of the student's first grading period in high school.

617.8 Activities Exempt from Eligibility Standards A co-curricular program that has as its primary goal the improvement of academic or educational achievements of students is not subject to these eligibility requirements.

617.8.1 Programs in choral music, instrumental music, drama, forensics, journalism, dance, art, and agriculture are not subject to these eligibility requirements, except as noted in

617.8.2.

1. Any additional activities exempted from eligibility standards shall be determined by the Associate Superintendent for Instruction.

2. All such exempt activities must be a graded part of a class which receives course credit and which includes preparation for public performance as a major portion of course content.

617.8.2 A student enrolled in programs indicated in 617.8.1 who does not meet the extra-co-curricular academic eligibility requirements in 617.7.2 shall not be allowed to participate in any part of that program which causes him/her to miss any class time during the regular instructional day.

1. Exceptions to this provision include:

(a) Future Farmers of America showing projects at fair only on show day.

(b) Fine Arts rating activities sponsored by the Kern High School District or other agency within Kern County..

2. Questions relating to exception (s) should be referred to the Associate Superintendent of Instruction.

617.8.3 Arrangements for assisting ineligible students to regain their eligibility status should be developed at the local school and should be publicized to students and parents.

617.8.4 A student's grade in a class shall not be adversely affected if that student is denied the right to attend field trips on co-curricular activities due to a G.P.A. of less than 2.0.



REGIONAL OCCUPATIONAL CENTER

Program Of Work



Supporting Completion Material

REGIONAL OCCUPATIONAL CENTER

PROGRAM OF ACTIVITIES

2012-2013



REGIONAL OCCUPATIONAL CENTER

FUTURE FARMERS OF AMERICA

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INTRODUCTION

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

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

The FFA is an intra-curricular activity having its origin and roots in a defined part of the school curriculum-vocational agriculture. Students learn how to construct and take an active part in a public meeting, to finance themselves and to assume civic responsibilities. The foundation upon which the FFA Organization is molded includes; leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

The FFA is a non-profit, youth organization of voluntary membership, designed to take its place along with other agents striving for the development of leadership, the advancement of agricultural technology and the improvement of life.

National headquarters for the FFA is located in the Agriculture Education Branch Office of Health, Education and Welfare, Washington D.C. National conventions are held annually in Indianapolis, Indiana and the California FFA Association holds its annual state conference in Fresno, California.

CHAPTER OFFICERS



President



Vice President



Secretary



Treasurer



Reporter



Sentinel



Advisor- Mrs. Eyraud



CALENDER OF ACTIVITIES

AUGUST

20- School Starts

30- Open House 5:30-7:00pm

SEPTEMBER

3- No School Labor Day Holiday

4- Late Start

18- Late Start

21-ASB Rep Mtg 9am/2pm

18-30 -Kern County Fair

OCTOBER

2- Late Start

5- ASB Meeting 9am/2pm

10- Principal Partners Day!

12- Grading Period Ends

16- Late Start

24-27 National FFA Convention

NOVEMBER

2- ASB Rep Meeting 9am/2pm

6- Late Start

8- Opening & Closing @ BC-5pm

12- No School Veterans Day

17- San Joaquin Regional Meeting @

Lemoore-8:30am

22-23- No School Thanksgiving Holiday

26-Prepared & Job Interview
Manuscripts Due

27- FFA Skate Night @Skateland- 6-
9pm

DECEMBER

4- Late Start

6- Banking Contest @Hanford -4pm

7- Perfect Attendance Field Trip

14- ASB Meeting

15-Speaking Contests @North-9am

24-Jan6- Christmas Break

JANUARY

11- ASB Meeting

15- Late Start

15- Record Book Scoring- 4pm

21- No School MLK Holiday

24- BIG and Co-Ops Contest @BC-5pm

25- Regional Officer Applications Due

25- No School District In-service

28- Community Classroom Begins

29- Record Book Scoring-4pm

FEBRUARY

- 1- ASB Meeting**
- 5- Late Start**
- 8-9 MFE/ALA Conferences –Visalia**
- 11- No School Lincoln Holiday**
- 12-14 Tulare Farm Show**
- 18- No School Washington Holiday**
- 19- Late Start**
- 20-24 National FFA Week**
- 23- SJ Regional Meeting @ Reedley**

MARCH

- 1- ASB Meeting**
- 5- Late Start**
- 9- Chico State Field Day**
- 15- Skills Olympics**
- 16- Merced Field Day**
- 19- Late Start**
- 22- Regional Speech Contest @ COS –
10am**
- 23- Modesto Field Day**
- 25- 29 Spring Break**

APRIL

- 2- Late Start**
- 5- ASB Meeting**
- 6- Cal Poly Pomona Field Day**
- 13- Reedley Field Day**
- 16- Late Start**
- 19- Interview Day AM**
- 20-23 State FFA Leadership
Conference @Fresno**
- 26- Interview Day PM**
- 30- Kern Sectional Officer Elections-
Highland 4:30pm**

MAY

- 3- ASB Meeting**
- 4- State FFA Finals @Cal Poly SLO**
- 9- Community Classroom Ends**
- 14- Perfect Attendance Awards**
- 27- No School Memorial Day**
- 28- Certificate Night 6 pm**

AIMS AND PURPOSES OF THE FFA

The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

To accomplish its mission, FFA:

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

FFA COLORS

In 1929 at the second National FFA Convention held in Kansas City, **National Blue** and **Corn Gold** were adopted as the official colors as the Future Farmers of America. National Blue was selected to represent the blue field of our nation's flag while corn gold is used to symbolize the golden fields of ripened corn that unify our country.

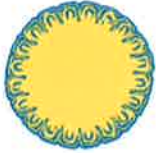
FFA MOTTO

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization.

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

THE FFA EMBLEM

The national FFA emblem, consisting of five symbols, is representative of the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of FFA and agriculture. Each element within the emblem has unique significance



The **cross section of the ear of corn** provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation



The **rising sun** signifies progress and holds a promise that tomorrow will bring a new day, glowing with opportunity.



The **plow** signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.



The **eagle** is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.



The **owl**, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.



The words Agricultural Education and FFA are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

The emblem and the letters "FFA" are protected by trademark registration in the U.S. Patent Office and by Public Law 105-225, 105th Congress.



THE FFA CREED

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

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

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

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

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

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



OFFICIAL FFA UNIFORM

Female Official Dress

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

Male Official Dress

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

The FFA logo is displayed in a large, bold, yellow serif font with a blue outline. The letters are stylized and spaced out.

PROPER USE OF THE FFA JACKET

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

CAREER DEVELOPMENT EVENTS

All FFA contests are designed to be a natural continuation of the instructional program in agriculture education. The contests help to make classes more interesting and give students an additional reason for doing their best to develop skills. These skills include (1) the technical knowledge gained in the classroom, (2) the ability to make sound judgments, (3) the ability to defend their decisions by giving a convincing set of reasons, and (4) to build self-confidence and leadership.

SPEAKING CONTESTS

JOB INTERVIEW participants submit a resume, complete job applications and participate in mock job interviews with a panel of possible employers.

EXTEMPORANEOUS PUBLIC SPEAKING participants are given 30 minutes to deliver a speech on one of three assigned agricultural topics. Students must learn to think on their feet and develop an argument quickly and persuasively.

PREPARED PUBLIC SPEAKING allows students to write and deliver a six- to eight-minute speech about a current agriculture-related topic. The speaking skills gained through this event help students excel in school, community and career

SPRING JUDGING TEAMS

Specialty Animals Team The Specialty Animal event seeks to effectively prepare the students for the expectations of the animal health care and services (Veterinary Hospitals/Clinics, Grooming Facilities, Pet Stores, Kennels/Boarding Facilities, Feed Stores) workplace. Workers seeking careers in the animal health care field must develop a high degree of knowledge, skill and ability to solve difficult problems.

More Opportunities to Stay Involved!

OPENING AND CLOSING is designed to develop public speaking skills and promote the proper use of the Official FFA Opening and Closing Ceremonies.

BANKING is designed to expose students to the agriculture business and finance sectors. Students are tested on their knowledge of the history, purpose and functions of the Farm Credit systems as well as mathematical calculations.

COOPERATIVES has students take a written test to showcase their understanding of agriculture cooperatives system.

AWARDS

SCHOLARSHIPS

Chapter members considering higher education should apply for FFA's numerous scholarships. A variety of companies, individuals, and foundations sponsor the scholarships through the National FFA Foundation and local organizations.

A special application must be completed and sent to the National FFA Center postmarked by February 15 of each year. The application and instructions for the National FFA College and Vocational/Technical School Scholarship Program is available free from the National FFA Website.

RULES AND CONDITIONS GOVERNING FFA TRIPS

All Regional Occupational Center rules are in effect when on FFA functions. Please consult the Parent/Student handbook for questions. The following additional rules apply:

1. Lights out will occur by 10:30pm on all trips.
2. Wake up time will be determined by advisor prior to fair or contest.
3. Students are not to leave the show or contest site without permission of the instructor.
4. All students will stay for the duration of the show or contest and shall show up for all feedings and scheduled barn duties.
5. On all overnight trips students will stay in the areas designated by ROC FFA.
6. Students will not drive their own vehicles on out-of-town trips. They will need to return to ROC by the same means of transportation used to reach the fair/contest, unless approved by the instructor.
7. Failure to follow the above mentioned rules will result in disciplinary action.
8. No student may leave without parents' prior permission without the instructor. Doors will be taped at 11pm to ensure no students leave their room.



REGIONAL OCCUPATIONAL CENTER

Copy Of Board Approved Policy Statement Petaining to FFA As An Integral Part Of The Ag Program

J

Supporting Completion Material

ACTIVITY/ATHLETIC CODE OF ETHICS

Preamble And Statement of Philosophy

The Activity and Athletic program in the Kern High School District shall be a part of the school curriculum. The programs shall be conducted in a way which provides an opportunity for worthwhile competition for all students.

It is the high school district's desire to see that proper ideals of sportsmanship, ethical conduct, and fair play, are realized by all school personnel, students, and spectators. Everyone concerned should realize that the purpose of a strong co-curricular program is to promote the physical, mental, moral, social, and emotional well being of the individual participant and other members of the student body. It must be remembered that, for all concerned, any organized event is only a contest and not a matter of life and death.

CO-CURRICULAR ACTIVITIES

Co-curricular activities, popularly known as extra-curricular activities, are privileges made available to students who agree to follow certain prerequisites and standards of conduct. These standards are in addition to the regular discipline rules for students attending regular classes.

It is important to note that the law grants authority to school officials to supervise students when they are participating in cocurricular activities or other supervised school-sponsored events held away from the school grounds. The Board of Trustees specifically notes that where students act or behave to diminish the efficiency of the school system of the State and exert a harmful influence upon the younger pupils of the school, they are subject to being disciplined and/or subject to loss of privileges of participation in co-curricular activities.

The District Superintendent and his staff shall develop and publish two lists of district-approved co-curricular activities annually, which are subject to higher standards, which are imposed by this code.

A. One list will include those activities in which participants are under the jurisdiction of all prerequisites, rules, and regulations at any time and at any place during the school year or calendar year, as outlined in the athletic section of this code.

The enforcement of regulations shall be the same as those listed in the athletic section of this code.

B. The second list will include those activities in which participants only come within these prerequisites, rules, and regulations under the following conditions:

1. The students are actually participating in, rehearsing for, or traveling to and from such activity while under the jurisdiction of school authorities; and
2. Such participation, etc., is outside of the regular classroom environment and/or regular instructional program.

The regulations which shall prevail for activities on this list shall be the same as those listed under "KHSD Regulations Governing Violations/Offenses by Students On and Off Campus" except that school jurisdiction is limited to the conditions listed under 1 and 2 above.

The enforcement of regulations shall be the same as those listed in the athletic section of this code except that the forfeiture of privileges apply only to eligibility for performances, appearances, special rehearsals, competitions, etc., and not to the removal from the classroom instructional program.

AGREEMENT TO FOLLOW ALL PREREQUISITES, RULES, AND REGULATIONS

The agreement to follow all prerequisites, rules, and regulations will be the same as for athletics except that all references to "athletics" shall read "activities."

SUMMARY

In addition to regular discipline rules, the athletic and cocurricular activities codes apply additional standards to all students involved in certain school affairs, on or off campus.

(b) Summer school courses that are not repeat classes from the prior semester may be averaged with the second semester courses taken and a student may gain academic eligibility.

(c) If a student fails a class in the fall semester, he/she may re-take the class in summer school and use the grade/credits to gain athletic eligibility.

4. Grades earned in courses taken through Bakersfield Adult School will be used to determine a student's eligibility in the same manner as any other course taught in the KHSD. It is the responsibility of the high school to verify quarter grades for students enrolled in evening classes.

617.7.3 Eligibility for a freshman student will be determined at the end of the student's first grading period in high school.

617.8 Activities Exempt from Eligibility Standards A co-curricular program that has as its primary goal the improvement of academic or educational achievements of students is not subject to these eligibility requirements.

617.8.1 Programs in choral music, instrumental music, drama, forensics, journalism, dance, art, and agriculture are not subject to these eligibility requirements, except as noted in 617.8.2.

1. Any additional activities exempted from eligibility standards shall be determined by the Associate Superintendent for Instruction.

2. All such exempt activities must be a graded part of a class which receives course credit and which includes preparation for public performance as a major portion of course content.

617.8.2 A student enrolled in programs indicated in 617.8.1 who does not meet the extra-co-curricular academic eligibility requirements in 617.7.2 shall not be allowed to participate in any part of that program which causes him/her to miss any class time during the regular instructional day.

1. Exceptions to this provision include:

(a) Future Farmers of America showing projects at fair only on show day.

(b) Fine Arts rating activities sponsored by the Kern High School District or other agency within Kern County..

2. Questions relating to exception (s) should be referred to the Associate Superintendent of Instruction.

617.8.3 Arrangements for assisting ineligible students to regain their eligibility status should be developed at the local school and should be publicized to students and parents.

617.8.4 A student's grade in a class shall not be adversely affected if that student is denied the right to attend field trips on co-curricular activities due to a G.P.A. of less than 2.0.



REGIONAL OCCUPATIONAL CENTER

Recruitment Program

K

Supporting Completion Material

Section K: Recruitment Program

Although no formal recruitment can occur in the Kern High School District, there are activities that we actively participate in during the year. One of these activities is that we participate in is the Responsible Dog Ownership Day. This is a community event that is committed to helping dog owners raise happy healthy dogs. The Animal Care program volunteers their service at this event and spreads the word about what the program has to offer to the community.

Other ways that recruitment occurs on the Regional Occupational Center (ROC) campus is by our counselors and associated student body. Our counselors visit other campuses promoting the different programs that the ROC has to offer. The associated student body on campus also conducts tours around the campus promoting the different programs to students that are interested in attending the ROC.

On campus at home schools there are posters that hang in the office that promote the programs at ROC. The last way that recruitment occurs is by the students that attend or have attended programs at the ROC.



REGIONAL OCCUPATIONAL CENTER

Chapter Scrapbook

L

Supporting Completion Material



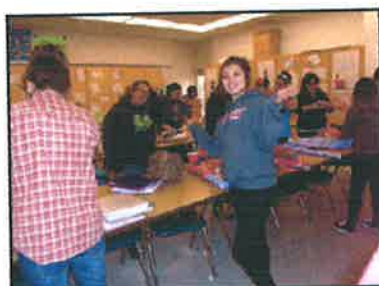




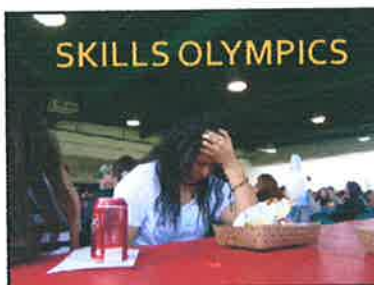






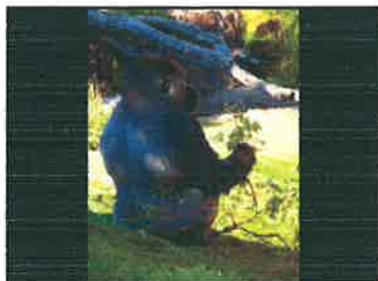




















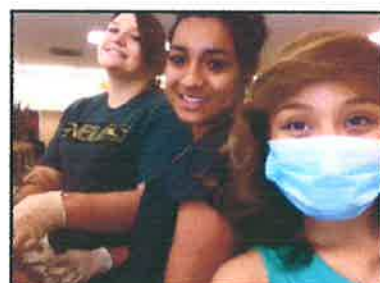








12/4/2013









REGIONAL OCCUPATIONAL CENTER

Summer Activities Schedule

M


Supporting Completion Material

July 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4 NO SCHOOL 4 TH OF JULY 	5	6
7	8	9	10	11	12 SUMMER SCHOOL ENDS!!! 	13
				18	19	20
14	15	16 PLC MEETING PASADENA	17 PLC MEETING PASADENA	18 PLC MEETING PASADENA	19 PLC MEETING PASADENA	
21	22	23	24	25	26	27
28	29	30	31			

July 2013

June 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Summer School Starts 	4	5 WASC MEETING 12:30	6	7	8
9	10	11	12 WASC MEETING 12:30	13	14	15
16	17	18	19	20	21	22
23 CATA SUMMER CONFERENCE	25 CATA SUMMER CONFERENCE	26 CATA SUMMER CONFERENCE	27 CATA SUMMER CONFERENCE	28 CATA SUMMER CONFERENCE	29	30



REGIONAL OCCUPATIONAL CENTER

Sample Of Vo-Ag Follow-Up Survey Form

N

Supporting Completion Material



REGIONAL OCCUPATIONAL CENTER

Up-To-Date File on Status Of Graduates

O

Supporting Completion Material

Graduate Follow-UP PLEASE PRINT

Name: _____

Permanent mailing address: _____

City: _____

Zip: _____

Contact phone number (_____) _____

Email: _____

Parent/Guardian first and last names with whom you lived during high school:

1. How many different classes have you successfully passed in the Agriculture Department? _____

2. Are you currently employed? (circle one) YES NO

3. If yes,

a. please list employer: _____

b. nature of work: _____

4. Have you registered for college? (circle one) YES NO

5. If yes,

a. what college _____

b. what major? _____

What is your response to your experience in the ROC Ag Program?

6/26/12 FY 12 KERN HIGH SCHOOL DISTRICT 13:44:22 WROC406
STUDENT STUDENT EXIT INFORMATION Ref: ROP.309T.11
UID# 38399 ARETECH Course 8479

Birthdate 8/03/1994
Phone 661 396-1372
High School Student Y Class 12 Days Enrolled 180 Exit Date 6/01/12

Program Completer	<u>Y</u>		
Certificate of Completion	<u>N</u>		Y/N
State/Industry Certification	<u>N</u>	Left before Completion	<u>N</u>
Employability	<u>Y</u>	Continuing high school	<u>N</u>
Employed in Related Field	<u>Y</u>	Employed in Related Field	<u>N</u>
Employed in Unrelated Field	<u>N</u>	Employed in Unrelated Field	<u>N</u>
Entered in a 4 year college or Univ.	<u>N</u>	Entering Military	<u>N</u>
Entered advanced education	<u>N</u>	Other	<u>N</u>
Continuing Education in Field	<u>Y</u>		
Continuing high school	<u>Y</u>		
Entering Military	<u>N</u>		
Other	<u>N</u>		
Unknown	<u>N</u>		

Comments

Teacher Id EYRAUD

Cancel? N

6/26/12 FY 12 KERN HIGH SCHOOL DISTRICT

13:44:22 WROC406

STUDENT STUDENT EXIT INFORMATION

Ref: ROP.309T.11

UID# 385119 Class ANMLCARETECH Course 8479
Name Birthdate 8/06/1994
IDA 1592 Phone 661 444-1124
High School Student Y Class 12 Days Enrolled 179 Exit Date 6/01/12

Program Completer	Y	
Certificate of Completion	Y	Y/N
State/Industry Certification	N	Left before Completion N
Employability	Y	Continuing high school N
Employed in Related Field	Y	
Employed in Unrelated Field	N	Employed in Related Field Y
Entered in a 4 year college or Univ.	N	Employed in Unrelated Field N
Entered advanced education	Y	Entering Military N
Continuing Education in Field	Y	Other N
Continuing high school	N	
Entering Military	N	
Other	N	
Unknown	N	

Comments

Teacher Id EYRAUD

Cancel? N

6/26/12 FY 12 KERN HIGH SCHOOL DISTRICT 13:44:22 WROC406
STUDENT STUDENT EXIT INFORMATION Ref: ROP.309T.11
UID# 282239 Date of Entry 8/22/11 Class ANMLCARETECH Course 8479

Birthdate 8/17/1994
Phone 000
High School Student Y Class 12 Days Enrolled 180 Exit Date 6/01/12

Program Completer	<u>Y</u>			Y/N
Certificate of Completion	<u>N</u>			Left before Completion <u>N</u>
State/Industry Certification	<u>N</u>			Continuing high school <u>N</u>
Employability	<u>N</u>			
Employed in Related Field	<u>N</u>			Employed in Related Field <u>N</u>
Employed in Unrelated Field	<u>N</u>			Employed in Unrelated Field <u>N</u>
Entered in a 4 year college or Univ.	<u>N</u>			Entering Military <u>N</u>
Entered advanced education	<u>Y</u>			Other <u>N</u>
Continuing Education in Field	<u>Y</u>			
Continuing high school	<u>N</u>			
Entering Military	<u>N</u>			
Other	<u>N</u>			
Unknown	<u>N</u>			

Comments

Teacher Id EYRAUD

Cancel? N

6/26/12 FY 12 KERN HIGH SCHOOL DISTRICT

13:44:22 WROC406

STUDENT STUDENT EXIT INFORMATION

Ref: ROP.309T.11

UID# 381671 Date of Entry 8/22/11 Class ANMLCARETECH Course 8479
Student Name Birthdate 12/21/1993
9706 SALEROSA Phone 661 391-8531
High School Student Y Class 12 Days Enrolled 100 Exit Date 6/01/12

Program Completer	<u>Y</u>		Y/N
Certificate of Completion	<u>Y</u>	Left before Completion	<u>N</u>
State/Industry Certification	<u>N</u>	Continuing high school	<u>N</u>
Employability	<u>Y</u>		
Employed in Related Field	<u>Y</u>	Employed in Related Field	<u>Y</u>
Employed in Unrelated Field	<u>N</u>	Employed in Unrelated Field	<u>N</u>
Entered in a 4 year college or Univ.	<u>Y</u>	Entering Military	<u>N</u>
Entered advanced education	<u>Y</u>	Other	<u>N</u>
Continuing Education in Field	<u>Y</u>		
Continuing high school	<u>N</u>		
Entering Military	<u>N</u>		
Other	<u>N</u>		
Unknown	<u>N</u>		

Comments

Teacher Id EYRAUD

Cancel? N

6/26/12 FY 12 KERN HIGH SCHOOL DISTRICT 13:44:22 WROC406
STUDENT STUDENT EXIT INFORMATION Ref: ROP.309T.11
IITD# 279758 Date of Entry 8/24/11 Class ANMLCARETECH Course 8479
Birthdate 9/05/1988
731 Phone 661 328-1537
High School Student N Class Days Enrolled 176 Exit Date 6/01/12

Program Completer	<u>Y</u>			Y/N
Certificate of Completion	<u>Y</u>		Left before Completion	<u>N</u>
State/Industry Certification	<u>N</u>		Continuing high school	<u>N</u>
Employability	<u>Y</u>			
Employed in Related Field	<u>Y</u>		Employed in Related Field	<u>Y</u>
Employed in Unrelated Field	<u>N</u>		Employed in Unrelated Field	<u>N</u>
Entered in a 4 year college or Univ.	<u>N</u>		Entering Military	<u>N</u>
Entered advanced education	<u>Y</u>		Other	<u>N</u>
Continuing Education in Field	<u>Y</u>			
Continuing high school	<u>N</u>			
Entering Military	<u>N</u>			
Other	<u>N</u>			
Unknown	<u>N</u>			

Comments

Teacher Id EYRAUD

Cancel? N

6/26/12 FY 12 KERN HIGH SCHOOL DISTRICT

13:44:22 WROC406

STUDENT STUDENT EXIT INFORMATION

Ref: ROP.309T.11

UID# 387611 Date of Entry 8/23/11 Class ANMLCARETECH Course 8479

Student Name H

10/22/1993

661 835-3586

Student Y Class 12 Days Enrolled 00 Exit Date 1/12/12

Program Completer N

Y/N

Certificate of Completion N

Left before Completion Y

State/Industry Certification N

Continuing high school N

Employability N

Employed in Related Field N

Employed in Related Field N

Employed in Unrelated Field N

Employed in Unrelated Field N

Entered in a 4 year college or Univ. N

Entering Military N

Entered advanced education N

Other N

Continuing Education in Field N

Continuing high school N

Entering Military N

Other Y

Unknown N

Comments

Teacher Id EYRAUD

Cancel? N



REGIONAL OCCUPATIONAL CENTER

One Copy Of The Vo-Ag Comprehensive Plan

P

Supporting Completion Material



REGIONAL OCCUPATIONAL CENTER

Vo-Ag Comprehensive Plan

Jenna Eyraud

Regional Occupational Center
Animal Care

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Staff In-service Record	U

A. Job Market

The Kern High School District (KHSD) Regional Occupational Center (ROC) is located at 501 South Mt. Vernon Avenue, Bakersfield, CA, 93307. The website is www.kernhigh.org/roc. Career Technical Education (CTE) classes have been available to KHSD students since the district's inception in 1893. California first offered Regional Occupational Centers and Programs (ROC/Ps) in 1967 to provide additional vocational and career technical job training for high school juniors, seniors, and adults. ROC/Ps operate as either a joint powers, a county operated ROC/P or a single district. The KHSD ROC is a single district unit and is unique because it is the only regional occupational center serving Kern County and one of only six such centers in the state.

The first ROC programs were offered to the KHSD students in 1970 through the Regional Occupational Center of Kern (ROCK), a joint powers unit that was formed by the Delano High School District, the KHSD, and the Wasco High School District. These programs were designed to augment the career training courses already in place on many district comprehensive high school campuses. Beginning in 1980, the KHSD created its own ROC program through the implementation of a single-district waiver and funded additional career technical education programs at the comprehensive high school campuses. On September 3, 1985, the district opened the Regional Occupational Center. The center occupies a campus in conjunction with the school farm, Bakersfield Adult School (BAS), an independent study program, two special education programs and a continuation high school. The ROC has 95,000 square feet of classrooms, shops, and vocational laboratories on the 80 acre campus.

The mission of the KHSD ROC is to provide exemplary career technical education to high school juniors, seniors and adults. Students are provided with opportunities to develop a foundation of technical expertise, workplace skills and behaviors, and job acquisition and problem-solving/critical thinking skills that contribute to their high school graduation, post -secondary education, career success, and productive citizenship.

The ROC Schoolwide Learner Outcomes (SLOs) focus on four areas. These areas are:

- Technology and Technical Skills;
- Problem-solving and Critical Thinking Skills,
- Workplace Skills and Behaviors, and
- Job Acquisition Skills.

Knowledge and application of technical competencies, use of a problem based learning model such as the Big 6 methodology, as well as a focus on attendance, workplace appearance, safety, written and verbal communication, citizenship, career exploration, job application, resume writing and interview skills, and employer expectations are key concepts of the SLOs. Measurable outcomes criteria for each of the SLOs are provided in Chapter 3 of this Self Study.

Institutional Characteristics

The ROC provides capstone courses for Kern High School District's CTE efforts. Fifteen 3-hour per day programs are offered at the ROC's home campus. Additionally, 21 one and two hour programs are offered at the comprehensive school sites.

Course Offerings for main site and 1 and 2 hour programs

Exhibit 1.1

3-hour programs offered at ROC:

- ♦ Ag Diesel Mechanics
- ♦ Animal Care Technologies
- ♦ Auto Body and Fender Repair
- ♦ Auto Technology
- ♦ Banking and Finance
- ♦ Computer Repair and Technologies
- ♦ Fashion Merchandising
- ♦ Fire Fighting
- ♦ Graphic Arts
- ♦ Medical Assistant
- ♦ Nursing Assistant
- ♦ Office Occupations
including Medical and Dental Receptionist,
Office Secretary, Bookkeeping / Accounting
- ♦ Retail Sales
- ♦ Teacher Assistant
- ♦ Welding/Metal Fabrication

1 and 2-hour programs offered by ROC at comprehensive school sites:

- ♦ Auto Technology
- ♦ Personal Finance
- ♦ Virtual Enterprise
- ♦ Manufacturing
- ♦ Ag Resources
- ♦ Film Production
- ♦ Advanced Ag Mechanics
- ♦ Small Engines
- ♦ Animal Science
- ♦ Computer Applications
- ♦ Graphic Arts
- ♦ Introduction to Business/
Fundamentals of Marketing
- ♦ Floral Design
- ♦ Advanced Ag Science
- ♦ Geographic Information Systems
- ♦ Photography
- ♦ Advanced Photography
- ♦ Advanced Web Design
- ♦ Advanced Graphic Arts
- ♦ Video Production
- ♦ Advanced Video Production

The ROC also offers several specialized programs. The center is headquarters for the state of California's Virtual Enterprise International (VEI) program. Virtual Enterprise is an international in-school entrepreneurship program and global business simulation that draws on the European tradition of apprenticeships, transforming students into business executives and classrooms into professional company settings. There are approximately 150 student-run simulated business companies in the California VEI network. In addition, ROC is piloting the KHSD's first dual enrollment program which allows eligible high school seniors to earn college credit while still in high school. Students are further afforded the opportunity to participate in ROC internships while attending Bakersfield College business and marketing classes funded by the ROC and held on the South High School campus.

In the fall semester 2012-2013, the KHSD ROC offered 37 courses in 11 of the California Industry Sectors. Of these 37 courses, 10 programs met UC/CSU A-G admission requirements and 12 have articulation agreements with local community colleges.

Enrollment figures by industry sectors
Exhibit 1.2

Industry Sectors and student enrollment			
	<u>2011</u>	<u>2012</u>	<u>2013</u>
1. Agriculture and Natural Resources	367	280	359
2. Arts, Media, and Entertainment	647	673	701
3. Building, Trades, and Construction	33	0	0
4. Education, Child Development	56	44	48
5. Energy and Utilities			
6. Engineering and Design			
7. Fashion and Interior Design	53	34	18
8. Finance and Business	145	79	121
9. Health Science and Medical Tech	71	132	128
10. Hospitality, Tourism, Recreation			
11. Information Technology	103	110	122
12. Manufacturing and Product Dev.	110	134	95
13. Marketing, Sales, Service	174	60	53
14. Public Service	0	62	49
15. Transportation	219	58	210
Total	1978	1666*	1904

* Student enrollment for 2012 was lower due to a number of situational factors: The one-hour Auto Tech program enrolled 50 fewer students, the one-hour Personal Finance course was not offered (a 90 student reduction from 2011), and Cosmetology and Barbering were not offered (a 40 student reduction). Finally, student enrollment in one and two hour Agriculture Resources classes was 40 students less for 2012.

The ROC's home campus enrolls approximately 850 high school juniors, seniors, and adults from 17 of KHSD's 18 comprehensive campuses (the 18th campus, Kern Valley High School, is not served by the ROC due to distance). Students attending the district's 6 alternative education campuses and 4 special education centers and Bakersfield Adult School (BAS) also are enrolled in ROC programs. Students attending three-hour programs on the ROC campus are transported from their home school to morning classes at the ROC which begin at 7:30 a.m. Students leave the ROC at 10:30 a.m. to be transported to their home high school. Students in the afternoon program leave their home high school in time to arrive at the ROC campus at 11:45 a.m. At 2:45 p.m., these students leave the ROC to be transported back to their home high school. The ROC provides a fleet of buses through the KHSD Transportation Department to transport students to and from the ROC and to community classroom internship sites.

Approximately 1,039 students participate in the ROC 1 and 2 hour programs offered at the comprehensive school sites. These programs are an integral part of the comprehensive school site master schedule course offerings and are accredited under the comprehensive schools "Focus on Learning" model. For the 1 and 2 hour programs, ROC monies pay for a portion of the CTE teacher's salary and provide a small supply budget for the class. These partnerships were formed for several reasons. First, the sequencing of courses between the comprehensive school sites and ROC allows students to complete a career pathway that otherwise may not be available to them. It is difficult for many students to have at least a three hour time block in their daily schedule to travel to the ROC to enroll in programs. Secondly, because ROC pays for only one or two periods of a teacher's salary and benefits, the 1 and 2 hour programs add to the ROC student enrollment numbers at a reduced budgetary cost. School administrators, the ROC teachers, and students are familiar with the mission statement and SLOs that are the foundation of the ROC program. The mission and SLOs are displayed in each classroom and are reinforced throughout the 1 or 2 hour program course of study. Program instructors also must address the key ideas of the SLOs in the course curriculum.

As a primary bridge between school and community, the ROC also works diligently to develop and maintain positive relations with the local business community. A variety of opportunities are made available to area employers to interact with the ROC staff and students. These include volunteering for on-campus events, serving on an advisory committee, and acting as a community classroom worksite supervisor.

(1) On-Campus Volunteer

In addition to bringing industry professionals on-campus as guest speakers for specific program areas, the ROC also hosts several annual events in which area business leaders participate. These include the district's Principal Partners Day (the annual community open house), Skills Olympics (business leaders act as judges of student vocational competence within their field), and Interview Day (business leaders conduct mock interviews with every student). Appendix A provides a listing of recent ROC Community Volunteers. Many industry professionals also are guest speakers in program classrooms.

(2) **Advisory Committee**

In accordance with state law, each ROP program area has its own advisory committee constituted with industry professionals. These committees review and approve ROP curriculum, as well as provide real-time feedback to instructors on changes and needs within their industry. Appendix A provides a listing of current ROC advisory committee members.

(3) **Community Classroom Worksite**

The ROC has developed a network of area employers who serve as community classroom worksites for our students. Each community classroom worksite has a signed training agreement on-file and works directly with the instructor and assigned student on honing said student's technical skills and employability aptitude. Students in various programs are assigned community classroom worksites during the second semester of the school year. Appendix A provides a listing of recent ROC community classroom worksites.

The KHSD and school site leadership have advocated for use of the Professional Learning Community (PLC) model to drive district and site decisions concerning student learning. The move towards "an intense focus on learning" (Dufour, Dufour, Eaker) has been strongly supported through the work of outside providers such as Solution Tree, The Leadership and Learning Center and Marzano Research Laboratory. The ROC certificated staff has benefited from participation in district-wide and site level professional development opportunities that have focused on creating and using common formative assessments (CFAs) to measure and monitor student learning. This collaborative process has helped teachers and administrators to answer four critical questions and to target interventions and accelerated learning opportunities for students. The four critical questions are: 1) what do students need to know and be able to do; 2) how will staff know when they have learned it; 3) what will staff do when they haven't learned it; and 4) what will staff do when they already know it.

Community and District Characteristics

Kern County is situated in the southern section of the San Joaquin Valley and is one of the largest counties in the United States, covering 8,171 square miles. In 2007, Bakersfield was rated as one of the 100 fastest growing metropolitan areas in the United States. Compared to other areas in California, Kern County's cost of living makes it an affordable location with a lower average cost of living.

Bakersfield is California's 9th largest city, with a population of 352,428. The county of Kern is home to 851,710 residents. Although the community in many ways mirrors California's population, some noteworthy exceptions include:

Exceptions of Kern Demographics Compared to California

Exhibit 1.3

- Persons under 18.....Bakersfield: 31.5%
California: 25.0%
- Persons of Hispanic origin.....Kern County: 50.0%
California: 37.6%
- Bachelor's degree or higherKern County: 14.7%
California: 30.1%
- Persons below poverty levelKern County: 20.6%
California: 13.7%

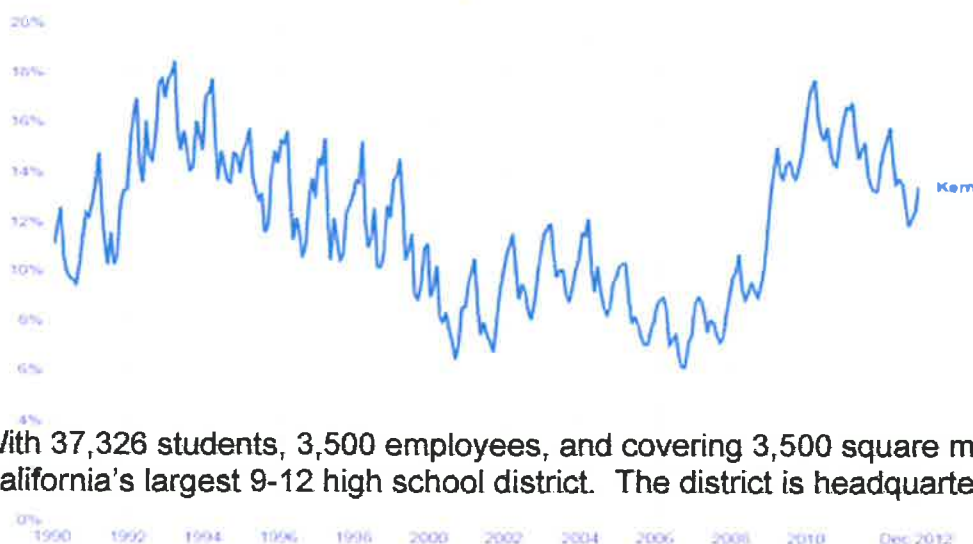
With a population greater than the state average of persons younger than 18 years of age, fewer individuals with at least a bachelor's degree, and a higher percentage of people living in poverty, it is critical that students find a career pathway and receive training for employment. Assisting high school students and adults in learning about career pathways, and training them to enter those careers or seek post-secondary education admission defines the purpose of the ROC and is the center's stated mission.

As with most valley municipalities, Bakersfield has seen its share of economic struggles during the Great Recession. Unemployment rose to 17.5% in 2010 and remained over 12% into late 2012. The business sectors employing the greatest number of Kern County residents in October 2012 were government (58,200), Farm/Agriculture (56,000), Trade/Transportation/Utility/Retail (42,800), Education/Health (27,700), Business/Professional (25,600), and Leisure/Hospitality/Food (21,400). Through meetings with industry advisory committee members and networking with community leaders, the ROC strives to tailor its course offerings to the ongoing needs of the community and employment demands.

Kern County Historical Unemployment

Exhibit 1.4

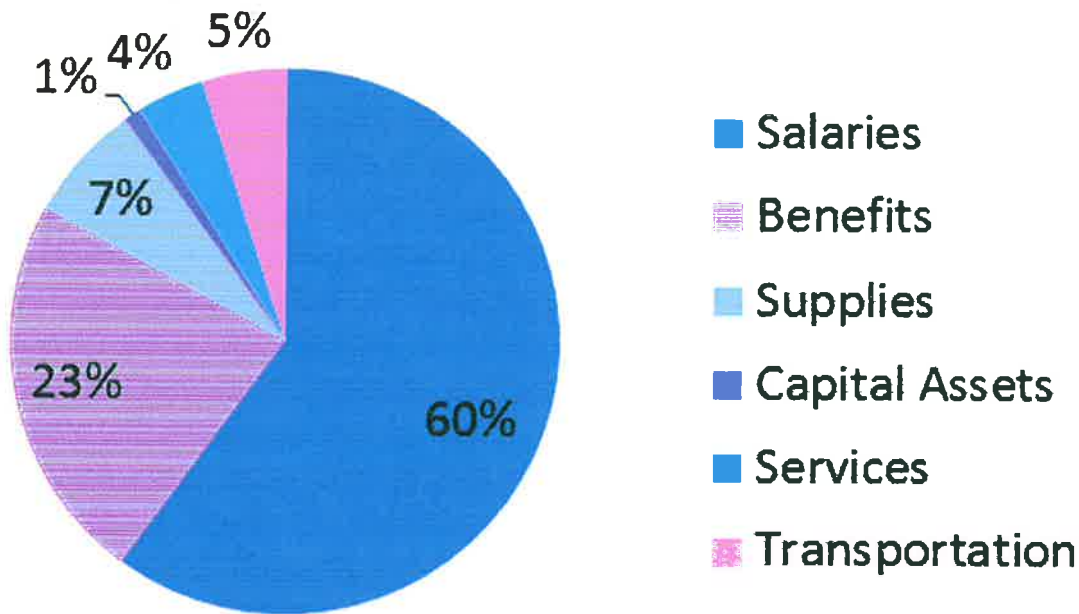
Source: U.S. Bureau of Labor Statistics, March 2013



With 37,326 students, 3,500 employees, and covering 3,500 square miles, the KHSD is California's largest 9-12 high school district. The district is headquartered in

Bakersfield, the County of Kern's largest city. Founded in 1893, the KHSD currently includes: 18 comprehensive campuses, 6 alternative education campuses, 2 vocational training sites, 4 special education centers, and an adult school.

ROC Operating Expense Distribution
Exhibit 1.5



The logo of the KHSD carries the words "Tradition of Excellence". This succinctly defines the vision of the KHSD. The KHSD Board of Trustees has established a set of Strategic Priorities which direct and focus district activities on that vision. The 2011-2014 Strategic Priorities Goals are: Goal #1: Provide Effective Instructional and Extra-Curricular Activities; Goal #2: Maintain and Support an Exemplary Staff; Goal #3: Enhance Student Support Services; Goal #4: Strengthen School/Community Relations.

While the district is improving its Adequate Yearly Progress (AYP), results for 2012 show the KHSD met only 25 of 40 AYP criteria. English Language Arts (ELA) and Mathematics participation targets were met for all groups except American Indians and Pacific Islanders. ELA Annual Measurable Objectives (AMOs) were met for only Asian and Filipino sub groups. Mathematics AMOs were met for the same sub groups as ELA. In terms of the Academic Performance Index (API), the 2011 base was 722. The district's 2012 growth was to 730, a gain of 8 points, indicating the API Criteria was met. Graduation rates are below the 90% target for most student groups except Asians and Students with Disabilities.

The KHSD Business Services Division provides annual financial reviews of ROC's budget in collaboration with the school administration. The ROC consistently operates within acceptable financial standards instituted by the KHSD. The largest budgetary line items are salaries and benefits. The ROC has 53 staff members. This number includes 2.5 administrators (the dean of students is shared between the ROC and BAS),

2 counselors, 19 teachers, and 30 classified staff members, including custodial and campus security personnel that is shared with BAS. Of particular interest is that 9% of the ROC's budget is dedicated to transportation. This further demonstrates the commitment the school and the district have made to providing quality job training to its students, busing students from not only multiple campuses to the ROC, but also from the ROC to their worksites in the community.

As a capstone CTE program, modern industry-accepted technology is a program imperative. Budgetary cutbacks have impeded the campus's ability to always meet this objective, but the campus continues to work toward this goal. Since the last WASC review, the ROC has received grants and in-kind gifts which have facilitated technological growth. One \$100,000 grant was able to provide a minimum of \$5,000 in materials and/or technology for each program area. Overall, a fall 2012 teacher survey revealed staff was generally satisfied with the technology in their classroom.

The ROC strives to employ accomplished industry professionals and to equip them with the tools and skills they need to successfully impart entry-level occupational knowledge to the students. The same fall 2012 teacher survey mentioned above indicated that ROC instructors have an average of 18 years of teaching experience and 16 years of industry experience within the field they teach. Appendix A details the on-going training instructors have participated in over the past three years. These training sessions are in both the field of education as well as the instructor's industry of expertise.

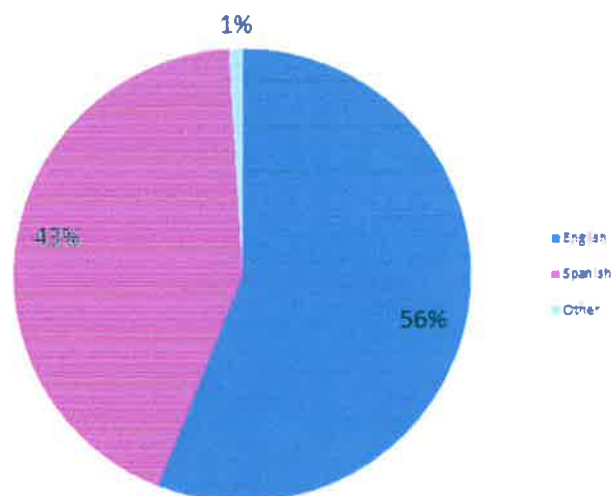
Student Characteristics

The ROC student enrollment reflects the demographics of Bakersfield and the KHSD. For example, 51% of KHSD students are male compared to 51% of the ROC's students. The ROC has made a conscious effort to provide district students with career technical education in as many vocational areas as local employers demand and current funding levels will allow. This includes offerings in both traditionally male occupations (welding, auto tech, etc.) and traditionally female occupations (office secretary, nurse's assistant, fashion merchandising). The ROC staff encourages non-traditional gender enrollment across programs by making presentations to targeted student audiences and recruiting underrepresented populations. Program presentations have been made to students in the district's Project Best program, a partnership between the KHSD, California State University, Bakersfield, the local business community, parents and students to identify able young African-American males and guide them through both college preparatory and CTE programs. Presentations have been made at the Bakersfield community's annual Women's Business Conference to inform participants of job possibilities in non-traditional industry sectors. Guest speakers for all ROC programs also encourage students to seek training and employment opportunities in non-traditional occupations.

The ROC's 67% of students from Hispanic origins exceeds the district's 62% enrollment number. Likewise, Spanish as the primary language spoken in the home of ROC students is also higher than that of the overall district (43% Spanish speaking

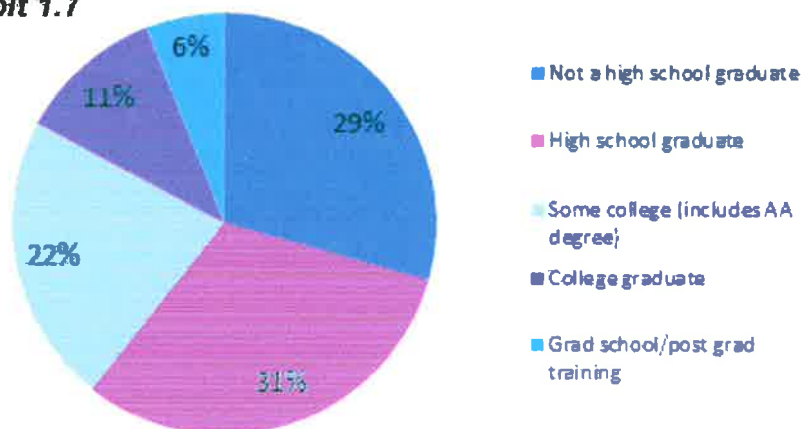
homes for ROC students vs. 37% district-wide). Despite these figures, only 6% of ROC students are currently designated English Language Learners (ELL). KHSD classifies 7.6% of its student body as ELL. To facilitate the success of students, all ROC teachers have completed training in Specially Designed Academic Instruction in English (SDAIE). Instructors also have participated in workshops for implementing research-based instructional strategies that promote student learning and maximize student opportunities for practice in both oral and written communication, problem solving, and job acquisition skills.

**Home Language Survey
2012-2013
Exhibit 1.6**



Approximately 29% of ROC students' parents did not graduate from high school (24% district-wide). Only 17% have a college degree or post-graduate training (also 24% district-wide). In addition, 54.6% of ROC students participate in the National School Lunch Program, a number ten percent higher than the district's average of 49.7%. Analysis of these statistics reveals that it is imperative for the ROC to provide information and role modeling concerning graduation and post-graduation training opportunities as students implicitly need more information about opportunities available to them.

**ROC Parent Education Level 2012-2013
Exhibit 1.7**



The fact that two-thirds of ROC's students are of Hispanic origin, over 40% come from homes where English is not the primary language, and a greater proportion of its students come from homes with lower levels of education and income invites several assumptions under which the ROC operates:

- Business communications is listed as one of the most important issues facing the center's business partners. With such a large number of the ROC students inherently at a disadvantage in regards to basic, let alone business communications, the ROC has instituted a curriculum which invites daily verbal and written communications within its classroom and community classroom venues. Campus-wide activities across the curriculum such as the common formative assessments, also aim to assess and remediate verbal and written communications. The ROC recognizes that the technical curriculum in each program may be of a particular challenge to students lacking basic skills. All instructors have been trained in SDAIE techniques and actively work to identify and remediate students who have the cognitive ability to succeed, but perhaps need extra time or explanations to grasp technical concepts. The ROC sees itself as actively acculturating its student body into society and the workforce. The courses provide students daily immersion into both the technical and soft skills which will be necessary for them to assimilate into the world of business.
- Employee attendance is the second most cited concern of the ROC's business partners. Good attendance is expected and rewarded at the ROC. Posters citing improved student attendance rates and recognition of individual student success in meeting attendance expectations such as monthly in-class certificate presentations, attendance awards, rallies, and field trips are part of the ROC school culture. Attendance and its relationship to workplace success have been the learning targets for ROC students for the past three years. The teachers, counselors, and administrators have worked closely to intercede early in the semester and proactively when students struggle with maintaining good attendance.

Student data also indicates that 5.7% of ROC students have a special education designation. This compares with a district figure of 7.1% (the district also serves severely handicapped students which the ROC cannot accommodate). Student disabilities can range from learning disabilities to physical or mental handicaps. Students with disabilities are afforded the opportunity to train in any program in which they have a recommendation from their counselor, a strong academic record, and have shown an interest. The relatively high number of special education students attending the ROC indicates that the campus works well with home school counselors and parents in the framework of each student's Individualized Educational Plan (IEP). It also indicates that for many student learning-styles, the "hands-on" approach which defines much of the ROC's project-based curriculum is both accessible and beneficial to

students of all levels and abilities.

Student enrollment at the ROC main campus and in the 1 and 2 hour programs has changed dramatically since the last WASC visit in 2008. Due to state budget reductions that capped ROC/P program funding at 2007-2008 levels, the number of students that the ROC serves has decreased. In the past three school year's, KHSD student enrollment has held steady while the ROC's has fluctuated from 694 (2010), down to 627 (2011), up to approximately 850 (2012). The higher enrollment figures for 2012 are attributed to ROC counselor visits to comprehensive high schools, assemblies with students at their home schools, as well as a conscious effort to market the program throughout the district and community. For example, in 2011-2012, the ROC hosted meetings for the head counselors and then assistant principals to showcase ROC programs.

Student Enrollment

Exhibit 1.8



In addition to approximately 850 students attending programs at the ROC campus, the ROC also serves 1,039 students (for a total of 1889) via 1 and 2 hour programs taught at comprehensive campuses throughout the district. These offerings are made available to all grade levels and are taught by instructors state certified in their CTE field of expertise.

The ROC program enrollment reflects the increased 2012-13 student enrollment, with many programs seeing a 3-year high in numbers. This increase in enrollment indicates that strategies used to publicize ROC and attract students are working. As funding levels improve, the ROC would like to increase student enrollment to pre-budget reduction levels. Some exceptions to increased enrollment numbers include Fashion Merchandising, of which only one rather than two sections were offered for 2012-13, and Introduction to Business, which is the dual enrollment pilot course offered in conjunction with Bakersfield College. The enrollment chart also reflects that some programs have been eliminated due to instructor retirements and most have not been

replaced due to funding limits. Since 2008, the ROC has eliminated six three hour programs and twenty 1 and 2 hour programs at the comprehensive high schools due to budget reductions.

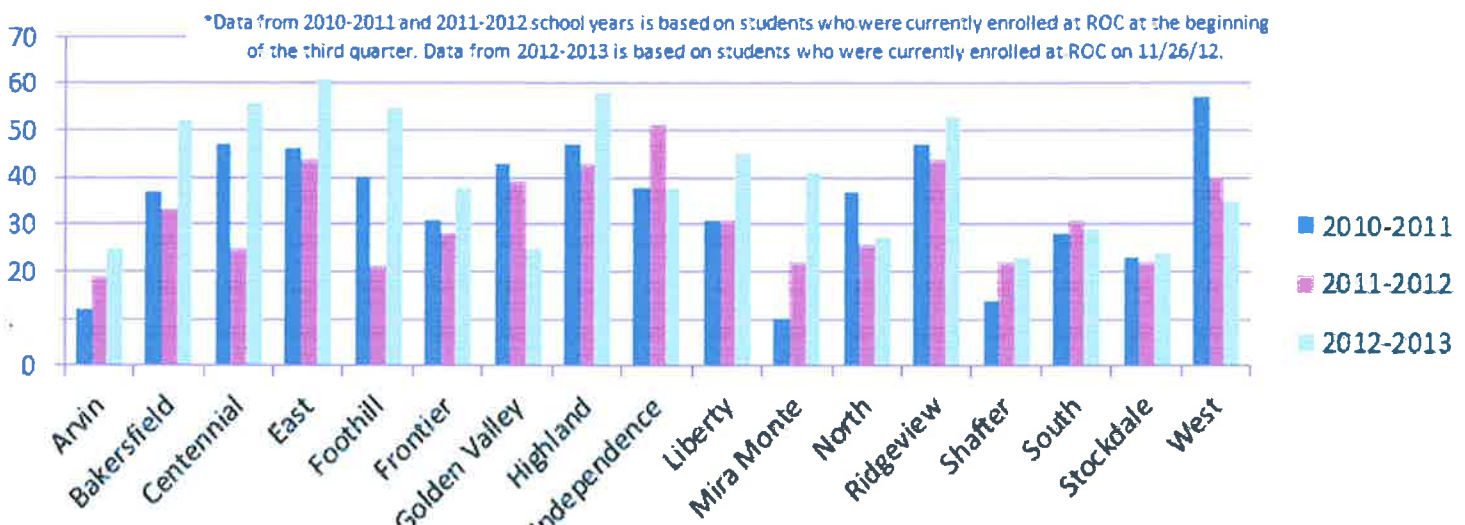
Enrollment by Program Exhibit 1.9

	2010-2011	2011-2012	2012-2013
Adv Ag Mechanics	59	46	61
Adv Ag Science 3 & Business 4	17	28	41
Adv Graphic Arts	57	72	40
Adv Video Production	11	26	24
Adv Web Design	11	10	13
Ag Animal Science	23	30	32
Ag Resources	78	39	61
Ag/Diesel Mechanics	66	70	61
Animal Care Technician	83	67	65
Auto Body	76	85	61
Auto Tech	71	70	63
Auto Tech 2		20	
Auto Tech 3		15	
Auto Tech 4	18		29
Auto Tech 6		3	
Auto Tech 7		2	
Banking & Finance	62	57	63
Barbering	4		
Bookkeeping/Accounting	47	22	12
Carpentry	33		
Computer Applications	33	27	33
Computer Tech	70	59	64

	2010-2011	2011-2012	2012-2013
Cosmetology	37		
Fashion Merchandising	53	34	18
Film Production	71	44	59
Fire Fighting		62	49
Floral Design	41		38
GIS		24	25
Graphic Arts	236	268	222
Intro to Business			9
Manufacturing	27	9	23
Medical Assistant	35	30	35
Medical/Dental Recep		45	33
Nursing Assistant	36	57	60
Office Secretary	60	5	18
Personal Finance	36		38
Photo 1	119	89	159
Photo 2	16	8	22
Retail Sales	78	55	35
Small Engines	54	63	57
Teacher Assistant	56	44	48
Video Production 1	126	156	132
Virtual Enterprise	107	166	146
Welding 1	65	112	63
Welding 2	18	13	9

Approximately 80% of the students served by the ROC are high school seniors, with the balance equally divided between high school juniors and adults. Although 10% of the ROC students are out of high school (i.e. – adults), the actual initial enrollment is quite a bit larger. In 2011-12, 335 adult students enrolled, with only 86 completing. The reasons for this low retention rate (25.6%) are varied. The ROC institutes a strict attendance policy for adults leading many to be dropped from enrollment for excessive absences. Adult students are more likely to have outside commitments which directly conflict with a 36-week (two semester) program. Also contributing to a lower retention rate is the fact that many adult students find employment, often in their chosen field of interest, prior to their completing the ROC program requirements.

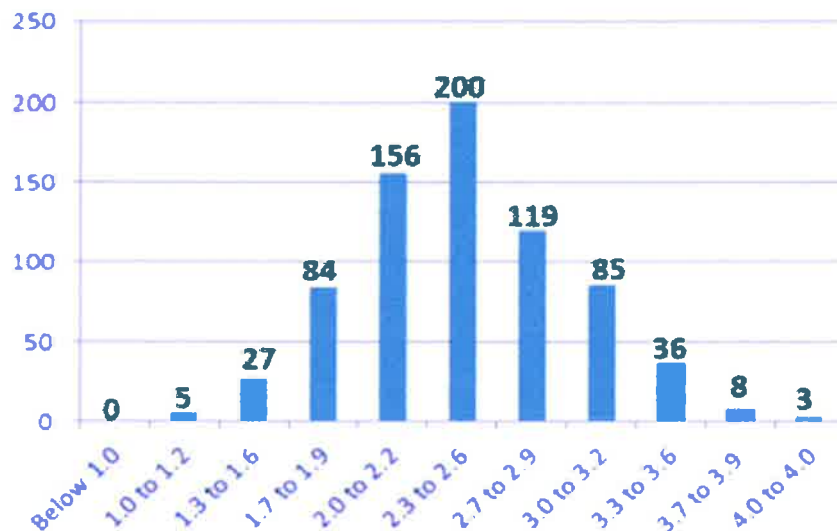
Enrollment by Feeder School Exhibit 1.10



Part of the challenge for the ROC in terms of increasing student enrollment is the sheer variety of schools which refer students. The number of students each school refers to the ROC may depend on a great number of factors, including its administration's philosophy toward CTE, the school's current API, the school's bell schedule (which might affect how many home school courses a student will miss,) and location (bus rides from ROC can vary from 5 minutes to 40 minutes depending on the home school).

The average ROC high school enrollee is a solid "C" student. Student GPAs have a normal distribution seen in a traditional bell curve, with the top of the curve showing 27% of high school students entering the ROC with a 2.3 to 2.6 GPA. A full two-thirds of students or 66% have GPAs in the 2's.

Grade Point Average Distribution ***Exhibit 1.11***



The normal distribution also indicates that although a sizable number of students enter the ROC with GPA's below 2.0, this is offset with even more entering with GPA's above 3.0. Many students find the individualized instruction and hands-on focus of the ROC courses of study as well as the small school culture of the ROC assist them in improving their GPAs. Students with higher GPAs who enroll in ROC programs find that they are provided opportunities to advance to higher levels of training. State and national research, as well as internal observation, indicates that despite the technical rigor of ROP courses, such courses tend to improve students' overall GPAs. The courses re-engage students with high interest learning and a variety of learning modalities. The ROC has instituted a dedicated math and English teacher who utilize a pull out system for students from all program areas to further augment their academic prowess in English and mathematics. Teachers, via their Professional Learning Communities (PLC) further discuss and institute intervention activities for all students. It should also be noted that while 8+ out of every 10 students comes to the ROC having passed both sections of the CAHSEE, the ROC is committed to assisting those who haven't. Again,

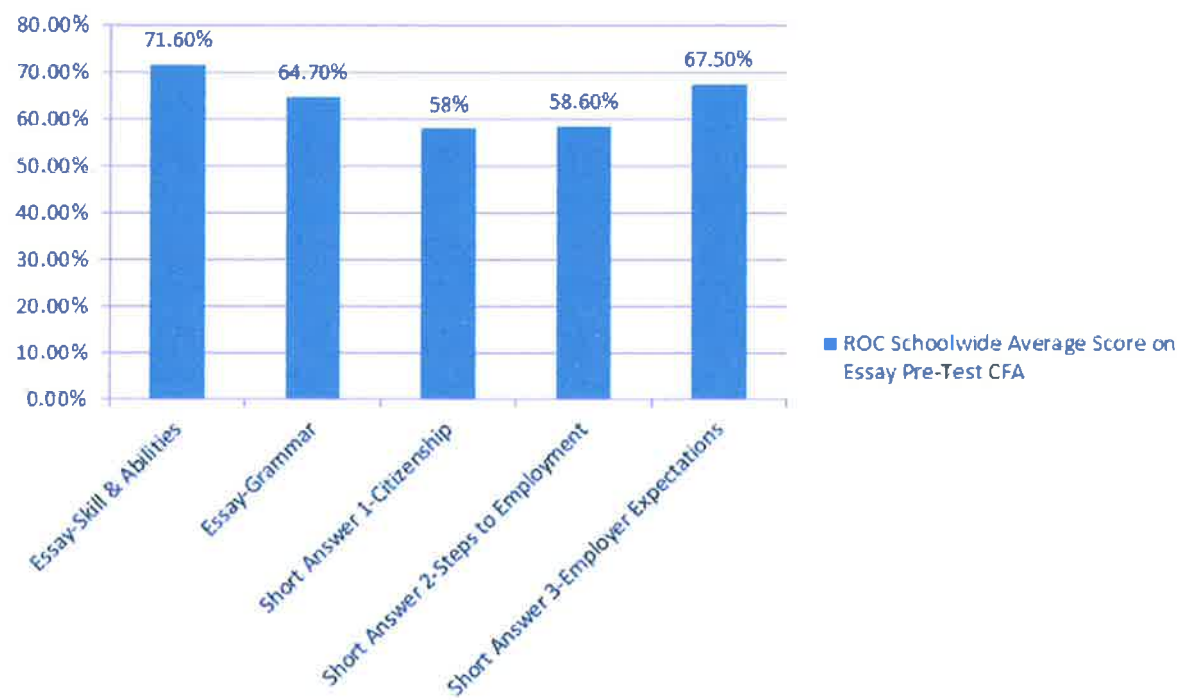
re-engaging students in career-focused math and English lessons, as well as pull out activities assists in this endeavor. The math teacher also fulfills the role of “highly qualified”, allowing students to earn math credit for their time spent at the ROC.

Student Learning Data

The collection of useful and meaningful KHSD ROC student learning data has been the focus of the work in the PLCs. In response to implementing a PLC model, ROC instructors and administrators meet twice per month in their assigned PLC group (so designated by the elective credit each program offers: math, English, or science). Among other stated objectives, these meetings allow for the development, dissemination, and discussion of student assessments that can be taken across program areas (i.e. – the math PLC administers and evaluates a standard math test given to students in each of its program areas) and/or campus-wide assessments. These student assessments taken across program areas are referred to as Common Formative Assessments (CFAs) and are designed to provide teachers with real-time data which can further student learning via immediate enrichment or remediation.

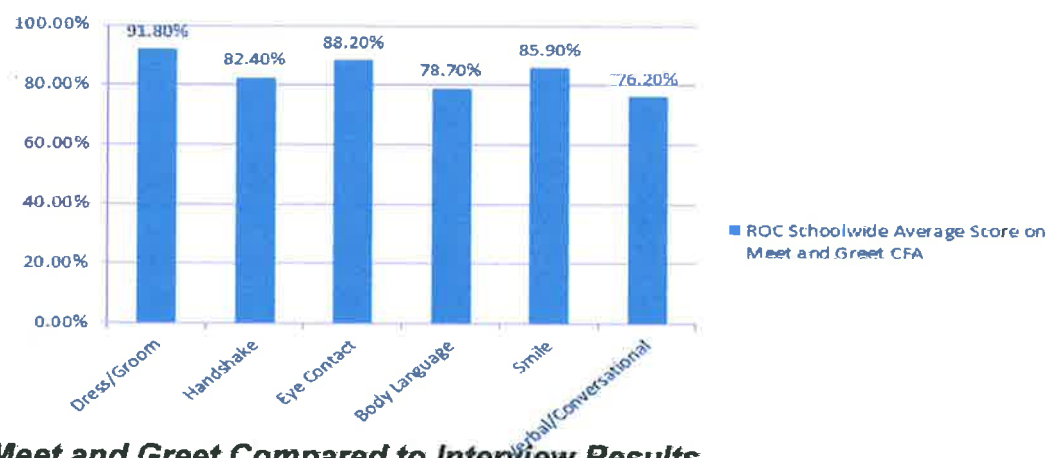
For the 2012-2013 school year, the campus instituted the Learning Target of having 100% of the students participate in and pass their 2013 Interview Day mock interview with a rubric score of 80% or greater. To prepare for this event, quarterly CFAs were instituted, as well as a job skills pre/post examination. A graph outlining student average scores on the essay pre-test criterion is included below.

Essay Pre-Test Common Formative Assessment Results Exhibit 1.12



A "Meet and Greet" activity was designed and implemented to provide baseline data for the students' knowledge of entry-level job interview skills. The school's success in preparing students for a job interview was assessed during the campus-wide Interview Day in May 2013. Additional CFAs and rubrics have been created to assess student knowledge of completing job applications and resumes. A brief overview and discussion of these campus-wide CFAs also is included in Appendix X. These CFAs are designed to give measurable data to the Schoolwide Learner Outcomes (SLOs). Exhibit 1.13 shows the results of the pre-test are below.

Meet and Greet Results **Exhibit 1.13**



Meet and Greet Compared to Interview Results **Exhibit 1.14**

2 or higher out of 3 or higher

85.7% Meet and Greet: Pre-Test, September 2012

96.4% Interview Day: Post-Test, May 2013

	dress/groom	Handshake	Eye contact	body language	Verbal/conversational
MG	91.8%	82.4%	88.2%	78.7%	76.2%
Interview	90.2%	89.4%	91.7%	87.5%	85.5%
	-1.6%	7.1%	3.5%	8.9%	9.3%

One of the measures of student success within a program is the certificate of completion rate. To earn a certificate of completion, a student must complete 500+ hours of training with an "A", "B" or "C" grade and successfully meet the industry-approved program competencies. Program teachers evaluate students' mastery of competencies which are listed on the back of the completion certificate.

Certificate of Completion Rates by Program

Exhibit 1.15

PROGRAM	MAY 2011	MAY 2012	MAY 2013	TOTALS
Ag/Diesel Mechanics	31	26	29	86
Animal Care	46	36	36	118
Auto Body	34	51	35	124
Auto Tech	25	26	24	75
Banking & Finance	43	60	33	136
Carpentry	19	0	0	19
Computer Tech	30	44	45	119
Fashion Merchandising	35	22	13	70
Fire Fighting		42	25	67
Graphic Arts	36	29	27	92
Medical Assistant	31	26	29	86
Nursing Assistant	34	43	53	130
Office Occupations	23	14	39	76
Retail Sales	26	19	20	65
Teacher Assistant	38	31	36	105
Welding I & II	29	23	50	102
Business / Marketing			4	4
TOTALS PER YEAR	502	512	522	1536

It has proven difficult to evaluate completion data across programs. Some programs accept mid-year enrollment, meaning those new enrollees will not meet the minimum number of training hours required in just one semester of enrollment. Students who enter a program mid-year may re-enroll in the fall semester to meet program certificate requirements.

Certain ROC programs also offer students the opportunity to obtain professional industry designations. Appendix A shows data on student achievement for the state Certified Nurse's Assistant exam, Computer Tech's Strata and A+ industry certification, Banking's Human Resources Assessment Aptitude Test, and Auto Tech's ASE Student Certification.

There is much researched-based evidence that indicates students who complete career technical education training through a ROC/P program achieve a much higher level of career success in their adult life. This success includes higher wages, a higher rate of job promotion, and continuing with post-secondary education enrollment (Mitchell and CAROC/P). These findings are confirmed by program annual follow-up studies.

Follow up survey results for 12th grade students from the 2011-2012 school year indicate that 1,765 students, an increase of almost 400 students from 2010-2011, completed course requirements. However, those responding a year later to the Follow-Up Study actually declined from 1341 to 1197. Of those 1197 responding, 15 entered the military, 129 found employment, and 373 had continued with their education a year after completing their ROC training. Further breakdown of the data is found in Exhibit 1.26. As with many ROC/P programs throughout the state, methods used to collect the follow-up study information are labor-intensive and often do not provide accurate information. Data collected also is inconclusive concerning students' actual participation in industry sectors.

B. Targeted Occupations

Aq Earth Science/ Aq Biology

Wildlife manager	Tree farm supervisor	Turf scientist
Ecologist	Log scaler	Seed Salesperson
Range Manager	Surveying technician	Produce inspector
Fisheries technician	Logging contractor	Laboratory assistant
Commercial fisher	Forest technician	Equipment operator
Naturalist	Processing engineer	Flagger
Wildlife Scientist	Forest supervisor	Field assistant
Fish Hatchery technician	Fire Control officer	Crop farmer
Park Maintenance	Botanist	Field foreman
Assistant	Forest geneticist	Quality Control
Soil Conservation Aide	Mining equipment	technician
Mosquito Control Aide	operator	Tissue culture
Soil Laboratory	Park construction	technician
technician	worker	Lab soil technician
Water Quality technician	Forest product	Viticulturist
Conservation officer	salesperson	Field representative
Environmental planner	Farm Manager	Processing specialist
Park ranger	Greenhouse Manager	Fruit packing shed
Aquatic biologist	Tree surgeon	operator
Environmental	Urban forester	Bank agricultural loan
toxicologist	Tree Planter	officer
Firefighter	Logger	Agricultural biologist
Forestry aide	Sawmill operator	Production manager
Equipment operator	Cotton grader	Soil conservationists
Timber faller	Botanist	Pest Control advisor
Forest fire watcher	Hydroponics producer	Plant inspector
Forest nursery aide	Agronomist	Vector control technician

Aq Economics/ Aq Communications

Account Executive	Computer Software	Farm appraiser
Accounting assistant	Designer	Farm Manager
Administrative assistant	Computer Systems	Farm Realtor
Advertising Manager	Analyst	Feed salesperson
Agricultural economist	Conference Manager	Fertilizer custom
Agri-business manager	Consumer Information	applicator
Ag Establishment	Manager	Food Broker
Inspector	Cooperative Extension	Food Processing
Agricultural products	Agent	Supervisor
buyer	Customer service	Forest Products
Bank loan officer	representative	Merchandiser
Bookkeeper	Data entry technician	Grain Broker
Collection clerk	Export Sales Manager	Grain Buyer
Commodity Broker		Grain Merchandiser

Information Specialist
Information System
Analyst
Insurance Agent
Journalist
Labor Relations
Specialist
Landscape Contractor

Floral Design

Floral Designer
Floral Shop Operator
Florist
Florist sales clerk
Greenhouse Manager
Greenhouse worker
Heavy Equipment
Operator

Veterinary Science

Animal Behaviorist
Animal Breeder
Animal Control Officer
Animal Cytologist
Animal Ecologist
Animal Geneticist
Animal Nutritionist
Animal Physiologist
Animal Scientist
Animal Taxonomist
Animal Trainer
Aquaculturist
Avian Veterinarian
Bank agricultural loan
officer
Beekeeper
Breeding technician
Butcher
Cattle Rancher
Dairy Farmer
Dairy Nutrition Specialist
Embryologist
Farrier
Feed sales
representative

Livestock Commission
Agent
Market Analyst
Marketing Manager
Office clerk
Office manager
Park Manager
Public Relations

Horticulturist
Interior landscaper
Irrigation technician
Inspector
Landscape Architect
Landscape contractor
Marketing
representative

Feed store clerk
Fish Hatchery Manager
Geneticist
Horse Breeder
Horse Rancher
Ichthyologist
Laboratory aide/
technician
Livestock auctioneer
Livestock buyer
Livestock inspector
Livestock Producer
Marine Biologist
Marine Mammal Trainer
Microbiologist
USDA inspector
Pet Shop owner
Poultry Producer
Ranch manager
Small animal groomer
Veterinarian
Veterinarian technician
Veterinary Pathologist
Wildlife Manager
Wildlife Rehabilitator

Representative
Purchasing Manager
Real Estate Broker
Receptionist
Retail sales clerk
Sales Representative
Teacher Technical
Service Representative

Nursery Salesperson
Nursery Operator
Pest control advisor
Plant Geneticist
Plant Pathologist
Plant Scientist

Zoo Keeper
Zoologist

C. Total Program Goals and Objectives

ROC Mission:

The mission of the KHSD ROC is to provide exemplary Career Technical Education to high school juniors, seniors and adults. Students are provided with opportunities to develop a foundation of technical expertise, workplace skills and behaviors, and job acquisition and problem-solving/critical thinking skills that contribute to their high school graduation, post-secondary education, career success, and productive citizenship.

ROC Schoolwide Learner Outcomes:

The ROC Schoolwide Learner Outcomes (SLOs) focus on four areas. These areas are Technology and Technical Skills, Problem-solving and Critical Thinking Skills, Workplace Skills and Behaviors, and Job Acquisition Skills.

Technology and Technical Skills encompasses the following measurable outcomes:

- Given curriculum and instruction in industry sector competencies, students will demonstrate their knowledge and application of these competencies at a rate greater than 80% proficiency.

For **Problem Solving and Critical Thinking Skills**, the ROC has adopted the Big 6 model as a campus-wide methodology to teach problem solving and critical thinking strategies. The measurable SLOs are:

- Given curriculum and instruction, students will demonstrate their ability to use a multi-step methodology to solve a problem and score at a rate greater than 80% proficiency.
- Given curriculum and instruction, students will be able to apply problem-solving and critical thinking skills to work-related issues and tasks presented in common formative assessment scenarios and score a minimum of 2.5 on a 3.0 rubric.

The measurable SLOs for **Workplace Skills and Behaviors** are:

- All students will attend the ROC at a rate greater than 92.5% of the school year which is equivalent to 500 hours of instruction in their program industry sector. (**attendance**)
- Given clear expectations of appropriate dress and industry attire, students will score a minimum of 2.5 on a 3 point rubric for appearance that is scored by industry professionals. (**appearance**)
- Given curriculum and instruction on industry specific safety procedures and policies, students will score 100% on a safety examination. (**safety**)
- Given curriculum and instruction concerning being a good citizen, all students will score a minimum of 2.5 on a 3 point rubric for a short answer essay that evaluates their understanding of the link between work and citizenship. (**written communication and citizenship**)
- Given curriculum and instruction on an industry specific topic, students will score a minimum of 2.5 on a 3 point rubric for a verbal presentation. (**verbal communication**)

The **Job Acquisition** measurable SLOs are:

- Given curriculum and instruction and a **career exploration** assignment, all students will earn a minimum score of 2.5 on a 3 point rubric for a verbal presentation on career research that evaluates the students' knowledge of expected growth, required education, salary, and special skills for a specific job within an industry sector.
- Given curriculum and instruction on how to complete a **job application**, all students will earn a minimum average score of 2.5 on a 3 point rubric that evaluates neatness, completeness, and technical mechanics on the job application.

- Given curriculum and instruction on how to complete a **resume**, all students will earn a minimum average score of 2.5 on a 3 point rubric that evaluates content, formatting and layout, and spelling and grammar on the resume.
- Given curriculum and instruction on **employer expectations**, all students will score a minimum average score of 2.5 on a 3 point rubric for a short answer essay that evaluates their understanding of expectations employers have of their employees.
- Given curriculum and instruction on how to **interview**, all students will earn a minimum average score of 2.5 on a 3 point rubric scored by business/industry professionals that evaluates each student's appearance, handshake, eye contact, body language, technical knowledge, and conversational skills.

D. Program Description of included Courses, SOE and Leadership

This course in animal care/veterinary assistant studies is designed to assist students in meeting entry-level employment requirements in animal health and care occupations, or to continue in post-secondary education in the animal care field. Content includes: job-search skills, comparative anatomy and physiology, basic pet grooming skills, animal restraint, nutrition and housing, veterinary terminology, species and breed identification, disease studies and human/animal issues. The course offers training in large and small animal care and includes classroom/laboratory instruction and placement in community classroom.

ROC Future Farmers of America (F.F.A.)

is a national organization dedicated to providing knowledge, leadership training and career opportunities for high school students in agriculture. Animal Care students have the opportunity to join the local chapter and participate in various chapter, sectional and regional events held during the school year. ROC FFA is open to animal science and business enterprise students.

E. Program and/or Course Subject Matter Content Outline

DISTRICT OFFICE USE ONLY: Code No. 8480 PM 8479 AM Approved by Board

KERN HIGH SCHOOL DISTRICT COURSE OF STUDY

ANIMAL CARE TECHNOLOGY	11-12	AGRICULTURE	40
Course Title	Grade Level	Department	Max. Credit
(Title must correlate with Course Code Catalog)			

Does this course satisfy a graduation requirement in another subject area?	Yes	No	If so, what subject area?
			Life Science (10 units)

JERRY PONCETTA	REGIONAL OCCUPATIONAL CENTER	3/2006
Prepared by	School	Date

Approval of Site Administrator:	3/2006
(New methodology - CC/CVE) Signature	Date

CBED TITLE: Agriculture: Animal Care	CBED CODE: 4098
LENGTH OF COURSE: 671 Hours	
JOB TITLES:	DOT NUMBERS:
Animal Caretaker	410.674-010
Pet Groomer	418.674-010
Petshop Attendant	410.674-010
Veterinarian Assistant	410.674-010

1. **Course Description** (Include a brief explanation of the course; mention any prerequisites, including standardized test scores; and indicate whether the course satisfies a specific graduation requirement. Approximate length: two or three sentences.)

The Animal Care Technology course is designed to assist students in meeting entry-level employment requirements in animal health and care occupations, or to continue on in post-secondary education in the animal care field. Content includes: job-search skills, comparative anatomy and physiology, basic pet grooming skills, animal restraint, nutrition and housing, medical terminology, species and breed identification, and disease control/management. The course includes classroom and laboratory instruction and nine-weeks placement in community classroom. This course also includes specific sections of general life science. These sections are incorporated into the animal care technology curriculum and include the following subject areas: 80 hours-basic anatomy and physiology of common mammal species (skeletal, muscular, circulatory, respiratory, nervous, urinary, endocrine), 30 hours-basic animal nutrition (feed nutrients, digestive anatomy/physiology), 30 hours-basic mammalian reproductive processes (estrus, breeding, gestation, parturition), 45 hours-fundamentals of animal disease/parasite control and management (causes, immunity, vaccination, infectious and non-infectious diseases, sanitation and prevention, normal values, pharmacology).

This course carries five units of Life Science credit that meets the high school graduation requirements for each semester completed. In addition, this course is articulated with Animal Science B1 and Animal Science B51 at Bakersfield College.

Prerequisites: Interest in an animal care career and possess strong reading skills.

Requirement for community classroom placement:

Students will be required to maintain a minimum grade of C- or higher in the third quarter of the Animal Care Tech class to be assigned to a community classroom site during the fourth quarter of the spring semester. Students not meeting this grade requirement will be assigned alternative study materials to complete during the fourth quarter community classroom activity. They will receive a grade for the quarter and semester as well as units of credit but will not receive a certificate of completion for the class.

2. **Instructional Materials** (List the basic text - include title, author, copyright - and other essential supplementary materials or instructional resources/materials used in the course.)

Small Animal Care and Management, Dean M. Warren, Delmar Publishers, 1995
 Anatomy and Physiology of Farm Animals, R.D. Frandson, Fourth Edition, Philadelphia, Lea and Febiger, 1986.
 Animal Science series, Texas A&M University, College Station, Texas, 1988.

- Other materials:
- 1) District farm livestock and equipment.
 - 2) Community classrooms.
 - 3) Small animal laboratory animals and equipment.
 - 4) Videos covering specialized areas of animal care.

3. Course Outline (List the major content areas of the course and divide them according to the semester in which they fall. Designate the approximate amount of time given to each of the content areas. Suggested length: one page.)

***COMMUNITY**

FALL SEMESTER		CLASSROOM HOURS	CLASSROOM HOURS	*C.C.T.E. HOURS
I.	Careers in Animal Care	15		
II.	Animal Care Safety	15		
III.	Animal Handling and Restraint	30		
IV.	Animal Behavior and Observation	15		
V.	Animal Care Terminology	25		
VI.	Animal Breed Identification	25		
VII.	Introduction to Small Animals	20		
VIII.	Basic Animal Nutrition	30		
	Animal Anatomy/Physiology	80		
X.	Introduction to Basic Pet Grooming	15		
		270		
SPRING SEMESTER				
X.	Common Animal Diseases and Control	30	10	10
XI.	Normal Values - Temperature, Pulse, Respiration	15	3	3
XII.	Pharmacology	20	5	5
XIII.	Emergency Procedures	10	5	5
XIV.	Common Surgical Procedures	15	7	7
XV.	Internal and External Parasites	20	5	5
XVI.	Job Search	30	6	6
XVII.	Personal Grooming	8	1	1
XVIII.	Reproductive Processes	30	10	10
XIX.	Basic Pet Grooming	30	10	10
		208	62	62
SUMMER SESSION				
	Optional Animal Care Overview	131		
TOTAL		671		

4. COURSE OBJECTIVES (The objectives are to include the specific, major skills or under-standings which students will be able to demonstrate or acquire following instruction in the course. A minimum of eight to twelve objectives should be identified for each semester of the course. Each objective is to be clearly linked to the Board adopted standards for the course or subject area; indicate the link by placing the number of the appropriate standard (s) after each objective. Minimum length: one page.)

The Kern High School District Regional Occupational Center clearly links the Expected Student Learning Results (ESLRS) to the objectives of this course.

1. The student will know, practice, and pass a safety test dealing with livestock and equipment relating to livestock. (Ag SCS - 2.1) (E-1, 3, 5)
2. The student will demonstrate the knowledge of comparative anatomy of domesticated animals. (Ag SCS- 2.3) (E-1, 3, 5)
3. The student will demonstrate the knowledge of comparative physiology of domesticated animals. (Ag SCS - 2.3) (Bio SCS - 1.a, 1.b, 9.a, 9.b, 9.c, 9.d, 9.e, 9.g, 9.i) (E-3, 5)
4. The student will demonstrate the ability to use proper animal restraints, both passive and active. (Ag SCS - 2.1) (E-3, 5)

5. The student will demonstrate the ability to use equipment to perform temperature, pulse, and respiration. (Ag SCS - 2.6)
(Bio SCS - 10.d) (E-3, 4, 5)
6. The student will develop an understanding of various methods of physical examinations.
(Ag SCS - 2.6) (Bio SCS - 10.d) (E-2, 4, 5)
7. The student will demonstrate the ability to keep proper physical examination records.
(Ag SCS - 2.11) (E-3, 4, 5)
8. The student will demonstrate knowledge of disease-causing agents and vectors.
(Ag SCS - 2.7) (Bio SCS - 6.a, 7.a, 7.b, 7.c, 7.d, 10.a) (E-2, 3, 5)
9. The student will demonstrate the ability to identify major livestock diseases based upon symptomatology. (Ag SCS - 2.7)
(Bio SCS - 10.d, 10.e) (E-2, 3, 4, 5)
10. The student will demonstrate the ability to perform proper treatment procedures.
(Ag SCS - 2.6) (Bio SCS - 8.a, 10.b, 10.c, 10.d, 10.e, 10.f) (E-2, 3, 4, 5)
11. The student will demonstrate an understanding of disease prevention.
(Ag SCS - 2.6) (Bio SCS - 8.a, 8.b, 10.b, 10.c, 10.f) (E-3, 4, 5)
12. The student will demonstrate the ability to perform proper sanitation procedures.
(Ag SCS - 2.6, 2.7) (E-1, 2, 3)
13. The student will demonstrate the ability to properly collect fecal specimens.
(Ag SCS - 2.6, 2.7) (E-3)
14. The student will demonstrate the ability to properly use microscope to examine fecal specimens.
(Ag SCS - 2.7) (E-3, 5)
15. The student will demonstrate the ability to identify drugs according to classification and use.
(Ag SCS - 2.6) (Bio SCS - 10.b, 10.c, 10.d) (E-3, 4, 5)
16. The student will demonstrate the ability to interpret label instructions and measure dosage of drugs. (Ag SCS - 2.6) (E-2, 3, 4, 5,)
17. The student will demonstrate the ability to properly administer drugs via the following methods: oral, topical, and injection.
(Ag SCS - 2.6) (E-2, 3, 4, 5)
18. The student will understand the current sociological implications of veterinary drug usage.
(Ag SCS - 2.6) (E-1, 2)
19. The student will demonstrate the ability to recognize medical emergencies. (Ag SCS - 2.6) (E-3, 4, 5)
20. The student will demonstrate the ability to perform proper first-aid procedures.
(Ag SCS - 2.6) (Bio SCS - 10.a) (E-3, 4, 5)
21. The student will demonstrate the ability to properly feed livestock.
(Ag SCS - 2.8) (E-1, 2, 3)
22. The student will demonstrate the ability to determine if an animal is receiving the proper diet.
(Ag SCS - 2.2) (Bio SCS - 1.b) (E-3, 5)
23. The student will demonstrate the ability to identify various feeds and feed stuffs.
(Ag SCS - 2.2) (Bio SCS - 1.f, 1.h, 9.i) (E-3, 4, 5)
24. The student will demonstrate the ability to properly bathe an animal and employ basic grooming techniques. (Ag SCS - 2.13)
(E-2, 3)
25. The student will demonstrate the ability to properly care for the hair coat of an animal.
(Ag SCS - 2.13) (E-2, 3, 5)

26. The student will be able to define commonly used terminology in the animal care field and apply them to practical husbandry practices. (Ag SCS - 2.14) (E-3, 4, 5)
27. The student will be able to recognize common breeds of large and small animals and their unique characteristics. (Ag SCS - 2.14) (E-3, 5)
28. The student will develop an awareness of the various species of small animals considered as domesticated pets. (Ag SCS - 2.15) (E-1, 3, 5)
29. The student will be able to identify the major external and internal parasites of large and small animals and the economic damage done by each type of parasite. (Ag SCS - 2.7) (E-3, 4, 5)
30. The student will be aware of the importance of good personal grooming habits for successful career accomplishments. (Ag SCS - 2.2) (E-2, 3)
31. The student will be able to understand the basic reproductive processes of large and small species and the importance of reproductive efficiency for successful animal production.
(Ag SCS - 2.4) (Bio SCS - 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 3.a, 3.c, 4.c, 4.e, 5.a, 5.c) (E-2, 3, 5)
32. The student will develop an understanding of the skills, personal qualities, and educational requirements needed for employment in a variety of animal-related occupations. (Ag SCS - 2.13) (E-1, 2)
33. The student will develop an awareness of occupational choices and will be encouraged to participate in student youth organizations related to the animal care field. (Ag SCS - 2.12) (E-1, 2)
34. The student will demonstrate the ability to properly complete a job application and understand the process of a job interview. (Ag SCS - 2.12) (E-1, 4)
35. The student will demonstrate by regular class promptness and attendance, his/her ability to develop work habits conducive to obtaining and holding a position in the work world.
(Ag SCS - 2.13) (E-1, 2)
36. Agriculture and Natural Resources Industry Career Pathways

Foundation Standards

1.0 Academics

1.1 Mathematics

- (10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
- (15.0) Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.

Specific applications of Probability and Statistics standards:

- (8.0) Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

1.2 Science

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.
- (1.c) Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.
- (1.d) Formulate explanations by using logic and evidence.
- (1.j) Recognize the issues of statistical variability and the need for controlled tests.
- (1.m) Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.

1.3 History–Social Science

- (12.2.2) Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
- (12.2.3) Explain the roles of property rights, competition, and profit in a market economy

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

2.1 Reading

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

(2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

2.2 Writing

(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

(2.3) Write expository compositions, including analytical essays and research reports.

(2.5) Write business letters.

Specific applications of Writing Strategies and Applications standards:

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(2.5) Write job applications and résumés.

2.3 Written and Oral English Language Conventions

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.3) Apply appropriate interviewing techniques.

Specific applications of Listening and Speaking Strategies and Applications standards:

(1.8) Use effective and interesting language, including.

(1.14) Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

3.0 Career Planning and Management

3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.

3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.

3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.

3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.

3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

- 4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

- 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.
- 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.
- 5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

- 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.
- 6.4 Maintain safe and healthful working conditions.
- 6.5 Use tools and machines safely and appropriately.
- 6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.
- 7.5 Understand the importance of time management to fulfill responsibilities.
- 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

- 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.
- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 Leadership and Teamwork

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

- 10.2 Manage and actively engage in a career-related, supervised agricultural experience.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

PATHWAY STANDARDS

C. Agriscience Pathway

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society. (C4.1, C4.2, C4.3, C4.4 and C4.5)

C6.0 Students understand animal anatomy and systems. (C6.1 and C6.2)

C7.0 Students understand basic animal genetics. (C7.1, C7.3, and C7.4)

C8.0 Students understand fundamental animal nutrition and feeding. (C8.1, C8.2 and C8.3)

C9.0 Students understand basic animal health. (C9.1, C9.2, C9.3, C9.4, C9.5)

D. Animal Science Pathway

D1.0 Students understand the necessary elements for proper animal housing and animal handling equipment. (D1.1, D1.3, D1.4)

D2.0 Students understand key principles of animal nutrition. (D2.2, D2.3, D2.4)

D3.0 Students understand animal physiology. (D3.1 and D3.2)

D4.0 Students understand animal reproduction, including the function of reproductive organs. (D4.1, D4.2, D4.3, D4.4, and D4.5)

D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA. (D5.2, D5.4, and D5.5)

D6.0 Students understand the causes and effects of diseases and illnesses in animals. (D6.1, D6.2, D6.3, D6.4, D6.5, D6.6 and D6.7)

D9.0 Students understand animal welfare concerns and management practices that support animal welfare. (D9.1, D9.2, D9.3, D9.4)

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits). (D10.1 and D10.2)

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds). (D11.1, D11.2, D11.3, and D11.4)

CAREER PREPARATIONS STANDARDS (E-1, 2, 3, 4, 5)

The student will:

A. Understand how personal skills development (including positive attitude, honesty, self-confidence, time management, and other positive traits) affect employability.

1. Demonstrate an understanding of classroom policies and procedures.
2. Define business ethics and explain the importance of ethical standards and social responsibilities in the workplace.
3. Discuss importance of the following personal skills in the workplace.
 - a) Positive attitude
 - b) Self-confidence
 - c) Integrity/Honesty
 - d) Perseverance
 - e) Self-discipline
 - f) Sociability
4. Define personal hygiene and identify acceptable business attire.
5. Prioritize tasks and meet deadlines.
6. Discuss the importance of lifelong learning.

B. Understand principles of effective interpersonal skills, group dynamics, conflict resolution, and negotiation.

1. Identify and discuss the key concepts of group dynamics.
2. Discuss and demonstrate the dynamics of conflict resolution and negotiation.
3. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
4. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
5. Discuss laws which apply to sexual harassment and discuss tactics for handling harassment situations.

C. Understand the importance of good academic skills, critical thinking and problem-solving skills in the workplace.

1. Recognize the importance of good reading, writing and math skills and implement a plan for self-improvement as needed.
 2. Apply estimation, measurement and calculation skills to business applications, including the following:
 - a) Whole number math
 - b) Decimals and fractions
 - c) Counting and monetary functions
 - d) Use of tables
 3. Read, write, and give directions.
 4. Exhibit critical thinking, creative thinking and logical reasoning skills.
 5. Recognize problem situations; identify, locate and organize needed information or data; and propose, evaluate and select from alternative solutions.
- D. Understand principles of effective communication.
1. Read and implement written instructions, technical manuals, written communication and reference books.
 2. Present a positive image through verbal and nonverbal communication through use of appropriate methods.
 3. Demonstrate active listening through oral and written feedback.
- E. Understand occupational safety issues, including avoidance of physical hazards.
1. Discuss and implement good safety practices, including:
 - a) Avoidance and reporting of physical hazards in the work environment
 - b) Safe operation of equipment
 - c) Proper handling of hazardous materials
 - d) Apply sound ergonomic principles in organizing one's work space.
- F. Understand career paths and strategies for obtaining employment.
1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
 2. Identify steps for setting goals and writing personal goals and objectives.
 3. Examine aptitudes related to career options, and relate personal characteristics and interests to educational and occupational opportunities.
 4. Develop job acquisition documents including:
 - a) Job application
 - b) Resume
 - c) Appropriate cover and follow-up correspondence
 - d) Portfolio
 5. Identify and demonstrate effective interviewing techniques.
- G. Understand and adapt to changing technology.
1. Understand the importance of lifelong learning in adapting to changing technology.

5. Student Evaluation Standards (List the criteria on which students' will be graded in the course. Give the approximate weight for each of the grading criteria in determining the student's grade, such as test, homework, labs, class participation. Also indicate the weight given to quarter grades and semester finals in tabulating the final grade.)

Written examinations	20 percent
Class assignments	30 percent
Laboratory exercise	20 percent
Homework	10 percent
Attendance and promptness	20 percent
First quarter	50 percent
Second quarter	50 percent

6. Suggested Instructional Activities (This item is optional and is not required for the course of study. If it is completed, it should include teacher and/or student activities such as field trips, demonstrations, speakers, or special procedures that will assist the students in learning the course objective.)

METHODOLOGY OPTIONS - Final quarter of instruction is in the community classroom situation. The student will report to class in various community classrooms.

7. Essential Employability Skills

The instruction of general workplace and essential employability skills creates a common thread throughout the course.

The general workplace skills include: personal development, ethics, attendance, grooming, and self-management skills; lifelong learning and industry linked academic skills; communication, listening, speaking, writing, problem-solving, and team building skills; information and technology skills; resource identification and management skills; employment literacy, job search, and career development skills; safety, diversity, and public relations skills; technical reading and writing skills; and entrepreneurial skills.

The essential employability skills are defined as follows:

Accountability for Actions: Accepts assignments and responsibility for carrying out the assignments, including the results achieved.

Appearance: Dresses appropriately for the position and maintains personal hygiene.

Appropriate Behavior: Demonstrates accepted social and work behaviors, manners, and conversation skills. Helps others, both in the performance of the job, and in teaching others. Exercises the rights and responsibilities of citizenship.

Attitudes: Employers desire a good attitude which means: being courteous and cooperative, being willing to learn, having a pleasant personality, and being flexible regarding doing what it takes to get the job done.

Common Sense: Demonstrates the capacity of making sound and prudent decisions.

Continual Learning: Seeks out opportunities to gain new knowledge or to learn new skills. Uses self-regulated learning (teach themselves).

Cooperativeness: Works cooperatively with others and contributes to the group with ideas, effort and suggestions.

Conscientiousness: Acts with regard to what is considered right or proper for the circumstances.

Demeanor: Carries one's self with an air of confidence and purpose.

Dependability: Can be relied upon to show up for work and to work after showing up.

Effort: Demonstrates a capacity for doing work through exertion. The total work done to achieve a particular end in a timely manner.

Flexibility: Readily adapts to new, different, or changing job conditions.

Goal Setting Ability: Demonstrates internal motivation by striving for successful performance in the workplace without prompting. Possessing a pattern of preparation, mental attitude, and methodology that applies to work situations.

Integrity/Honesty: Given a choice, the individual will choose an ethical course of action. They can be trusted.

Judgment: Uses specific situations and dispositions to reach a conclusion and then acts in an appropriate manner.

Motivation: Possesses a desire to achieve goals and objectives without external prompts such as money, threats or coercion.

Punctuality: Shows up for work on time, all the time.

Respect: Recognizes position in the employment hierarchy. Works and communicates with co-workers, supervisors, and clients/customers in an appropriate manner.

Responsibility: Exerts a high level of effort and perseverance toward goal attainment.

Work Habits: Demonstrates a work ethic appropriate to the culture of the workplace with respect to attendance, punctuality, enthusiasm, neatness and perseverance.

8. Expected Student Proficiencies & Certification of Completion. (Attached)

**ANIMAL CARE TECHNOLOGY
RECORD OF COMPETENCIES**

1. Perform safe animal handling procedures.
2. Identify common animal behaviors.
3. Understand responsible animal care and how "animal rights" and "animal ethics" affects such care.
4. Perform proper feeding and management procedures.
5. Identify basic animal anatomy.
6. Understand basic animal physiology.
7. Understand common animal terminology
8. Identify common breeds of livestock.
9. Identify common breeds of domestic animals.
10. Identify common causes of disease.
11. Identify animals that have symptoms of illness.
12. Determine proper dosages of medications.
13. Properly administer oral and topical medications.
14. Properly administer intramuscular injections.
15. Properly administer subcutaneous injections.
16. Perform common deworming and parasite control procedures.
17. Identify types of immunity and their causes.
18. Perform proper sanitation procedures.
19. Perform proper first-aid procedures.
20. Perform procedures for checking temperature, respiration, and heart rate.
21. Identify and perform various methods for animal identification.
22. Perform proper animal grooming techniques.
23. Identify genetic make-up of common animal traits.
24. Understand how to deal with human-animal relationships.
25. Understand proper job search techniques.

Total hours available

RATING SCALE:

Total hours completed

1. Competency mastered
2. Competency not demonstrated

F. Program Completion Standards

ANIMAL CARE TECHNOLOGY RECORD OF COMPETENCIES

- _____ 1. Perform safe animal handling procedures.
- _____ 2. Identify common animal behaviors.
- _____ 3. Understand responsible animal care and how "animal rights" and "Animal ethics" affects such care.
- _____ 4. Perform proper feeding and management procedures.
- _____ 5. Identify basic animal anatomy.
- _____ 6. Understand basic animal physiology.
- _____ 7. Understand common animal terminology
- _____ 8. Identify common breeds of livestock.
- _____ 9. Identify common breeds of domestic animals.
- _____ 10. Identify common causes of disease.
- _____ 11. Identify animals that have symptoms of illness.
- _____ 12. Determine proper dosages of medications.
- _____ 13. Know the procedure to properly administer oral and topical medications.
- _____ 14. Know the procedure to properly administer intramuscular injections.
- _____ 15. Know the procedure to properly administer subcutaneous injections.
- _____ 16. Perform common deworming and parasite control procedures.
- _____ 17. Identify types of immunity and their causes.
- _____ 18. Perform proper sanitation procedures.
- _____ 19. Perform procedures for checking temperature, respiration, and heart rate.
- _____ 20. Perform proper animal grooming techniques.
- _____ 21. Understand how to deal with human-animal relationships.
- _____ 22. Understand proper job search techniques.

Total hours available _____

Total hours completed _____

RATING SCALE:

1. Competency Mastered
2. Competency not Demonstrated

G. Description of Facilities and Major Equipment

- ☐ Animal Care Classroom
- ☐ 3 Desktop Computers and 1 Printer
- ☐ Smart Board
- ☐ 2 Microscopes
- ☐ Access to Kern High School District Farm
- ☐ Animal Care Laboratory Classroom
- ☐ 2 Grooming Bath Tubes
- ☐ Rolling Dog Kennels
- ☐ 2 Large Dog Kennels
- ☐ Small, Medium and Large portable Kennels
- ☐ Aquariums
- ☐ Lockers
- ☐ Grooming Tables
- ☐ Dryers
- ☐ Digital Scale
- ☐ Grooming Tools

H. Five Year Facility and Equipment Acquisition Schedule

Year 1 2012-2013

1. Purchase soap dispenser for laboratory
2. Purchase rabbit cages
3. Purchase new lab animals
4. Update electrical in laboratory

Year 2 2013-2014

1. Skeletal Systems for Class
2. Purchase a new digital scale for laboratory
3. Purchase another bathtub for laboratory

Year 3 2014-2015

1. Purchase laptop cart
2. Purchase more grooming tools
3. Department repairs/replacements.

Year 4 2015-2016

1. Purchase more grooming table
2. Purchase new aquariums
3. Replace equipment as needed

Year 5 2015-2016

1. Purchase new sound system
2. Update Computers in classroom

I. Staff Assignments

GENERAL ACTIVITIES SCHEDULE	Eyraud
1. INSERVICE	
CATA Regional Meetings	
Fall	X
Spring	X
CATA State Conference	X
Regional Roadshow	X
2. DEPARTMENT PLANNING & MANAGEMENT	
Animal Care Laboratory	X
Department Operations	X
Budgets	X
Ag Advisory Meetings	X
3. GUIDANCE & PROGRAM PLANNING	
Program of Work	X
R-2 Listing	X
Community Classroom Visits	X
Program Plan	X
4. FFA ACTIVITIES & FAIRS	
Chapter Officer Leadership Conference	X
Kern County Fair	X
Opening & Closing Ceremonies	X
Banking	X
Co-ops	X
Sectional Activity Night	x
Tulare Farm Show	X
Record Book Scoring	X
National FFA Week	X
Made for Excellence Conference	X
Advanced Leadership Academy	X
State Degree Banquet	X
State Conference	X
5. FIELD DAYS	
Reedley	X
Merced	X

Modesto	X
Fresno State	X
Cal Poly, SLO	X
Winter State Finals, Fresno	X
6. CAREER DEVELOPMENT EVENTS	
Specialty Animals Team	X
Job Interview	X
Extemporaneous Public Speaking	X
Prepared Public Speaking	X

REGIONAL OCCUPATIONAL CENTER PROGRAM OF ACTIVITIES 2012-2013



REGIONAL OCCUPATIONAL CENTER

FUTURE FARMERS OF AMERICA

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INTRODUCTION

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

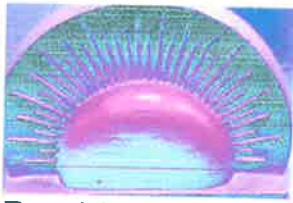
As an integral part of the program of vocational education in agriculture in the public schools system of America, the FFA has become well known in recent years. No national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November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

The FFA is an intra-curricular activity having its origin and roots in a defined part of the school curriculum-vocational agriculture. Students learn how to construct and take an active part in a public meeting, to finance themselves and to assume civic responsibilities. The foundation upon which the FFA Organization is molded includes; leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

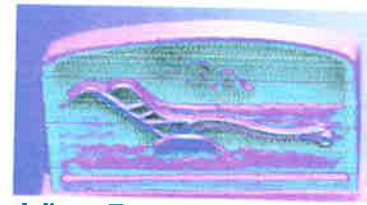
The FFA is a non-profit, youth organization of voluntary membership, designed to take its place along with other agents striving for the development of leadership, the advancement of agricultural technology and the improvement of life.

National headquarters for the FFA is located in the Agriculture Education Branch Office of Health, Education and Welfare, Washington D.C. National conventions are held annually in Indianapolis, Indiana and the California FFA Association holds its annual state conference in Fresno, California.

CHAPTER OFFICERS



President



Vice President



Secretary



Treasurer



Reporter



Sentinel



Advisor- Mrs. Eyraud



CALENDER OF ACTIVITIES

August

20- School Starts

30- Open House 5:30-7:00pm

26-Prepared & Job Interview
Manuscripts Due

27- FFA Skate Night @Skateland-
6-9pm

September

4- Late Start

18- Late Start

21-ASB Rep Mtg 9am/2pm

18-30 -Kern County Fair

December

4- Late Start

6- Banking Contest @Hanford -4pm

7- Perfect Attendance Field Trip

14- ASB Meeting

15-Speaking Contests @North-9am

24-Jan6- Christmas Break

October

2- Late Start

5- ASB Meeting 9am/2pm

10- Principal Partners Day!

12- Grading Period Ends

16- Late Start

24-27 National FFA Convention

January

11- ASB Meeting

15- Late Start

15- Record Book Scoring- 4pm

21- No School MLK Holiday

24- BIG and Co-Ops Contest @BC-
5pm

25- Regional Officer Applications
Due

25- No School District In-service

28- Community Classroom Begins

29- Record Book Scoring-4pm

November

2- ASB Rep Meeting 9am/2pm

6- Late Start

8- Opening & Closing @ BC-5pm

12- No School Veterans Day

17- San Joaquin Regional Meeting
@ Lemoore-8:30am

22-23- No School Thanksgiving
Holiday

February

- 1- ASB Meeting
- 5- Late Start
- 8-9 MFE/ALA Conferences –Visalia
- 11- No School Lincoln Holiday
- 12-14 Tulare Farm Show
- 18- No School Washington Holiday
- 19- Late Start
- 20-24 National FFA Week
- 23- SJ Regional Meeting @ Reedley

March

- 1- ASB Meeting
- 5- Late Start
- 9- Chico State Field Day
- 15- Skills Olympics
- 16- Merced Field Day
- 19- Late Start
- 22- Regional Speech Contest @
COS –
10am
- 23- Modesto Field Day
- 25- 29 Spring Break

April

- 2- Late Start
- 5- ASB Meeting
- 6- Cal Poly Pomona Field Day
- 13- Reedley Field Day

16- Late Start

- 19- Interview Day AM
- 20-23 State FFA Leadership
Conference @Fresno
- 26- Interview Day PM
- 30- Kern Sectional Officer
Elections-
Highland 4:30pm

May

- 3- ASB Meeting
- 4- State FFA Finals @Cal Poly SLO
- 9- Community Classroom Ends
- 14- Perfect Attendance Awards
- 27- No School Memorial Day
- 28- Certificate Night 6 pm

AIMS AND PURPOSES OF THE FFA

The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

To accomplish its mission, FFA:

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

FFA COLORS

In 1929 at the second National FFA Convention held in Kansas City, **National Blue** and **Corn Gold** were adopted as the official colors as the Future Farmers of America. National Blue was selected to represent the blue field of our nation's flag while corn gold is used to symbolize the golden fields of ripened corn that unify our country.

FFA MOTTO

The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization.

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

THE FFA EMBLEM

The national FFA emblem, consisting of five symbols, is representative of the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of FFA and agriculture. Each element within the emblem has unique significance



The **cross section of the ear of corn** provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation



The **rising sun** signifies progress and holds a promise that of the soil, the backbone of agriculture and the historic foundation of our country's strength.



The **eagle** is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.



The **owl**, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.



The words Agricultural Education and FFA are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

The emblem and the letters "FFA" are protected by trademark registration in the U.S. Patent Office and by Public Law 105-225, 105th Congress.



THE FFA CREED

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

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

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

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

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

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



OFFICIAL FFA UNIFORM

Female Official Dress

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

Male Official Dress

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



PROPER USE OF THE FFA JACKET

- The jacket is to be worn only by members.
- The jacket should be kept clean and neat.
- The back of the jacket should have only a large official FFA emblem, the name of the state and the name of the local chapter, region, district or area. The front of the jacket should have only a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
- The jacket should only be worn to places that are appropriate for members to visit.
- School letters and insignia of other organizations should not be attached to or worn on the jacket.
- When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
- The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- A member should act professionally when wearing the FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.

- All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member. No more than three medals should be worn on the jacket.

CAREER DEVELOPMENT EVENTS

All FFA contests are designed to be a natural continuation of the instructional program in agriculture education. The contests help to make classes more interesting and give students an additional reason for doing their best to develop skills. These skills include (1) the technical knowledge gained in the classroom, (2) the ability to make sound judgments, (3) the ability to defend their decisions by giving a convincing set of reasons, and (4) to build self-confidence and leadership.

SPEAKING CONTESTS

JOB INTERVIEW participants submit a resume, complete job applications and participate in mock job interviews with a panel of possible employers.

EXTEMPORANEOUS PUBLIC SPEAKING participants are given 30 minutes to deliver a speech on one of three assigned agricultural topics. Students must learn to think on their feet and develop an argument quickly and persuasively.

PREPARED PUBLIC SPEAKING allows students to write and deliver a six- to eight-minute speech about a current agriculture-related topic. The speaking skills gained through this event help students excel in school, community and career

SPRING JUDGING TEAMS

Specialty Animals Team The Specialty Animal event seeks to effectively prepare the students for the expectations of the animal health care and services (Veterinary Hospitals/Clinics, Grooming Facilities, Pet Stores, Kennels/Boarding Facilities, Feed Stores) workplace. Workers seeking careers in the animal health care field must develop a high degree of knowledge, skill and ability to solve difficult problems.

More Opportunities to Stay Involved!

OPENING AND CLOSING is designed to develop public speaking skills and promote the proper use of the Official FFA Opening and Closing Ceremonies.

BANKING is designed to expose students to the agriculture business and finance sectors. Students are tested on their knowledge of the history, purpose and functions of the Farm Credit systems as well as mathematical calculations.

COOPERATIVES has students take a written test to showcase their understanding of agriculture cooperatives system.

AWARDS

SCHOLARSHIPS

Chapter members considering higher education should apply for FFA's numerous scholarships. A variety of companies, individuals, and foundations sponsor the scholarships through the National FFA Foundation and local organizations.

A special application must be completed and sent to the National FFA Center postmarked by February 15 of each year. The application and instructions for the National FFA College and Vocational/Technical School Scholarship Program is available free from the National FFA Website.

RULES AND CONDITIONS GOVERNING FFA TRIPS

All Regional Occupational Center rules are in effect when on FFA functions. Please consult the Parent/Student handbook for questions. The following additional rules apply:

1. Lights out will occur by 10:30pm on all trips.
2. Wake up time will be determined by advisor prior to fair or contest.
3. Students are not to leave the show or contest site without permission of the instructor.
4. All students will stay for the duration of the show or contest and shall show up for all feedings and scheduled barn duties.
5. On all overnight trips students will stay in the areas designated by ROC FFA.

Students will not drive their own vehicles on out-of-town trips. They will need to return to ROC by the same means

K. School and/or Department Policies

DISTRICT POLICIES

The Kern High School District sponsors ROC. The policies of the Kern High School District apply while attending ROC, ROC activities, and/or traveling to and from ROC and/or ROC activities.

ROC POLICIES

PERSONAL RESPONSIBILITY

ROC emulates a business environment and many of our local businesses are actively involved in the ROC program. Our ROC policies thus mirror many of the same policies that are found in these businesses. The ROC staff strives to develop within each of our students the personal character and values that are required for success in the workplace.

It is a privilege for students to attend ROC. ROC students have additional freedoms not afforded to students at traditional high schools. These freedoms require students to self-regulate their behavior and assume additional responsibilities, thus emulating the world of work.

Students who choose to take advantage of the freedoms afforded to ROC students, but do not assume the responsibilities tied to these freedoms, jeopardize the entire ROC program. Students who violate ROC policies will be subject to behavioral consequences and may lose the privilege to attend ROC.

ATTENDANCE

ROC students are expected to have regular attendance. The number one reason employees lose their jobs according to our business partners is due to a poor attendance record (poor being defined as more than one absence per month). Due to the nature of the ROC activities, it is important that students attend every day.

Clearing Absences

Phone: 831-3327

Every attempt should be made to contact ROC on the date of the absence. All absences must **also** be cleared with the home high school according to their procedures.

Leaving ROC during class hours – High School students leaving ROC during class time are required to have parent/guardian permission and must sign out at the front desk.

Home school activities - Students who miss ROC to attend a home school activity such as testing or athletic events must complete the "**Concurrently Enrolled Student Activity**" form, including home school signature, **within 3 days of the conclusion of the activity** or student will receive a cut. Forms may be obtained from the ROC office and/or home school attendance office. Students will only be cleared from ROC for activities that are deemed *mandatory* by the home school.

Truancy – Students who are truant may be assigned consequences by both their home high school and ROC. Habitual truancies may result in students losing the privilege of attending ROC, similar to an employee losing their job due to poor attendance.

Closed Campus – Once on campus, students may not leave without permission. Students wishing to exit the ROC building for any reason must sign-out at the front desk.

TARDY POLICY

ROC will mirror the work environment. Tardiness is not tolerated in the workplace.

Students are expected to be in class on time, prepared for the activities of the day when class begins. Students who are habitually tardy may lose the privilege of attending ROC, similar to an employee losing their job due to poor attendance.

Students who are driving to ROC and are habitually tardy may lose their driving privilege and be required to ride the bus.

BEHAVIOR CONSEQUENCES

ROC will adhere to the Education Code regarding grounds for suspension and expulsion. ROC will conform to the same Zero Tolerance Policies that the Kern High School District observes and will also adhere to the procedures listed in the student's home high school handbook for handling violations.

If a student is suspended from their home school, they are also suspended from the ROC program. If a student is expelled from the Kern High School District, they will not be allowed to participate in the ROC program.

Students transferred to an alternative education program during the school year may be allowed to continue in the ROC program. The ROC staff will meet with the alternative education counselor to determine the best educational option for the student.

ENROLLMENT

ROC classes are one-year classes. Students will attend for the entire year. It is highly recommended that students do not begin a class in the second semester.

ROC will accept new students, if space is available, until the second week of the school year.

ROC juniors wishing to enroll for a 2nd year at ROC must meet the following requirements: 95% or better attendance, no failing grades from ROC, and a favorable recommendation from the current ROC teachers.

COMMUNITY CLASSROOM

Many of the ROC students will have the opportunity to participate in Community Classroom during the second semester. During Community Classroom students are placed at a worksite for an internship. During this time, all of the ROC and KHSD policies apply. Students who are unable to abide by these policies or are not meeting the employers expectations may be removed from Community Classroom or the ROC program entirely.

Community Classroom Attendance – The majority of students report to their Community Classroom site Monday through Thursday and to ROC on Fridays. Students who are going to be absent to Community Classroom need to call their Community Classroom Supervisor **and** their ROC teacher before their expected Community Classroom start time. Students also need to fill out a timecard each day they are at Community Classroom and turn that timecard into their ROC teacher every Friday. If a student is absent on Friday to turn in their timecard, they will not be permitted to return to their Community Classroom site until they have first come to ROC and met with their teacher. Students with poor attendance to Community Classroom or who are unable to follow the attendance procedures may be removed from their site and/or the ROC program.

DRESS CODE

Businesses utilize a variety of dress codes that are appropriate for their working environment. ROC students are to abide by the dress codes of their respective school district (see district dress code policies) plus any additional standards adopted by ROC in cooperation with our business partners. When ROC students are spending time at a place of business, they are expected to be dressed in attire appropriate for that business.

Dress which is **inappropriate** for the ROC environment:

- ☐
- ☐ Rubber beach shoes, such as flip-flops **may not** be worn ☐
- ☐ Shorts/Skorts, no more than 6 inches above knee ☐
- ☐ Skirts/Dresses, no more than 4 inches above knee ☐
- ☐ Bare-midriiffs, standing or sitting ☐
- ☐ Shoulder straps less than two inches, off the shoulder or halter tops ☐
- ☐ Sagging pants/shorts, must be worn at waist ☐

In addition, apparel, hair style, cosmetics, or jewelry, even if not specifically mentioned, which creates a safety concern, draws undue attention to the wearer, or tends to distract from the educational process is prohibited.

Students out of dress code will be warned and may be required to modify their dress prior to returning to class depending on the nature of the violation.

Habitual violations will result in behavioral consequences that may include being dropped from the ROC program.

Individual classes may adopt additional dress code requirements based on the safety and/or professional dress requirements of their business partners.

DRIVING AND PARKING PRIVILEGES

It is a privilege to drive to and from ROC and to use the ROC parking lot.

Students driving to ROC must park in the lot just to the south of Gate 4 or in the north lot by driving in Gate 2.

Students who are habitually tardy or truant, or have driving violations, may have their driving and parking privileges revoked by the ROC administration and will be required to ride the bus.

Students are not permitted to be in the parking lot during class time.

TRANSPORTATION TO WORK SITES

It may be necessary for students to provide their own transportation to and from a community workplace learning experience or internship with parent permission.

ROC is not responsible for students traveling in their own vehicles to a work site.

Students are not allowed to transport other students to work sites.

FOOD

Business partners and members of our community visit ROC on a daily basis. The building must be neat and tidy at all times.

Food is available for sale at the ROC Snack Bar. Food may be eaten in the designated snack area.

Food or drink is not allowed in the classrooms, or in proximity of computer equipment.

CARE OF FACILITIES

All students are expected to do their part to keep the ROC environment clean and free of trash. ROC students are expected to use the recycle containers.

Students involved in acts of vandalism to ROC facilities and/or property will be liable for damages and may lose the privilege to attend ROC.

THEFT OR VANDALISM OF ROC PROPERTY

ROC emulates the work environment and students have access to expensive equipment provided by public monies. Theft and/or destruction of ROC property will result in student

removal from the ROC program. The student will be subject to the zero tolerance policies of their district and may include action by the police. Students and their parents will be responsible for replacement and/or compensation for any items stolen or damaged by their student. This includes equipment checked out by the student and never returned.

PLAGIARISM/CHEATING

ROC promotes personal integrity. All students are expected to complete and turn in their own original individual assignments. Students, who copy, use someone else's work, complete someone else's work for them, has someone else complete the work for them, or provides their work to another student; are in violation of ROC and district policies.

Students found to be in violation will have appropriate behavioral and grade consequences assigned which may include removal from the ROC program.

VISITORS

All visitors, including parents, must register at the front desk. ROC students are not allowed to have visitors during the school day.

ID BADGES

All ROC students are expected to wear their ID badge while on the ROC campus and at their community classroom job sites. Each student will be issued an ID badge at the beginning of the school year. Students will be charged \$5 for each replacement badge.

ELECTRONIC DEVICES

It is not appropriate to use electronic devices (iPods, cell phones, gaming devices, etc.) during instructional time. Inappropriate use may result in confiscation of the device.

Parents will be required to pick up any electronic devices confiscated by teachers or administrators.

TECHNOLOGY

Students and parents are responsible for reading the terms of the Internet/Network/Technology Equipment–Acceptable Use Policy. The Internet Permission and Equipment Use Agreement must be signed by both student and parent prior to the student being allowed to use a computer. Inappropriate behavior includes, but is not limited to, sharing your password; downloading anything onto the ROC computer [including games and music]; accessing inappropriate websites; or surfing the net for items not related to a school project during class time.

Failure to follow the Acceptable Use Policy may result in the suspension of technology privileges, suspension from school, or removal from the ROC program.

ACKNOWLEDGEMENT

By signing below I acknowledge that I have read and agree to the policies listed in the ROC Student/Parent Handbook.

Student Signature Date

Parent/Guardian Signature Date

L. Proficiency Standards for Program Completers

ANIMAL CARE TECHNOLOGY RECORD OF COMPETENCIES

- _____ 1. Perform safe animal handling procedures.
- _____ 2. Identify common animal behaviors.
- _____ 3. Understand responsible animal care and how "animal rights" and "Animal ethics" affects such care.
- _____ 4. Perform proper feeding and management procedures.
- _____ 5. Identify basic animal anatomy.
- _____ 6. Understand basic animal physiology.
- _____ 7. Understand common animal terminology
- _____ 8. Identify common breeds of livestock.
- _____ 9. Identify common breeds of domestic animals.
- _____ 10. Identify common causes of disease.
- _____ 11. Identify animals that have symptoms of illness.
- _____ 12. Determine proper dosages of medications.
- _____ 13. Know the procedure to properly administer oral and topical medications.
- _____ 14. Know the procedure to properly administer intramuscular injections.
- _____ 15. Know the procedure to properly administer subcutaneous injections.
- _____ 16. Perform common deworming and parasite control procedures.
- _____ 17. Identify types of immunity and their causes.
- _____ 18. Perform proper sanitation procedures.
- _____ 19. Perform procedures for checking temperature, respiration, and heart rate.
- _____ 20. Perform proper animal grooming techniques.
- _____ 21. Understand how to deal with human-animal relationships.
- _____ 22. Understand proper job search techniques.

Total hours available _____

Total hours completed _____

RATING SCALE:

3. Competency Mastered
4. Competency not Demonstrated

M. Teacher Data Sheet for each Teacher

R2 Teacher Information Kern ROC, Bakersfield Year: 2013

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
Eyraud	Jenna		Female	White	7	Agriculture Specialist	53800	4000	0	0	N
Mendes	Ralph	R	Male	White	33	Agriculture Specialist	89850	16836	0	6045	Y
Faubus	Ron		Male	White	10	Other	71350	6300	0	0	N

Eyraud, Jenna					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:30	Animal Health	16	Animal Science
1	2	11:45	Animal Health	18	Animal Science

Faubus, Ron					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:30	Ag Diesel Mechanics	15	Ag Mechanics
1	2	11:45	Ag Diesel Mechanics	12	Ag Biology

N. Roster of Agriculture Advisory Committee

The Animal Care Advisory Committee consists of:

1. Janice Anderson- Owner of Anderson Acres
2. Dr. Paul Ansolbehere- Veterinarian
3. John Banducci- Vintage Nurseries
4. Laurie Beaver- Kern County Animal Shelter
5. Joe Chernabaeff- Owner of CLS Pet Store
6. Mike Elliot-Retired Agriculture Teacher
7. Dr. Mike Keese- Veterinarian
8. Cherie Largent- Veterinarian Technician
9. Joe Nunez-Agriculture Cooperative Extension- Plant Pathology
10. Dr. Alrena Pipkin- Veterinarian

O. Advisory Committee Minutes

KERN HIGH SCHOOL DISTRICT REGIONAL OCCUPATIONA CENTER Fall Advisory Committee Meeting

Course (Title): Animal Care Technology

Date: October 30, 2012

Instructor: Jenna Eyraud

Members Present

Paul Ansolebehere

Company Name

Vet Hospital

John Banducci, Adm. V.P.

Vintage Nurseries

Joe Nunez

Plant Pathology Ag Cooperative

Ext.

INTRODUCTIONS:

Jenna Eyraud made the introductions and welcome of members.

PURPOSE OF MEETING:

Yearly Advisory meeting.

REVIEW OF RELEVANT DATA:

- ~ **Enrollment** – Currently 61 Students
- ~ **Number of completers and graduates** – Down from previous year 36
- ~ **Other** – 10 Students got jobs or job offers

RECOMMENDATIONS/REMARKS:

Number of completers are down due to class grade or attendance.

REVIEW OF COURSE DESCRIPTION(S)

Looks good.

RECOMMENDATIONS/REMARKS:

Trying to get College credits for class.

REVIEW INDUSTRY CERTIFICATIONS:

Looks good.

MISC. AND OTHER:

Student's attendance is poor, lack of motivation, just don't care.

Other FFA

Students competing in various events:

- ~ Opening & Closing ceremonies contest
- ~ Regional Meeting/State Conference
- ~ Public Speaking Contest
- ~ Adopt a Family Thanksgiving & Christmas
- ~ Poinsettia Sales
- ~ Skate Night
- ~ Specialty Animal Teams

RECOMMENDATIONS/REMARKS:

Mr. Ansolbehere sees the same thing at the college level.

SET DATE AND TIME FOR NEXT MEETING: Like the new meeting idea.

P. Current Year's Budget

The Animal Class only receives \$2,000 a year to buy supplies for the classroom and laboratory. The program does not receive money from any AG Incentive Grant or Carl Perkins.

Q. Signed Articulation Agreement and/or Evidence of Articulation



Articulated Courses by BC Career Pathway

COURSE NAME and DESCRIPTION	ARVIN	BHS	DELANO	FOOTHILL	FRAZIER MTN	FRONTIER	GOLDEN VALLEY	HIGHLAND	INDEPENDENCE (KHSD)	KERN VALLEY	LIBERTY	MCFARLAND	MIRA MONTE	NORTH	KHSD ROC	RIDGEVIEW	SHAFTER	WASCO
AGRI B49 Agriculture Leadership Training	●	●	●	●		●	●	●		●		●	●	●		●	●	●
AGBS B52 Economics in Agriculture		●		●		●		●		●	●		●	●	●			●
ANSC B1 Intro to Animal Science	●		●	●	●	●	●	●		●		●				●		●
CRPS B1 Principles of Crop Production			●	●	●			●		●		●		●			●	
FORE B1 Introduction to Forestry																		
MCAG B1 Introduction to Agricultural Mechanics	●	●		●			●	●		●		●	●					●
ORNH B1 Intro to Ornamental Horticulture	●	●	●		●			●		●		●			●	●	●	●
ORNH B36 Beginning Floral Design	●	●								●								●

R. Graduate Follow-up System

Graduate Follow-UP PLEASE PRINT

Name: _____

Permanent mailing address: _____

City: _____

Zip: _____

Contact phone number (_____) _____

Email: _____

Parent/Guardian first and last names with whom you lived during high school: _____

1. How many different classes have you successfully passed in the Agriculture Department? _____

2. Are you currently employed? (circle one) YES NO

3. If yes,
a. please list employer: _____

b. nature of work: _____

4. Have you registered for college? (circle one) YES NO

5. If yes,
a. what college _____
b. what major? _____

What is your response to your experience in the ROC Ag Program?

Another form used for Graduate Follow Up

Last Name	First Name	UID	Active Military	Education Related to Program	Education Unrelated to Program	Employed in Related Occupation	Employed in Non-related Occupation	Others

S. List of Active Placement Sites

The following is a list of places students are currently interning or working at, or are places we could potentially send students.

All Critter Vet Hospital
Auburn Vet Clinic
Bakersfield Vet Hospital
Banfield/ Pets Smart
CLS Pet Store
Kern County Animal Control
Mnt Vernon Vet Hospital
Niles Point Vet Hospital
Roundup Feed Store
Panama Equine
At the Oaks Pet Hospital
Fur and Feathers
Allen Road Vet Hospital
PetCo
Pet Styling Co
Anderson Acres
Serenity Cat Hospital
Platinum Paws Grooming
Stiern Vet Hospital
Olive Drive Vet Hospital
MARE
North of the River Vet Hospital
Affordable Pet Vet
CALM

T. Recruitment Activities and Materials

Although no formal recruitment can occur in the Kern High School District, there are activities that we actively participate in during the year. One of these activities is that we participate in is the Responsible Dog Ownership Day. This is a community event that is committed to helping dog owners raise happy healthy dogs. The Animal Care program volunteers their service at this event and spreads the word about what the program has to offer to the community.

Other ways that recruitment occurs on the Regional Occupational Center (ROC) campus is by our counselors and associated student body. Our counselors visit other campuses promoting the different programs that the ROC has to offer. The associated student body on campus also conducts tours around the campus promoting the different programs to students that are interested in attending the ROC.

On campus at home schools there are posters that hang in the office that promote the programs at ROC. The last way that recruitment occurs is by the students that attend or have attended programs at the ROC.

U. Staff In-service Record

Fall Regional Meeting
Region In-Service Day
Spring Region Meeting
Section In-Service
Summer Conference
Professional Development
Fair Meeting
PLC Meetings



REGIONAL OCCUPATIONAL CENTER

One Copy Of Each Of Advisory Committee Minutes For Current Year

Q

Supporting Completion Material

KERN HIGH SCHOOL DISTRICT
REGIONAL OCCUPATIONA CENTER
Fall Advisory Committee Meeting

Course (Title): Animal Care Technology

Date: October 30, 2012

Instructor: Jenna Eyraud

Members Present

Company Name

Paul Ansolebehere

Vet Hospital

John Banducci, Adm. V.P.

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Joe Nunez

Plant Pathology Ag Cooperative Ext.

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RECOMMENDATIONS/REMARKS:

Number of completers are down due to class grade or attendance.

REVIEW OF COURSE DESCRIPTION(S)

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RECOMMENDATIONS/REMARKS:

Trying to get College credits for class.

REVIEW INDUSTRY CERTIFICATIONS:

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MISC. AND OTHER:

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Other FFA

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- ~ Regional Meeting/State Conference
- ~ Public Speaking Contest
- ~ Adopt a Family Thanksgiving & Christmas
- ~ Poinsettia Sales
- ~ Skate Night
- ~ Specialty Animal Teams

RECOMMENDATIONS/REMARKS:

Mr. Ansolbehere sees the same thing at the college level.

SET DATE AND TIME FOR NEXT MEETING:

Like the new meeting idea.



REGIONAL OCCUPATIONAL CENTER

One Copy Of A Completed Student Program Plan

R

Supporting Completion Material

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

Revised 7.16.10

A. Name Cendejas Alexa
Last Name First Name, MI

B. Gender: Male X Female X
C. Ethnicity/Race: X
Are you Hispanic or Latino? (Check one): Yes X No

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

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

D. Year in Agriculture Program: 1st
(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.

Veterinarian

H. Date: 10/16/1996

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

9907 Coldstone Ave
Bakersfield 93311
1001-380-8709
Email: alexa.gonzalez38@yahoo.com
Parent/Guardian Name (Print Full Name For Each):
Mr. Jose Cendejas
Miss/Mrs./Ms. Fra Cendejas

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

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

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

1. Go to Work Full - Time X
No Further Education
Some College Later X
2. Go to College X
Community College
Four Year College X
Full-Time Student X
Part-Time Student
Agriculture Major
Non-Agriculture Major X
3. Go Into Military Service



REGIONAL OCCUPATIONAL CENTER

Copy Of Proficiency Standards Or Work In Progress On Proficiency Standards

S

Supporting Completion Material

ANIMAL CARE TECHNOLOGY RECORD OF COMPETENCIES

- _____ 1. Perform safe animal handling procedures.
- _____ 2. Identify common animal behaviors.
- _____ 3. Understand responsible animal care and how “Animal Rights” and “Animal Ethics” affects such care.
- _____ 4. Perform proper feeding and management procedures.
- _____ 5. Identify basic animal anatomy.
- _____ 6. Understand basic animal physiology.
- _____ 7. Understand common animal terminology
- _____ 8. Identify common breeds of livestock.
- _____ 9. Identify common breeds of domestic animals.
- _____ 10. Identify common causes of disease.
- _____ 11. Identify animals that have symptoms of illness.
- _____ 12. Determine proper dosages of medications.
- _____ 13. Know the procedure to properly administer oral and topical medications.
- _____ 14. Know the procedure to properly administer intramuscular injections.
- _____ 15. Know the procedure to properly administer subcutaneous injections.
- _____ 16. Perform common deworming and parasite control procedures.
- _____ 17. Identify types of immunity and their causes.
- _____ 18. Perform proper sanitation procedures.
- _____ 19. Perform procedures for checking temperature, respiration, and heart rate.
- _____ 20. Perform proper animal grooming techniques.
- _____ 21. Understand how to deal with human-animal relationships.
- _____ 22. Understand proper job search techniques.

Total hours available _____

Total hours completed _____

<p>RATING SCALE:</p> <ol style="list-style-type: none">1. Competency Mastered2. Competency not Demonstrated

Kern High School District
REGIONAL OCCUPATIONAL CENTER/PROGRAM

INDIVIDUALIZED TRAINING PLAN

2013 School Year

☐ COMMUNITY CLASSROOM
☐ COOPERATIVE VOCATIONAL EDUCATION

☐ Fall ☐ Spring ☐ Summer

Student Name _____
Instructor Jenna Eyraud

Program Title Animal Care Technology
Training Schedule: Days M - Thur. Hours 3

Training Station	Location	Site Supervisor/Employer	Telephone

Occupational Competencies	Supervisor's Verification		Expected Duration of Training	Training	
	Initial	Date		Classroom	OJT
I. PERSONAL QUALITIES					
1. Dress appropriately (neat and well-groomed).					
2. Demonstrate willingness to perform work required.					
3. Display appropriate attitude and behavior.					
4. Demonstrate willingness to follow worksite rules.					
5. Demonstrate relaxed and cheerful manner.					
6. Accept suggestions, constructive criticism, and responsibility.					
II. COMPETENCIES					
1. Perform safe animal handling procedures					
2. Identify common animal behaviors				X	
3. Understand responsible animal care and how "animal rights" and "animal ethics" affects such care.				X	
4. Perform proper feeding and management procedures.				X	
5. Identify basic animal anatomy				X	
6. Understand basic animal physiology.				X	
7. Understand common animal terminology.				X	
8. Identify common breeds of livestock.				X	
9. Identify common breeds of domestic animals.				X	
10. Identify common causes of disease.				X	
11. Identify animals that have symptoms of illness.				X	
12. Determine proper dosages of medications.					
13. Know the procedure to properly administer oral and topical medications					
14. Know the procedure to properly administer intramuscular injections.					
15. Know the procedure to properly administer subcutaneous injections.					
16. Perform common deworming and parasite control procedures.					

Occupational Competencies	Supervisor's Verification		Expected Duration of Training	Training	
	Initial	Date		Classroom	OJT
17. Identify types of immunity and their causes.					
18. Perform proper sanitation procedures.					
19. Perform proper first-aid procedures.					
20. Perform procedures for checking temperature, respiration, and heart rate.					
21. Identify and perform various methods for animal identification.				X	
22. Perform proper animal grooming techniques.				X	
23. Identify genetic make-up of common animal traits.				X	
24. Understand how to deal with human-animal relationships.				X	
25. Understand proper job search techniques.				X	
SAFETY					
1. Store equipment and materials safely and properly.					
2. Report injuries and unsafe equipment.					
3. Model appropriate health habits (wash hands and clean work area)					
WORKING WITH STAFF					
1. Begin work upon arrival.					
2. Inform supervisor in advance of absences or late arrival.					
3. Ask questions when unsure of action to be taken.					
4. Demonstrate willingness to work with others.					

This is to verify that I _____ understand the Occupational Competencies.

Supervisor's Signature _____

Date _____



REGIONAL OCCUPATIONAL CENTER

A Copy Of Your Credential Or Authorization Letter

T

Supporting Completion Material

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

Last Name: EYRAUD **Last Known County of Employment:**
First Name: JENNA **Adverse and Commission Actions Indicator :**
Middle Name: E. **Fingerprint Process Complete:** Y

Note: Please verify County of Employment is current
 Note: Information on Adverse and Commission Actions is available for this educator if a flag is displayed.
 Note: If the fingerprint process does not display as "Complete", please refer to the [Fingerprint Information](#) on our website

Document **Application** **Adverse and Commission Actions**

1 - 4 of 5 ▶

	Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issuance Date	Grade	Special Grade
▶	101200911	Single Subject Teaching Credential	Clear	Valid	5/20/2010	6/1/2015	1/25/2008		
▶	080044648	Single Subject Teaching Credential	Preliminary	Valid	1/25/2008	2/1/2013	1/25/2008		
▶	080044652	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/25/2008	2/1/2013	1/25/2008		
▶	070375898	30-Day Substitute Teaching Permit	Emergency	Valid	9/14/2007	10/1/2008	9/14/2007		

Recommendations

Com: Return Application
 plet to Authorized
 e Agency

Click the 'Document Title' to view detailed information. Select "Yes" next to the Document Title and either "Complete", or "Return Application to Authorized Agency" with the Return Reason.

No
 Records

Select **Document Title** **Term** **Application Status** **Issue Date** **Return Reason**

Renewals

Renew Select "Yes" next to the Document Title and click "Renew"

1 - 2 of 2

	Select	Document Title	Term	Status	Issue Date	Expiration Date	Original Issuance Date	Pick Base Credential	Special Grade
▶	No	30-Day Substitute Teaching Permit	Emergency	Valid	9/14/2007	10/1/2008	9/14/2007	<input checked="" type="checkbox"/>	
▶	No	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/25/2008	2/1/2013	1/25/2008		

Web Applications

Create
New

Complete

Click "Create New" to start. If applicable, select "Yes" next to the Document Title and click "Complete" to continue.

No
Records

Select

Document Title

Application Status



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

JENNA EYRAUD

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture): New Credential Type

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 01/25/2008 to 02/01/2013

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

JENNA EYRAUD

is hereby awarded a

Preliminary Single Subject Teaching Credential: New Credential Type

AUTHORIZED SUBJECT(S):

Agriculture

SUBJECT MATTER AUTHORIZATION(S):

Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 01/25/2008 to 02/01/2013

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov



REGIONAL OCCUPATIONAL CENTER

Calendar Of Your/Department/Chapter Activities

U

Supporting Completion Material

REGIONAL
OCCUPATIONAL
CENTER

FFA CALENDAR OF ACTIVATES 2012-2013



August 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 First Day of Instruction	21	22	23	24 Student Orientation @ the Ag Pavilion 8:30a/12:15p	25
26	27	28	29	30 OPEN HOUSE 5:30p-7:00p	31	



September 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Labor Day Holiday	4 PLC Mtg. 7:30a LATE START	5	6	7	8
9	10	11	12	13	14	15
16	17	18 PLC Mtg. 7:30a LATE START	19	20	21 ASB Rep Mtg. 9a/2p	22
23	24 	25	26	27 KERN COUNTY FAIR	28 	29
30			KERN COUNTY			


October 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 PLC Mtg. 7:30a LATE START	3	4	5 ASB Rep Mtg. 9a/2p	6
7	8	9	10 PRINCIPAL PARTNERS DAY!	11	12 Grading Period Ends	13
14	15	16 PLC Mtg. 7:30a LATE START	17	18	19	20
		Grades Due				
21	22	23	24	25	26	27
			NATIONAL	FFA	CONVENTION	
28	29	30 Community Advisory Luncheon No PM Classes	31			

November 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Adopt A Family Thanksgiving	2 ASB Rep Mtg. 9a/2p	3
4	5 Deficiency Window Opens 11/5-11/13	6 PLC Mtg. 7:30a LATE START	7	8 Opening & Closing Ceremonies @ BC 5 PM		10
11	12 Veterans Day	13	14	15	16	17 Regional Meeting @ 8:30 AM Lemoore
18	19	20 PLC Mtg. 7:30a LATE START	21	22	23 	24
25	26 Prepared & Job Interview Manuscripts Due	27 Skate Night Skateland 6-9pm 	28	29	30	


December 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Adopt a Family Christmas	4 PLC Mtg. 7:30a LATE START	5	6 Banking Contest Hanford@ 4 pm	7 Perfect Attendance Field Trip	8
9	10	11	12	13	14 ASB Rep Mtg. 9a/2p	15 Speaking Contest 9 Am North High
16	17	18	19	20	21 Last Day Before Christmas Break	22
					Grading Pd. Ends	
23	24	25 	26	27	28	29
			CHRISTMAS BREAK 12/24--1/4/13			
30	31					


January 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
		CHRISTMAS BREAK 12/24 – 1/4/13				
6	7	8	9	10	11 ASB Rep Mtg. 9a/2p	12
13	14	15 PLC Mtg. 7:30am LATE START Record Book Scoring AG Pavilion @ 4 PM	16	17	18	19
20	21 MLK Holiday	22	23	24	25 District In-Service Day (Non-student) PLC Mtg.	26
27	28 Community Classroom Begins	29 Record Book Scoring AG Pavilion @ 4 PM	30	31		

February 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 ASB Rep Mtg. 9a/2p	2
3	4	5 PLC Mtg. 7:30a LATE START	6	7	8 MFE & ALA Conferences in Visalia	9
10	11 Lincoln Holiday	12	13  Tulare Farm Show	14	15	16
17	18 Washington Holiday	19 PLC Mtg. 7:30a LATE START	20	21	22 National FFA Week	23 Regional Meeting Reedly
24	25	26	27	28		


March 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 ASB Rep Mtg. 9a/2p	2
3	4	5 PLC Mtg. 7:30a LATE START	6	7	8	9 Chico State Field Day
10	11	12	13	14	15 Skills Olympics	16 Merced Field Day
17	18	19 PLC Mtg. 7:30a LATE START	20	21	22 Regional Speech Contest @ COS 10 AM	23 Modesto Field Day
24	25 Easter Break 	26	27	28	29 Good Friday Holiday	30

April 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2 PLC Mtg. 7:30a LATE START	3	4	5 ASB Rep Mtg. 9a/2p	6 Cal Poly Pomona Field Day
7	8	9	10	11	12	13 Reedley Field Day
14	15	16 PLC Mtg. 7:30a LATE START	17	18	19 Interview Day (AM)	20
21	22	23	24	25	26 Interview Day (PM)	27
State FFA Conference Fresno						
28	29	30 Kern Sectional Officer Elections Highland 4:30PM	31			



May 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4 State FFA Finals @ Cal Poly SLO
5	6	7	8	9 Comm. Classroom Ends	10 ASB Rep Mtg. 9a/2p	11
12	13	14 Perfect Attendance Awards	15	16	17	18
19	20	21	22	23	24	25
26	27 Memorial Day Holiday	28 Certificate Night 6:00pm 	29	30 Last Day of School Grading Period Ends	31	

June 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Summer School Starts 	4 GRADES DUE	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4 NO SCHOOL 4 TH OF JULY 	5	6
7	8	9	10	11	12 SUMMER SCHOOL ENDS!!! 	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



REGIONAL OCCUPATIONAL CENTER

Copies Of Your Daily Logs For Current Year

V

Supporting Completion Material

Work Activity Log Sheet

[illegible]



REGIONAL OCCUPATIONAL CENTER

A List Of Expected Professional Growth Activities

W

Supporting Completion Material

**Expected Professional Growth Development
For Jenna Eyraud
2012-2013**

June 2012

- Summer Executive Board and Governing Board Meetings
- Summer CATA Conference

July 2012

- Farm Bureau Ag Teachers Seminar
- Industry Externship

September 2012

- Sectional CATA Inservice Activity

October 2012

- Sectional CATA Inservice Activity

November 2012

- Regional CATA Meetings

December 2012

- Regional Roadshow

January 2013

- Sectional CATA Inservice

February 2013

- Region CATA Meeting

May 2013

- Section CATA Inservice

June 2013

- Summer Executive Board and Governing Board Meetings
- Summer CATA Conference

July 2013

- Farm Bureau Ag Teachers Seminar
- Industry Externship
- PLC Summer Institute

District In-services throughout the school year




REGIONAL OCCUPATIONAL CENTER

Copy Of Current Years R-2 Reports

X

Supporting Completion Material

[https://calaged.csuchico.edu/F2/Script/FosterPrintPoster_detail.asp](#)
California FFA Roster



California Agricultural Education

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Detail FFA Roster

CA0509 Bakersfield - Kern ROC
Kern ROC
501 S. Mt. Vernon Ave.
Bakersfield, CA 93307
Year: 2012 [Go](#)

FFA #	Last Name	First Name	Address	City	St	Zip	Gender	Hispanic	Race	Yr	Year	Grade	Program	Mem
* 0	Cendayaz	Alexa	9907 Cobblestone Ave	Bakersfield	CA	93311	F	X	2 or More	2012	1	11	An. Science	X
* 0	Clayton	Camie	1125 Calamity Ln	Bakersfield	CA	93314	F		White	2012	1	12	Ag Mech.	X
* 0	Dollar	Kaayla	3804 Valley Springs Ave	Bakersfield	CA	93309	F		White	2012	1	12	An. Science	X
* 0	Harris	Raygen	3900 Collier St	Bakersfield	CA	93312	F		White	2012	1	12	An. Science	X
* 0	Hernandez	Stephanie	5102 Woodward Ridge Dr	Bakersfield	CA	93313	F	X	2 or More	2012	1	12	An. Science	X
* 0	Johnson	Jane	8208 Hallelujah Rd	Bakersfield	CA	93307	F		White	2012	1	12	Ag Science	X
* 0	Kelly	Beogan	15901 Susan Eileen St	Bakersfield	CA	93314	F		White	2012	1	12	An. Science	X
* 0	Lara	Angel	11106 San Geronimo St	Bakersfield	CA	93241	M		Hawaiian Pac Is.	2012	1	12	An. Science	X
* 0	Manes	Taylor	7100 Fruitvale Ave	Bakersfield	CA	93308	F		White	2012	1	12	An. Science	X
* 0	Mendoza	Aubrey	7913 Jay St	Bakersfield	CA	93341	M	X	2 or More	2012	1	12	An. Science	X
* 0	Pomello	Edgar	2606 Bagwell Ct	Bakersfield	CA	93313	M	X	2 or More	2012	1	12	An. Science	X
* 0	Rodriguez	Maria	10421 Silver St	Bakersfield	CA	93241	F	X	2 or More	2012	1	11	An. Science	X
* 0	Russell	Bilke	801 El Toro Rd	Bakersfield	CA	93304	F		White	2012	1	12	An. Science	X
* 0	Trusty	Leia	11216 Baron Ave	Bakersfield	CA	93312	F		Black	2012	1	12	An. Science	X
* 0	Vincent	Kelsey	3125 Audubon Dr	Bakersfield	CA	93301	F		White	2012	1	12	An. Science	X
* 0	Zarate	Jacqueline	2109 South J St	Bakersfield	CA	93301	F	X	2 or More	2012	1	12	An. Science	X

Printed: 6/18/2013 8:30:10 AM
Count: 16
* Postal

<https://crlipged.ccschico.edu/P1/StudentRoster/R2StudentReport.asp>
California FFA Roster



California Agricultural Education
r₂

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Kern ROC
R2 Student Report
Year:2012

Gender

SchNum	ProgName	Male	Female
311	Ag Mech.	0	1
311	Agriscience	0	1
311	An. Science	3	11

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Mech.	0	1
Agriscience	0	1
An. Science	6	8

Race*


ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Mech.	1	0	0	0	0	0	0
Agriscience	1	0	0	0	0	0	0
An. Science	8	1	0	0	0	1	6

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	0	0	2	14	0	0	0	0	16
Total	0	0	2	14	0	0	0	0	16
Total 9-12									16

Freshman Persistence:
Cohort Year: 2009-2010

Years in Ag Completed	Count	Percent
1		
2		
3		
4		



4:40 AM
6/19/2011



REGIONAL OCCUPATIONAL CENTER

CATA Membership Card

AA

Supporting Completion Material

FIRST NAME		INITIAL		LAST NAME	
STREET		CITY		ZIP	
HOME E-MAIL					
OTHER E-MAIL					
HOME PHONE	CELL PHONE	SCHOOL /CAMPUS	LOCAL		

(661)589-7591 KERN HI SCH TCHRS ASSN 0400
 JENNA_EYRAUD@KHSD.K12.CA.US Ind: 0007392263

JENNA E EYRAUD
 14008 BARNSDALE AVE
 BAKERSFIELD, CA 93314-9129

ROP KERN HI SCH
 KERN UNION HIGH

IMPORTANT: If any of the information shown requires correction, enter the new information in the area to the left. Detach and return the postcard to your membership contact for forwarding.



CALIFORNIA TEACHERS ASSOCIATION
 NATIONAL EDUCATION ASSOCIATION
 NON-PROFIT ORGANIZATIONS



JENNA E EYRAUD
 KERN HI SCH TCHRS ASSN

ID: 0007392263

Active
 Professional

Active
 Professional

Carole Duggitt
 CTA EXECUTIVE DIRECTOR

2013-14

John C. Smith
 NEA EXECUTIVE DIRECTOR



REGIONAL OCCUPATIONAL CENTER

Meeting Reports Submitted To Administration

BB

Supporting Completion Material

Club Meeting Minutes

The meeting was called to order by Jade Brogdon

Location of meeting animal care room

Date of meeting 11/11/12 Time 8:20

Minutes of the previous meeting dated Ø were (select one)

» Read and Approved

» Corrected and Approved

Members Present:

clawr

EVENT REQUESTS

The following event requests were approved: (Identify)

<u>Event</u>	<u>Dates of Event</u>	<u>Purpose</u>
<u>zoo field trip</u>	<u>11/13/12</u>	_____
<u>food sale</u>	<u>11/29/12</u>	_____
<u>pointsettia presale</u>	<u>11/1/12</u>	_____

Motion by: ISURA Seconded by: monica

(Indicate that the motion was approved by vote)

(List all event requests)

INVOICE APPROVAL

The following invoices were submitted for payment (identify each one)

<u>PO#</u>	<u>Payable To</u>	<u>Amount</u>	<u>Purpose</u>
_____	<u>BC ag department</u>	<u>\$35.00</u>	<u>opening closing</u>
_____	<u>western graphics</u>	<u>\$1579.95</u>	<u>class shirts</u>

Motioned by: monica

Seconded by: Rebecca

November 1, 2012
Animal care AM

Reanna Ross
Kristina Lando

Ashley Wolford

Serena Contreras

Celeste Ornelas

Edgar Portillo

Leslie Jurado

BEATRIZ HERNANDEZ

Monica Calderon

Yvette Rocel

Gilbert Higuera

Elizabeth Flores

Megan Langquist

SKY Plotner

Jazzlyn Roberts

Alexa Cendejas

Isaura vejar

Jocy Lopez

Iesha Clouten

Amel Montoya

Justine Montelongo

Charles Karlen

Emilee Baste

Jade Broadon - President

Amanda Baltazar - VP



REGIONAL OCCUPATIONAL CENTER

Your Wish List

CC

Supporting Completion Material

There are many items that would be included on my wish list for Regional Occupational Animal Care Program. The list would include the following:

1. Addition of more technology to the program, i.e. smart board for classroom with student's remotes, increasing the numbers of operational computers in the classroom, microscopes for the classroom and a Elmo.
2. Additional items for the Animal Care Lab:
 - a. Additional grooming stands
 - b. Additional dryers
 - c. Cage Dryers
 - d. Shampoo System
 - e. Additional dog crates
 - f. Additional cat crates
 - g. Additional aquariums
 - h. Additional rabbit hutches
 - i. Additional grooming equipment i.e. , scissors, clippers, brushes, etc.
 - j. Animal skeleton
 - k. Additional animals for the laboratory teaching purposes
 - l. Educational DVD's



REGIONAL OCCUPATIONAL CENTER

Advisory Committee Agendas for Current Year

EE

Supporting Completion Material

ROC

2012

Fall Advisory Committee Meeting *Tuesday, October 30, 2012*

- ♦ *Welcome/Introduction*
- ♦ *Review/Approval of Previous Minutes*
- ♦ *Review of Current Class Enrollment*
- ♦ *Review of Course Description, Curriculum and Instruction*
- ♦ *Trends and Industry Changes*
- ♦ *Class Activities*
- ♦ *Other Business*
- ♦ *Adjournment*





REGIONAL OCCUPATIONAL CENTER

Copy Of Advisory Committee Charter And By-Laws

FF

Supporting Completion Material

Section FF: Ag Advisory Committee Charter and By-Laws

The Kern High School District does not require the advisory committees to have a charter or by-laws. The procedure for appointing these members is to provide a list of potential industry partner names to the principal. Upon their forwarding the names to the board and the subsequent approval, these committee members are appointed in an advisory capacity to the designated department that has invited them. As they have been approved by the principal and the board, their voice carries more weight when recommendations are made. However, there are no charters or by-laws with which they operate.

KERN HIGH SCHOOL
Regional Occupational Center
Animal Care – Jenna Eyraud
Advisory Members
Fall 2012/2013

- | | |
|---|--|
| <p>1. Janice Anderson (18 yrs.)
 Anderson Acres
 5801 S Fairfax
 Bakersfield, CA 93307
 845-3329</p> | <p>6. Dr. Mike Keese (5 yrs)
 Bakersfield Vet Hospital
 4410 Wible Road
 Bakersfield, CA 93313
 834-6005</p> |
| <p>2. Paul Ansolbehere (18 yrs.)
 5600 Georgia
 Bakersfield, CA 93308
 322-8793</p> | <p>7. Cherie Largent (2 yrs.)
 Panama Equine Hospital
 5429 Taft Hwy.
 Bakersfield, CA 93313
 834-9566
 AGOODZIN@HUGHES.NET</p> |
| <p>3. John Banducci (5 yrs.)
 Adm. V.P. Vintage Nurseries
 2221 Myrtle Street 93301
 Bakersfield, CA 93301
 758-4777 Wk
 321-9505</p> | <p>8. Joe Nunez (5 yrs.)
 Plant Pathology
 Ag Cooperative Extension
 1031 S Mt. Vernon Ave.
 Bakersfield, CA 93307
 868-6222
 jnunez@ucdavis.org</p> |
| <p>4. Laurie Beaver (3 yrs)
 Kern County Animal Control
 201 S Mt. Vernon Ave.
 Bakersfield, CA 93304
 862-5012</p> | <p>9. Dr. Alrena Pipkin (18 yrs.)
 Panama Equine Hospital
 5429 Taft Highway
 Bakersfield, CA 93313
 834-9566</p> |
| <p>5. Joe Chernabaeff (9 yrs.)
 CLS Pet Store
 3105 F Street
 Bakersfield, CA 93301
 237-0321</p> | |
| <p>6. Mike Elliott(1 yr)
 10104 Manhattan
 Bakersfield, CA 93312
 393-7506</p> | |

**KERN HIGH SCHOOL DISTRICT
REGIONAL OCCUPATIONAL CENTER**



**ADVISORY
COMMITTEE
HANDBOOK**

2012/2013

KERN HIGH SCHOOL DISTRICT

5801 Sundale Avenue
Bakersfield, CA 93309
(661) 827-3100 • (661) 827-3300 Fax

BOARD OF TRUSTEES

J. Bryan Batey
Mike Williams
Martha Miller
William (Bill) Perry, Ed. D.
Chad Vegas

SUPERINTENDENT

Donald E. Carter, Ed. D.

REGIONAL OCCUPATIONAL CENTER
501 S Mt. Vernon Ave.
Bakersfield, CA 93307
(661) 831-3327

ADMINISTRATION AND STAFF

PRINCIPAL/DIRECTOR
Sandy Banducci

ASSISTANT PRINCIPAL
Tess Lake

DEAN OF STUDENTS
Brian Miller

COUNSELING SERVICES
Jane Hanley
Sal Gochez

OFFICE STAFF
Clara Johnson, School Office Supervisor
Tiffany Rivera, Staff Secretary I
Dolores Rose, Staff Secretary I
Nely Miranda, Account Clerk/Finance Clerk
Maria Garcia, Registrar
Alicia Sanchez, Attendance Clerk

SUPPORT STAFF
Patti Tyree, Virtual Enterprise

REGIONAL OCCUPATIONAL CENTER
ADVISORY COMMITTEE HANDBOOK

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- I-B Administration and Staff
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- II-C Instructor Responsibilities and Duties
- II-D Administration Responsibilities
- II-E Planning Guide & Checklist
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- III-A Sample Detailed Agenda
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- III-C-1-2 Sample Agenda & Minutes
- III-D-1-2 Check List for Minutes
- III-E Sample Letter of Invitation
- III-F Sample Thank You Letter
- III-G-1-2 How to Organize and Maintain a Productive Advisory Committee

REGIONAL OCCUPATIONAL CENTER
STAFF ASSIGNMENTS

3 – HOUR PROGRAMS

<u>SUBJECT</u>	<u>STAFF MEMBER</u>	<u>LOCATION</u>
Ag/Diesel Mechanics	Ron Faubus	ROC
Animal Care Technology	Jenna Eyraud	ROC
Auto Body/Fender Repair	Jose Cruz	ROC
Auto Technology	John Watson	ROC
Banking and Finance	Erin Hodson	ROC
Computer Technology	Nathan Urmston	ROC
Fashion Merchandising	Ramona Martinez	ROC
Fire Fighting	Derek Tisinger	ROC
Graphic Arts	Dan Binsfeld	ROC
Medical Assistant	Robin Moses	ROC (12:30-3:30)
Nursing Assistant	Karen Hallmark	ROC
Office Occupations	Michelle Summers	ROC
Retail & Professional Sales	Michael Russo	ROC
Teacher Assistant	Jackie Phillips	ROC
Welding/Welding II Medal Fabrication	Greg Moses	ROC
<u>Supplemental Subjects</u>		
English	Carolyn Christolear	ROC
Math	Carleen Watts	ROC

2 – HOUR PROGRAMS

<u>SUBJECT</u>	<u>STAFF MEMBER</u>	<u>LOCATION</u>
Advanced Ag Mechanics	Brian Watts	Golden Valley High School
Auto Technology	George White	Arvin High School
Business Office Occ/Virtual Enterprise	Tamara Combs	Centennial High School
Business Office Occ/Virtual Enterprise	Ken Chapman	East High School
Film Production	Bryce Hatch	Frontier High School

1 – HOUR PROGRAMS

<u>SUBJECT</u>	<u>STAFF MEMBER</u>	<u>LOCATION</u>
Advance Ag Science III	Emily Keverline	Kern Valley High School
Advance Ag Science & Business IV	Emily Keverline	Kern Valley High School
Advance Web Design	Joe Gonzales	South High School
Ag Resources (2 classes)	Roxanne Garber	Frontier High School
Animal Science	Lindsay Walsh	Highland High School
Computer Applications	Chuck Beatty	Independence High School
Floral Design	Emily Keverline	Kern Valley High School
Geographic Info System	Jay Eliades	Liberty High School
Graphic Arts (5 classes)	Matt Dills	Stockdale High School
Graphic Arts	Christina Hoagland	Independence High School
Manufacturing (2classes)	Brad Verrell	East High School
Personal Finance (2 classes)	Brian Nelson	Arvin High School
Photo (4 classes)	Jesse Lozano	Ridgeview High School
Small Engines (2 classes)	Brian Watts	Golden Valley High School
Video Production 1 (5 classes)	Dewey Compton	West High School
Virtual Enterprise	Ryker Solano	Bakersfield High School
Virtual Enterprise	George Spriesterbach	North High School

REGIONAL OCCUPATIONAL CENTER
ADVISORY COMMITTEE
PURPOSE:

The California Education Code (Section 8070) mandates the use of vocational advisory committees for school districts participating in vocational programs. Advisory committees consisting of representatives of local business, industry, labor, and government agencies have been used extensively by vocational educators to guide the development of all vocational programs.

Vocational education is a social process which requires the cooperative effort of the school and community. Vocational educators must know what employers need and want and employers must know what the schools are doing in order to assist educators in planning classes to prepare students for employment.

Vocational educators have recognized the importance of involving business, labor, industry, and government in developing programs which meet the manpower needed of the community. Although a great deal of industry-education cooperation takes place informally through contacts between vocational schools and industry, the most effective way to arrange for extensive in-depth involvement of industry and business in education is for the school people to work with and through organized advisory committees.

Vocational advisory committees do not have administrative authority. Their primary responsibility is to assist the school staff in identifying the occupations where jobs are available and recommend training activities and experiences necessary for successful employment. In this way, the committees become a vital link between the educational programs and the world of work.

REGIONAL OCCUPATIONAL CENTER ADVISORY COMMITTEES

What is an Occupational Advisory Committee?

It is a group of individuals who are considered experts in a specific occupational area or cluster of related occupations. The committee meets to provide advice and counsel on matters pertaining to new, ongoing, or expanding programs.

Why the Need For an Advisory Committee?

Educating young people and adults for occupational competency requires the best cooperative efforts of the school and the community. To meet their responsibilities to their students, vocational educators must know what the community needs and wants. To help the educators meet these responsibilities, the community must know what the school is doing and is capable of doing.

Since the purpose of vocational education is to prepare people for entrance into selected occupations, or to upgrade persons already employed, it is essential that educators work closely with groups providing employment so they will know what jobs are available and how best to prepare students for them. There must be a system of understanding and communication among business, industry, education, and the community to keep the programs realistic and flexible enough to meet changing needs. Today, more than ever, these groups must work as a team and share the responsibility for educating the work force vital to the nation's economy.

The advisory committee's function is advisory and not administrative. There must be a constant exchange of information in order to keep the program realistic and attuned to the changing needs of the community and profession. Its major responsibilities are:

- A. Assist in setting standards for student selection, to include disadvantaged, handicapped, nontraditional male/female.
- B. Advise on course of study.
- C. Aide in the publication of bulletins.
- D. Act as a sounding board for new ideas.
- E. Aid in achieving objectives of the program.
- F. Act as a diplomatic corps for community relations.
- G. Act as a planning group for program expansion.
- H. Help to bring closer relationship between professionals and auxiliaries.
- I. Create goodwill in the community
- J. Act as a guide in wage and hour problems.
- K. Aid in selection of training equipment.
- L. Assist in making and evaluation surveys, e.g., job market.

- M. Give publicity to the program.
- N. Obtain cooperation between graduates and employers.
- O. Identify job training sites.
- P. Assist in the development of training standards.
- Q. Assist in development of employment opportunities.
- R. Continually evaluate entire program.
- S. Ensure a realistic and practical program.
- T. Assist in correcting questionable practices of peers in community classroom sites.
- U. Advise as to technological equipment or procedural changes in the industry.

Who Should Serve on the Committee?

Persons who are currently employed in the occupation.

Membership should include equal representation from professionals and auxiliaries.

Local school district personnel, including the program administrator, are considered as “ex officio” members and serve as resource persons to the committee.

Committees are normally most effective with five to nine members, and should never exceed twelve members.

Suggested Advisory Committee Members.

Community classroom supervisors.

Alumni (preferably employed in field for which trained)

Present students

Employers

Professionals in field

School personnel (administrators, counselors)

Instructors

REGIONAL OCCUPATIONAL CENTER
INSTRUCTOR RESPONSIBILITIES AND DUTIES

1. Send notices of meetings to all committee members and appropriate school personnel.
2. Serve as the chairperson to the advisory committee, or elect a chairperson.
3. Be present at all meetings of the committee.
4. Identify committee functions. Record and have minutes mailed punctually.
5. Submit recommendations or requests for information to administration. Have an agenda for each meeting.
6. Maintain necessary contacts with members.
7. Make reports as required.
8. Represent the advisory committee when appropriate.
9. Report action made on advisory committee suggestions.

REGIONAL OCCUPATIONAL CENTER
ADMINISTRATION RESPONSIBILITIES

1. Make provisions for meeting room, comfortable seating, pencils, and paper.
2. Send copies of minutes to all committee members and appropriate school personnel.
3. Provide statistical and descriptive information concerning district programs.
4. Provide clerical, mail, and telephone services as appropriate.

SAMPLE

ADVISORY MEETING AGENDA

1. WELCOME AND STATEMENT OF PURPOSE
2. INTRODUCTIONS
3. REVIEW OF COURSE OUTLINE
4. REVIEW OF OCCUPATIONAL COMPETENCIES
5. REVIEW OF SAFETY INSTRUCTION AND TEST
6. REVIEW OF EQUIPMENT
7. REVIEW OF FACILITY
8. LABOR MARKET INFORMATION
9. ASSESSMENT OF SKILLS (Carl Perkins requirements)
10. CERTIFICATES OF COMPLETIONS SIGNATURES (Advisory member)
11. GENERAL DISCUSSION
12. ADJOURNMENT (SET DATE, TIME OF NEXT MEETING)

SAMPLE DETAILED AGENDA
ROP Advisory Committee Meeting

1. Welcome and statement of purpose

- a. Welcome advisory committee members.
- b. Note purpose of ROP advisory committees is to advise teacher, district and county ROP about various elements of this program and to keep courses up-to-date, relevant and geared to needs of business/industry.
- c. Note that candid observations of committee are encouraged.
- d. Note that minutes will be compiled and used as part of the ROP course proposal process.

2. Introductions

3. Course Outline

- a. Instructor recommended revisions
- b. Are there important areas of training that should be added? Omitted?
- c. Do hours of training for each unit of instruction seem reasonable?
- d. Does the sequence of instruction seem appropriate?

4. Occupational Competencies

- a. Are all the minimum competencies for entry-level employment in the occupational field included?
- b. Is the wording of the competencies appropriate?
- c. Are the job attitude and job search competencies adequate?

5. Safety Instruction and Test

- a. Is the safety instruction adequate?
- b. Is the safety test appropriate?

6. Equipment

- a. Is there a need for new equipment? What amount?
- b. Is operation of new equipment necessary to obtain employment?
- c. Is there a need to replace old or outdated equipment?

7. Facility

- a. Is the facility adequate for the training program?
- b. How could the facility be improved to meet the needs of the program?

8. Labor Market

- a. What are the major employment trends in the industry?
- b. Are there new or emerging occupations in this field?
- c. Are the educational requirements for employment in the field changing?
- d. Are there recent articles or publications that provide information about occupations in this field?

9. Assessment of Skills – (Effective 2007-2008 School Year)

- a. Carl Perkins now requires 3rd party assessment of skills prior to completing the program.

10. Certificates of Completions Signatures

- a. Certificates of Completions must be signed by an Advisory Member in addition to Teacher and Principal.

11. General Discussion/Recommendations

- a. Are there recommendations to improve student recruitment?
- b. Does the committee have suggestions for new members?
- c. Will members volunteer to speak to the ROP class or host a field trip?
- d. Other

12. Adjournment

- a. Thank advisory committee members for their time and advice.
- b. Set date, time of next meeting.

SAMPLE SIGN -IN SHEET

ROP _____ ADVISORY COMMITTEE MEETING
PROGRAM

NAME

ORGANIZATION

PHONE

_____	_____	_____
_____	_____	_____
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SAMPLE MINUTES

1. Welcome and introductions:

2. Safety instruction and test:

Recommendations:

3. Equipment:

Recommendations:

4. Facility:

Recommendations:

5. Labor Market:

Recommendations:

6. Review of course outline:

Recommendations:

7. Occupational competencies:

Recommendations:

- 8. Assessment of Skills:** Carl Perkins now requires 3rd party assessment of skills prior to completing the program. Effective for the 2007-2008 school year.

Recommendations:

- 9. Certificates of Completion Signatures:** Certificates must be signed by an advisory member in addition to the teacher and principal.

Recommendations:

- 10. CAROCP Business Membership:** (free and complete application every 2 years)

Recommendations:

- 11. Other Items:**
-
-

Recommendations:

- 12. Adjournment:**
-
-

ADVISORY COMMITTEES

The California State Plan for Vocational Education mandates the use of Advisory Committees by all Regional Occupational Programs/Centers and all schools receiving funds through P.L. 94-482.

Title V, Section 11504. Course Appropriateness and Criteria for Course Approval. There is evidence that use is being made of subject area advisory committees in determining courses appropriate for Regional Occupational Centers or Regional Occupational Programs. Note that advisory committee minutes provide this evidence.

CHECKLIST FOR ADVISORY COMMITTEE MINUTES

☐

Full Identification of Business/Industry Members Present

The minutes include a listing complete with full name, title, and name of business of each advisory committee member participating in the meeting. Through the use of technology (virtual, e-bases), meeting participation can be accomplished in several ways including teleconference, conference call, online connection, as well as being physically present at a scheduled meeting location.

Advisory committee minutes reflect that a majority of the members in attendance represent the career-technical area for which instruction is given.

Industry and business partners are the voting members of the advisory committee.

☐

Listing of ROCP Teachers, Administrators, Staff, Ad Hoc Members, and Others Present

Includes full name and job title. **Note:** This listing is not considered part of the voting membership of the advisory committee.

☐

Meeting Called to Order by

Include full name of person chairing the meeting.

☐

Purpose of Meeting

The main function of the Advisory Committee is to provide up-to-date information on current trends and technologies and to make recommendations for the development and improvement of the program. An advisory committee member speaks on behalf of employers from a specific career-technical area.

☐

Approval/Review of Minutes

Recommendations of the meeting as presented in the minutes should be noted.

Example: Lynne and Willie discusses last year's recommendations and how they had been addressed. One recommendation was making field trips available to students. Willie noted that he has had two this year and a third is planned.



Curriculum Review

It is noted that course materials, including a copy of the current course outline, were made available to advisory committee members.

Status of Previous Recommendations. Identify specific recommendations made at a previous meeting and indicate status or action that has been taken.

Member Input. Provide summary detail about pertinent comments or recommendations contributed by advisory committee members. Minutes should reflect actual points of discussion regarding the course outline and curriculum.

Example: Vernon Gates, South City College Police Department, suggested a unit on specialized law enforcement-related occupations within the career literacy section, where students could hear about jobs such as parks/fish and game wardens, DMV security, airport and school police, and port police.

Course Description.

Job Titles. Questions to be answered by advisory committee members: Are the titles listed appropriate? Are there any recommendations for additions or deletions? Specific input should be noted in the minutes.

Example: Lane Wilson, Special Agent, DEA, suggested adding customs officers to the list.

Course Outline and Hours of Instruction. Revisions require a formal motion for approval. The details of the vote are included in the minutes.

Training Plans for Community Classroom and/or CVE. The appropriate ROCP Instructor provides an overview and example of the mandated joint venture training agreement and plan, including student responsibilities, parent/guardian responsibilities where appropriate, employer responsibilities and ROCP responsibility.

Instructional Materials. Advisory Committee members may be asked to provide input about instructional materials including but not limited to texts, videos, software. Time may be taken at the advisory committee meeting for review of such materials. The details of the input or review should be noted in the minutes with specific titles and dates of publication or release provided.

Equipment. Specific recommendations made by advisory committee members will be noted. Members making the recommendations will be listed by name, title, and company.

☐**Labor Market Information & Future Trends**

A review of the current local and state labor market information is provided either in summary narrative form or by the addition of handout material(s) that have been distributed. Current salary ranges for the occupations or career clusters aligned with the program should be supplied along with the labor market data. This up-to-date information is reflected in the minutes or the attachment is noted.

☐**Job Placement**

Document discussion about factors contributed by advisory committee members. The ROCP Instructor will report on current job placement data for the program, and the detail will be in the minutes or included as an attachment.

☐**Suggestions & Recommendations**

Note other advice given by advisory committee members.

☐**Motion to Continue Program/Approve Curriculum**

Document the complete detail of this action including the name of the advisory committee member who made the motion, who it was seconded by, and how the total advisory committee membership present or connected for the meeting voted. It will be stated clearly in the minutes whether the motion was carried or not carried. **Note:** ROCP instructors, administrators, or staff present or not included in this vote.

☐**Next Meeting (optional)**

If a date, time, and location for the next meeting is set, it will be listed prominently at the end of the minutes.

☐**Thank You and Adjournment (list time)**☐**Name of Person Taking/Preparing the Minutes**

SAMPLE
Letter of Invitation to new Advisory Committee Member

DATE

John Smith
347 Broadway
Bakersfield, CA 94134

Dear Mr. Smith:

The Regional Occupational Center extends an invitation to you to participate as a member of the _____ advisory committee for the _____ school year.

The functions of the advisory committee are to make recommendations for the improvement of the program and to serve in other advisory capacities as needed. The committee will function under the guidance of the teacher for the _____ Program, and will meet a minimum number of times throughout the year.

The first meeting will be held at _____ on _____ at _____.

Will you indicate your willingness to serve on this committee by signing at the bottom of this letter and returning it to our office. A self-addressed stamped envelope is enclosed for your convenience. A duplicate copy of the letter is enclosed for your files. Please contact me if you have any questions.

Sincerely

/mq
Enclosure

I accept the committee appointment

Signature

Date

SAMPLE

THANK YOU LETTER

DATE

John Smith
347 Broadway
Bakersfield, CA 94134

Dear Mr. Smith:

Thank you for your participation on the _____ advisory committee. Your ideas, input, and enthusiasm were most helpful and have assisted us in making valid changes in our program.

Enclosed with this letter is a copy of the minutes of the last meeting.

Again, we thank you for your contributions, time, and effort in serving on this committee.

Sincerely,

Instructor

HOW TO ORGANIZE AND MAINTAIN A PRODUCTIVE ADVISORY COMMITTEE

by Ron H. Ely

Total School Support is first factor

While some states have routinely incorporated advisory requirements in their state plans for a number of years, the 1976 legislation for the first time mandates local advisory councils as a condition for federal funding. Most vocational educators agree that federal action is desirable; yet they realize that it, alone, will not produce the desired result. Advisory council effectiveness cannot be legislated. The professional vocational education community must develop attitudes and procedures to ensure its effectiveness. High on the list is a positive attitude.

Unless vocational teachers and administrators believe that the energies expended on advisory councils are a good investment, council activities will generate disappointing results, regardless of how carefully procedures and rules governing the councils are structured. Until the professional community understands the need for and believes in advisory groups, the best-planned procedures will remain only tools awaiting the vocational educator's call.

The procedures for organizing and maintaining quality advisory committees suggested in this article have worked well for the vocational programs of Washington County, Virginia. Readers should, however, retain a healthy skepticism regarding their ability to transfer to their own organizations all of what has proved successful in another community. Prescriptions for ensuring success must always be tempered with organizational realities and local conditions.

Cultivating Supportive Attitudes

If an advisory council is to succeed, the vocational administrator and instructor must exercise good management to facilitate council action. If the vocational administrator is not a positive force for advisory groups, the vocational instructor must assume responsibility for providing leadership. There is no point in attempting to organize or reorganize a vocational advisory group until the vocational education professionals in the school system reach general consensus regarding its value.

Once this consensus is reached, the next hurdle is to promote the same level of awareness among the school board members and superintendent of schools. The best advice a council can render will go unheeded unless the superintendent and board see advisory councils as supporters of the school program. Obviously, the superintendent and board must approve a vocational education advisory group prior to its organization. Less obvious is the need for the top policymakers to have opinions regarding the council's deliberations--from the viewpoint of participants.

Put It In Writing

Once a supportive attitude has been cultivated, the vocational educator is ready to organize the advisory group. Decisions regarding the structure (general committee, school committee, craft committee) must be made. It is recommended that these decisions be based on the purposes identified for the advisory group, and that these purposes be established on the widest possible input from the professional education and lay communities.

Selecting for Balance

Selection of members is of prime importance to the success of vocational advisory councils. Proper size and balanced representation are vital if the council is to function as designated. Most authorities recommend nine to twelve members for a general vocational education council, with five to nine members for a craft or occupational program committee. More important than adhering rigidly to numbers, however, is a balanced representation of all community groups. It is probable that some members will represent two or more interest groups. Such cases should be identified and considered before the members are selected. Willingness to serve, demonstrated leadership ability, and technical expertise are factors that must be taken into account.

Above All, have an Agenda

Getting an advisory council started on the right track is of utmost importance. If the first meeting is terribly disorganized, it can seriously damage or even eliminate any chance of future success. If, on the other hand, it is properly coordinated, it is likely to leave new appointees eager to serve. Each council member should receive a written meeting notice with a tentative agenda. To make doubly sure that the new appointee is notified, a member of the vocational staff may telephone him, expressing personal appreciation, reminding him of the meeting time, repeating the location, and giving other details. It should be made clear at every opportunity that the educational community wants advice leading to program improvement. The advisory group must understand that its function is not one of merely applauding the accomplishments of the vocational program.

Normally, the first meeting will include both business and social activity. The staff, students, and advisory council should participate freely so that the new appointee can get to know the program and personnel. Later, when he is asked to exercise judgment concerning council leadership, he will have a sound basis for decision.

The initial meeting should adjourn precisely at the hour established by the agenda; a temporary secretary should record the events, and a copy of these minutes should be sent to each member. If this procedure is followed at the first meeting, the advisory council will be encouraged to stick to an agenda at subsequent meetings and to record all deliberations and actions taken. Tangible evidence of faithful attendance as well as of their contributions will help to make the council members feel that their time is well spent.

Maintaining the Council

Ramey's study in Virginia identified these four functions as most important:

- X Providing assistance in the development of good community relations.
- X Offering advice in the development of new or revised occupational course content.
- X Utilizing community resources to support the instructional program.
- X Reviewing occupational programs and providing suggestions for program improvement.

Any advisory group performing these four functions competently and well should have no cause to complain of inactivity and infrequent meetings.

An advisory council can be self-perpetuating if the vocational education staff shows sufficient interest in its welfare and listens to its advice, and if the council is active with frequent, well-planned meetings (a minimum of three to four per year). As the council rotates more and more community members through its rolls, the community's support for quality vocational education will be enhanced and as community support grows, problems such as inadequate placement and negative image tend to disappear.

First Step Is Ours

Almost any vocational education program can have a quality advisor council, given commitment from the top, sincere effort by the vocational staff, well defined objectives, and a willingness to work on the part of council members. Moreover, the advice of the council need not be limited to the vocational education community. If members understand the total vocational program, the council, can be quite effective in communicating vocational education progress and concerns to state and federal legislators. When coordinated with the efforts of vocational educators, this becomes a team effort with every chance for success. But the first (and second) step is up to us.

Chapter 20

Chapter 20 – Booster Clubs, Foundations, Auxiliary Organizations and Other Parent-Teacher Associations

Booster clubs, foundations, auxiliary organizations and other parent-teacher organizations are formed to contribute money to a club, sports team or other organization. For simplicity this manual will use the term “booster clubs” to refer to any of these types of organizations.

Booster clubs are popular in American high schools, community colleges and universities, and are usually run in high schools by the parents of students in the organization being supported, and in colleges by supporters and fans of athletic programs. Fund-raisers are often held to raise money for supplies or equipment that the students may need or for trips that the students may need to take. The main principle of funding by a U.S. IRS 501(c)(3) nonprofit is that the booster club may not discriminate in making grants to youth or college students on the basis of their family’s membership in or funding to the club, or the family’s fund-raising or time put into club activities.

Booster clubs are organized with many purposes in mind. One of the largest and most well-known booster clubs is the National Parent Teacher Association (PTA). Other booster clubs are organized to help with special interests or for school activities such as football, or to assist in buying school supplies, or support other sports programs, the arts, and field trips. Booster clubs and other school-related organizations or groups (all of which will be referred to as booster clubs in this chapter) are separate organizations from a school district.

In general, booster clubs provide financial support and/or direct assistance in some form to help achieve the common goals of booster and school programs. Booster clubs have many purposes and are not limited to the following examples:

- Assisting others:
 - Assisting a site administrator, faculty advisor, sports coach, and other district staff in performing parts of activities.
 - Assisting students through scholarships.
 - Purchasing supplies for the school.
 - Assisting with funds for field trip travel.
- Specific activities connected to students, parents and adults:
 - Sports programs
 - Field trips
 - Performing arts
 - Language programs

The relationship between student organizations and booster clubs is often confusing. Student organizations are legally considered a part of the school entity. For this reason, they are included in the school entity’s annual audit and have the benefit of the district’s tax-exempt status under the internal revenue code.

Booster clubs may raise funds and donate those funds to the district or purchase items with their funds for donation or assistance to the district, but they are not legally considered a part of the district and are not included in the annual audit. Some organizations, such as the PTA, are established as nonprofit corporations with a separate tax-exempt status. However, many of booster organizations have not applied for or received nonprofit status and do not have their own tax identification number, so it should not be assumed that they are all official groups in the eyes of the Internal Revenue Service (IRS).

Booster club funds and district funds, including ASB funds, must *never* be commingled. Booster clubs and the school entity should remain separate, including in the following ways:

1. The booster club name, address or any other correspondence should never imply any form of responsibility on the part of the ASB or district.
2. The district's tax-exempt status and identification number are *not* for use by any non-school organizations or groups.
3. Booster clubs are responsible for their own tax status and accounting.

Because student organizations operate under the school entity's tax-exempt status, the funds deposited in bank accounts are not subject to state or federal taxes. For this reason, the funds raised by booster clubs, foundations, auxiliary organizations or parent groups should not be deposited into or commingled with the student organization's or the school entity's funds or bank accounts; rather, they should be deposited into the booster club's own bank account. Booster clubs may donate funds to the student organization(s); however, after they do so, only the student organizations can control how the funds will be used.

These nonstudent groups are also responsible for their own tax status and accounting; they may not use the district's tax-exempt status or open bank accounts using the district's tax identification number. It is best if school staff members do not act as officers of nonstudent or non-district-sponsored clubs to avoid the appearance of district sponsorship.

Organizations formed by teachers and/or other employees of a school entity also are not a part of the ASB or the district and may not use the district's tax identification number or deposit funds into the school's ASB account or district bank accounts.

Auxiliary Organization versus Student Organization at Community Colleges

If a student group at a community college is formed differently than described in the education code sections and is instead an auxiliary organization, different rules and guidelines apply, beginning with Education Code section 72673. These auxiliary organizations could be compared to parent or booster groups at K-12 schools, except that community college auxiliary groups are usually made up of adult students, whereas booster and groups at K-12 schools are made up of adults who are usually the students' parents or relatives.

Although they are different from student organizations, community college auxiliary organizations must follow the rules and regulations established by the community college's governing board, as there is an official relationship with the college. Governing board approval is needed to use the college's name in the auxiliary organization's title.

Community college district governing boards may establish an auxiliary organization to provide support services and special programs for the general benefit of its college or colleges. This can be compared to a foundation being formed at a K-12 district to support district programs. An auxiliary organization is separate from the college, unlike a student organization, yet a connection exists because the directors, governors and/or trustees of the organization are appointed or nominated by the college governing board, a district official or a student body or faculty member.

An auxiliary organization can include the following types of groups:

- Any entity that operates a commercial service for the benefit of a community college or district on a campus or other property of the district.
- Any entity whose purpose is to promote or assist a community college or district, or to receive gifts, property and funds to be used for the benefit of the community college or district or any person or organization having an official relationship therewith.
- Any entity that is designated as an auxiliary organization by the district's governing board.

Regulations Governing Booster Clubs

Because booster clubs are separate from the district, they are not under the control of, nor are they the responsibility of, the site administrator, superintendent or governing board. Their funds are not controlled by the district or students, nor should they be involved in the administering or supervising the activities of student organizations.

However, governing boards are able to approve guidelines for these groups to follow, and these organizations' fund-raising activities are supposed to be approved by the governing board. California Education Code section 51521 requires that all organizations that conduct fund-raising to benefit clubs, schools, students or the district at the K-12 level have prior approval from the school district's governing board or the board-assigned designee. The code states the following:

No person shall solicit any other person to contribute to any fund or to purchase any item of personal property, upon the representation that the money received is to be used wholly or in part for the benefit of any public school or the student body of any public school, unless such person obtains the prior written approval of either the governing board of the school district in which such solicitation is to be made or the governing board of the school district having jurisdiction over the school or student body represented to be benefited by such solicitation, or the designee of either of such boards.

To meet this statutory requirement, a school district or community college should adopt board policy and regulations requiring all booster clubs to do the following:

1. Complete and file an application to form a booster club.
2. Submit for approval annually a copy of the application and an updated plan of activities.
3. Submit a copy of the organization's adopted constitution and bylaws with the application.
4. Ensure that renewal applications include the following:
 - a. An annual financial statement for the year just ended; the statement is to include all expenditures and all income for all events and fund-raisers.
 - b. A budget for the upcoming year.
 - c. A budget plan for the related activities.

Other recommended rules and regulations are as follows:

- The district has the express right to review and/or audit booster clubs' financial statements to ensure the clubs' financial integrity.
- Authorization of a booster club is valid for up to one year; however, if the superintendent/chancellor considers it necessary, he or she may revoke a booster club's authorization to conduct activities in the district.
- Requests for subsequent authorizations should be presented to the superintendent/chancellor or designee annually.
- Booster clubs are not legal components of the school entity. Each booster club should have its own tax identification number (TIN); booster clubs are not allowed to use the school entity's tax identification number in any way.
- Booster clubs are responsible for their own tax status, accounting and financial records, and must make their own arrangements for an audit if one is needed. The booster club is not audited as part of the district's annual financial audit.

- District or school site officials may require booster clubs to be officially recognized as tax-exempt organizations under internal revenue code section 501(c)(3) and may require them to provide a copy of their determination letter or certificate of nonprofit status (exempt status is discussed further below).
- Booster club funds should never be commingled with ASB funds or any other district funds.
- The booster club must carry its own liability insurance in an amount equal to or exceeding a minimum determined by the school entity.
- California Education Code section 51520 (discussed below) applies in the case of booster clubs at K-12 districts that wish to have student help with activities.
- Booster clubs' ability to use school facilities at K-12 districts is regulated by California Education Code 38130-38139, known as the Civic Center Act.
- Booster clubs must prepare and adopt a constitution and bylaws.
- Booster club officers should be elected according to the structure and process defined in the bylaws.
- It is suggested that K-12 school district personnel not hold any official position in a booster club organization. For community colleges, Education Code section 72673 states that the directors, governors and/or trustees of the organization are appointed or nominated by the college governing board, a district official or a student body or faculty member.
- Fund-raising at any school site is directly under the control of school authorities, such as the site administrator, and must be approved by at least the site administrator prior to any activity. Approval may be granted based on completion of some type of application or form, sometimes referred to as a "Request for Approval of Fund-Raising Activity by a Non-District Organization" form.
- Districtwide projects or fund-raising, such as collection drives, must be submitted in writing and authorized in advance by the district's governing board at a regular board meeting.
- Any rules and regulations developed for the organization must conform to the law, the board of education's policies and regulations, and the school site's rules and procedures.
- All booster club members must be made aware that no individual should personally benefit from the activities the organization conducts. This concept should be made a part of the bylaws.
- Any profits from fund-raising activities that are not spent for a booster club's nonprofit exempt purpose cannot be returned directly to members or their families.
- In case the booster club dissolves or terminates, the booster club's constitution should provide for the distribution of any excess funds to another nonprofit organization, the ASB or the district.

All other booster club activities are outside the control of the district and its governing board.

Should a booster club decide to operate a bingo or raffle activity, California Penal Code Sections 326.5 and 320.5 regulate these events. These regulations are enforced by the licensing agency of each county.

Booster Clubs as Nonprofit Organizations With Their Own Tax Identification Number

Booster clubs are not legal components of the school district and each club must have its own tax identification number (TIN). There are several ways to approach being tax exempt, having a TIN, or choosing whether or not to accept donations. The recommended approach is for all booster clubs to apply for nonprofit tax-exempt status through the Internal Revenue Service (IRS) and state of California. Preparing constitutions, by-laws, articles of incorporation, budgets and projections are already part of the process of obtaining school entity approval. Taking the next step and completing the federal and state forms is not much more difficult.

IRS Form SS-4, Application for Employer Identification Number, may be submitted over the telephone after it is filled out. Regardless of whether it intends to file for nonprofit status, a booster club that will receive \$5,000 or more in annual revenues or gross receipts is required to file IRS Form 1023, "Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code,"

Likewise, if the booster club wishes to specify contributions as tax-deductible, the most direct path to doing so is through Form 1023, which upon approval will result in the IRS issuing a determination letter that recognizes the booster club's 501(c)(3) nonprofit, tax-exempt status. Booster clubs cannot legally furnish donors with receipts for a charitable tax deductible donation unless they have obtained this type of official determination letter from the IRS.

California nonprofit, tax-exempt status is similar and requires the completion of Form 3500, Exemption Application.

Forms are available on the IRS and California Franchise Tax Board Web sites at www.irs.gov and <http://ftb.ca.gov>.

Financial Guidelines

Booster clubs are responsible for ensuring that proper internal controls exist for all of their financial activities. In accordance with its bylaws, each booster club should elect a treasurer who is assigned responsibility for recording, documenting and organizing all financial activities.

As do ASBs that exercise the best practices contained in this guide, booster clubs should adhere to sound business practices and maintain an adequate system of controls. These include, but are not limited to, the following:

Financial statements and treasury (See Chapter 7)

- The treasurer or designated officer should prepare monthly financial statements that are presented to the organization along with a copy of the most current bank statement and reconciliation. Financial statements may include cash receipts, cash disbursements, checking account beginning and ending balances, balance sheets, income statements and other relevant items.
- A budget should be developed at the beginning of the year to project expected revenues and expenses, and should be revised as needed.
- An auditor who is independent of the treasurer should be appointed and should report directly to the booster club board. The auditor should review all of the financial records, journals, check registers, receipts, invoices, bank statements, and other financial information at least annually.

Cash receipts and bank reconciliation (See Chapters 7 & 13)

- Prenumbered receipt books and supporting backup documentation.
- Preparation of duplicate deposit, cash count and fund-raising forms.

- Bank deposits should be made intact and in a timely manner.
- Someone other than the individual(s) responsible for depositing funds and writing checks should perform bank reconciliations monthly.

Cash disbursements (See Chapter 18)

- Checks should require a minimum of two signatures.
- Preparation of duplicate forms such as purchase orders.
- All expenditures should be approved by the booster board and the approval noted in the board meeting minutes.

Fund-raising activities should be conducted for a specific goal and not simply to raise money for the organization. All fund-raising activities conducted on school premises must adhere to the guidelines established by the board of education, each school site's individual guidelines, and those noted in Chapter 8.

Only organizations that have scheduled fund-raising activities and have obtained prior written approval from the ASB council and school site administrator will be authorized to conduct such activities on district or school premises.

Solicitations on School Premises

California Education Code 51520, Prohibited Solicitations on School Premises, states the following for K-12 school entities:

During school hours, and within one hour before the time of opening and within one hour after the time of closing of school, pupils of the public school shall not be solicited on school premises by teachers or others to subscribe or contribute to the funds of, to become members of, or to work for, any organization not directly under the control of the school authorities, unless the organization is a nonpartisan, charitable organization organized for charitable purposes by an Act of Congress or under the laws of the state, the purpose of the solicitation is nonpartisan and charitable, and the solicitation has been approved by the county board of education or by the Governing Board of the school district in which the school is located. Nothing in this section shall be construed as prohibiting the solicitation of pupils of the public school on school premises by pupils of that school for any otherwise lawful purpose.

California Education Code section 51521, also for K-12 school entities, discusses solicitations on behalf of a school.

Ultimately, the K-12 school district's superintendent and governing board have complete authority over whether any such activity occurs on school district property. Thus, obtaining written permission for any such activities is of primary importance. The following are general criteria for obtaining permission.

- The purposes of the fund-raising activity, which must be nonpartisan, nonpolitical, nonsectarian, and nondenominational.
- The manner in which the fund-raising activity will be conducted (for example, demands made on staff time and district materials must be minimal, and the activity must not encroach on instructional time).
- Identification of the sponsors, officers and individuals participating in the fund-raising activity.
- Disclosure of the identity and location of any parent organization with which the soliciting organization is affiliated or of which it is a subsidiary.

School District Employees and School Site Interaction

School employees are not employees of the booster club, and the booster club should be aware of the following:

- While serving as district employees, they have no authority to work for the booster club during their district work schedule. A district employee acting in his or her official capacity and during work hours may interact with booster club officials when this is a required part of his or her duties as a district employee.
- If a district employee would like to be employed by the booster club, the employee must obtain prior approval from the district's personnel department.
- Some districts that have permitted a district employee to also be employed by a booster club may require that the employee be paid through the district, with the district being reimbursed in turn by the booster club. The district may also require that any employee chosen to work for a booster club be hired and cleared for work through the district's personnel office.
- A district employee who acts in their personal capacity and on their own personal time is free to establish a booster club or to participate in it. The employee must ensure that participation in the booster club does not present a conflict of interest with their duties as a school employee. The employee should also make it clear that their participation is in their personal capacity and not in their capacity as a district employee.

Donations for Supplies, Equipment and Transportation

Booster clubs by nature are designed to assist the school and/or ASB, and such assistance may come in the form of donations of supplies, equipment and transportation.

Supplies

When a booster club wishes to give the ASB or one of its clubs money for supplies, the district should purchase the supplies and the booster club should reimburse the district. The purchase should be carried out through the district's purchasing system by a district-designated individual who is authorized to spend the funds, with the site administrator's approval. The purchase should be charged to a school account code, and the purchase requisition should contain the following information in bold:

- PAID BY:
- Booster club name
- Person responsible for booster club
- Billing address

The purchase should be charged to the school account code on the requisition at the time of payment, and the district office should bill the booster club for the cost of the supplies purchased.

Donations for Equipment Purchases

When a booster club wishes to donate equipment to a school, the preferred method for the transaction is the same as noted above for donation of supplies. Also as above, with the approval of the site administrator, the district-designated individual authorized to spend the funds purchases the equipment through the district's purchasing system. The purchase should be charged to a school account code, and the purchase requisition should contain the following information in bold:

- PAID BY:
- Booster club name
- Person responsible for booster club
- Billing address

The purchase should be charged to the school account code on the requisition at the time of payment, and the district office should bill the booster club for the cost of the equipment purchased.

If the booster club wishes to purchase equipment outright and donate it to a school, the process is different. The booster club should notify the site administrator and the purchasing department before the equipment is ordered. Then, at a regular board meeting, the district's governing board must accept the equipment as a donation to the district.

Donations for Transportation/Field Trips

A booster club may donate funds to the ASB or the district for transporting students to events. A field trip request form must be completed in conjunction with the ASB and school site, then sent to the district's transportation department. The request form should contain the following information in bold:

- PAID BY:
- Booster club name
- Person responsible for booster club
- Billing address

The transportation cost should be charged to the school account code on the requisition at the time of payment, and the district office should bill the booster club for the cost of the transportation.

Paying Stipends, Salaries and Consultants

Paying Stipends and Salaries:

A booster club may *not* pay *any* employee of the school district an additional stipend or salary without prior approval from the district's business and/or personnel office. If the booster club wishes to supplement the school with additional personnel please refer to the section titled "School District Employees and School Site Interaction" earlier in this chapter.

Consultants

Consultants are sometimes hired in the ordinary course of business to assist with various projects as needed. Consultants are not employees; they should have their own insurance and should meet all of the qualifications to be considered a consultant. Booster clubs should be aware of the regulations that must be followed when communicating with the ASB on this topic. Chapter 17 discusses this topic at length.

Forms

Sample Booster Club Application

(School District Name)

BOOSTER CLUB APPLICATION

Booster Club/Organization Name: _____

Name of the School: _____

The parents of XYZ School District, hereby requests approval for the formation
of the: _____ Booster Club.
Name of Organization

Objectives / Purposes of the Booster Club are: _____

We, the members of this Booster Club have read the rules for forming and conducting this organization and agree to abide by them. We will submit a contact list, along with two copies of the proposed constitution and by-laws to the site administrator/designee, who will review the application for approval.

Signature of Organization Representative Date

Address / Phone No. _____

Approved: _____
Site Administrator's Signature Date

School Name: _____



REGIONAL OCCUPATIONAL CENTER

Current Years Operating Budget For Vo-Ag

GG

Supporting Completion Material

GG : Current Years Operating Budget for Vo-Ag

The Regional Occupational Center divides its school site funds by the programs that are offered on campus. The Animal Care class currently receives \$2000.00 a school year. This budget is used to fund the classroom and laboratory expenses for the school year. The other source of income for Animal Care is through fundraising with ROC FFA. Currently the ROC FFA operating budget is \$1100.00.



REGIONAL OCCUPATIONAL CENTER

Current Years VEA District Allocation

HH

Supporting Completion Material

Curriculum & Instruction	Testing & Accountability	Professional Development
Finance & Grants	Data & Statistics	Learning Support
		Specialized Programs

Home » Finance & Grants » Funding » **Funding Profile** » Funding Results

[Printer-friendly version](#)

Funding Results

Carl D. Perkins Career & Technical Education

Note: Recipients and funding amounts are subject to budget and administrative adjustments.

These 2012-13 allocations are a part of the state's Vocational Education Basic Grant Award from the U.S. Department of Education under the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

Program Questions: Program and Administrative Support Office, e-mail: perkins@cde.ca.gov, tel. 916-324-5706

Fiscal Questions: Program and Administrative Support Office, e-mail: perkins@cde.ca.gov, tel. 916-324-5706

County Name	Local Educational Agency
131 Allocations (Regular) (XLS)	Section 131 allocations for all unified and union high school districts receiving allocations exceeding \$15,000.
131 Allocations (Consortiums) (XLS)	Section 131 allocations for all unified and union high school districts participating in a consortium.
132 Allocations (Regular)	Section 132 allocations for all adult schools and Regional Occupational Centers and Programs (ROCPs) receiving allocations exceeding \$50,000.
132 Allocations (Consortiums) (XLS)	Section 132 allocations for adult schools and ROCPs participating in a consortium.
112 Allocations	Section 112 allocations for state institutions: Corrections and State Special Schools.

[More about Carl D. Perkins Career & Technical Education](#)

[Download Free Readers](#)

**California Department of Education
Perkins 131 Final Allocations
Fiscal Year 2012-13**

Updated: 8/17/2012

Co	Dist	LEA	Final Allocation
19	64212	ABC Unified School District	\$111,240
07	61630	Acalanes Union High School District	\$55,020
01	61119	Alameda City Unified School District	\$64,875
19	75713	Alhambra Unified School District	\$195,650
33	66977	Alvord Unified School District	\$164,830
03	73981	Amador County Unified School District	\$25,819
30	66431	Anaheim Union High School District	\$543,043
45	69856	Anderson Union High School District	\$47,198
19	64246	Antelope Valley Union High School District	\$631,681
07	61648	Antioch Unified School District	\$120,579
36	75077	Apple Valley Unified School District	\$108,946
19	64261	Arcadia Unified School District	\$49,394
40	68700	Atascadero Unified School District	\$29,761
19	64279	Azusa Unified School District	\$94,810
19	64287	Baldwin Park Unified School District	\$132,844
33	66985	Banning Unified School District	\$46,093
36	67611	Barstow Unified School District	\$54,437
19	64295	Bassett Unified School District	\$42,041
36	67637	Bear Valley Unified School District	\$21,036
33	66993	Beaumont Unified School District	\$51,183
19	64303	Bellflower Unified School District	\$95,276
01	61143	Berkeley Unified School District	\$48,896
19	64311	Beverly Hills Unified School District	\$27,873
04	61408	Biggs Unified School District	\$5,350
19	S-119	Birmingham Community Charter High	\$54,385
09	73783	Black Oak Mine Unified School District	\$7,696
19	64329	Bonita Unified School District	\$44,116
13	63081	Brawley Union High School District	\$57,167
30	66449	Brea-Olinda Unified School District	\$27,051
05	61556	Bret Harte Union High School District	\$14,384
19	64337	Burbank Unified School District	\$76,187
47	73684	Butte Valley Unified School District	\$3,197
41	68890	Cabrillo Unified School District	\$13,948
13	63099	Calexico Unified School District	\$99,235
43	69401	Campbell Union High School District	\$161,909
30	66464	Capistrano Unified School District	\$246,686
37	73551	Carlsbad Unified School District	\$52,348
42	69146	Carpinteria Unified School District	\$15,229
10	75598	Caruthers Union High School District	\$23,560
01	61150	Castro Valley Unified School District	\$34,834

**California Department of Education
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Co	Dist	LEA	Final Allocation
34	73973	Center Joint Unified School District	\$38,667
19	64352	Centinela Valley Union High School District	\$262,261
10	73965	Central Unified School District	\$124,117
13	63115	Central Union High School District	\$105,534
50	71043	Ceres Unified School District	\$96,041
36	67652	Chaffey Joint Union High School District	\$514,881
19	64378	Charter Oak Unified School District	\$33,432
04	61424	Chico Unified School District	\$94,830
36	67678	Chino Unified School District	\$170,960
20	65201	Chowchilla Union High School District	\$29,018
19	64394	Claremont Unified School District	\$29,304
49	70656	Cloverdale Unified School District	\$8,524
10	62117	Clovis Unified School District	\$211,862
33	73676	Coachella Valley Unified School District	\$246,045
10	62125	Coalinga-Huron Joint Unified School District	\$64,561
36	67686	Colton Joint Unified School District	\$185,815
06	61598	Colusa Unified School District	\$11,099
19	73437	Compton Unified School District	\$325,128
56	73759	Conejo Valley Unified School District	\$96,578
16	63891	Corcoran Joint Unified School District	\$33,361
52	71506	Corning Union High School District	\$29,103
33	67033	Corona-Norco Unified School District	\$302,485
49	73882	Cotati-Rohnert Park Unified School District	\$31,980
19	64436	Covina-Valley Unified School District	\$81,268
19	64444	Culver City Unified School District	\$24,301
54	71860	Cutler-Orosi Joint Unified School District	\$52,834
57	72678	Davis Joint Unified School District	\$40,621
15	63412	Delano Joint Unified School District	\$174,972
33	67058	Desert Sands Unified School District	\$226,509
54	75531	Dinuba Unified School District	\$75,953
48	70532	Dixon Unified School District	\$21,812
24	75317	Dos Palos Oro Loma Joint Unified School District	\$25,139
19	64451	Downey Unified School District	\$146,778
19	64469	Duarte Unified School District	\$28,829
47	70250	Dunsmuir Joint Union High School District	\$3,670
04	61432	Durham Unified School District	\$5,328
43	69427	East Side Union High School District	\$566,261
19	64519	El Monte Union High School District	\$303,233
19	64527	El Rancho Unified School District	\$77,904
15	75168	El Tejon Unified School District	\$10,188

**California Department of Education
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Co	Dist	LEA	Final Allocation
34	67314	Elk Grove Unified School District	\$414,713
39	68502	Escalon Unified School District	\$17,839
37	68106	Escondido Union High School District	\$209,299
12	75515	Eureka City Unified School District	\$49,414
54	71928	Exeter Union High School District	\$25,372
48	70540	Fairfield-Suisun Unified School District	\$136,315
45	69989	Fall River Joint Unified School District	\$7,962
37	68122	Fallbrook Union High School District	\$80,660
54	75325	Farmersville Unified School District	\$33,330
56	72454	Fillmore Unified School District	\$23,802
10	73809	Firebaugh Las Deltas Joint Unified School District	\$25,139
34	67330	Folsom-Cordova Unified School District	\$117,768
36	67710	Fontana Unified School District	\$327,906
23	65565	Fort Bragg Unified School District	\$14,417
12	62810	Fortuna Union High School District	\$26,682
10	62158	Fowler Unified School District	\$19,585
01	61176	Fremont Unified School District	\$166,687
43	69468	Fremont Union High School District	\$144,414
10	62166	Fresno Unified School District	\$953,835
30	66514	Fullerton Joint Union High School District	\$252,364
34	67355	Galt Joint Union High School District	\$52,396
30	66522	Garden Grove Unified School District	\$357,013
45	75267	Gateway Unified School District	\$40,040
43	69484	Gilroy Unified School District	\$66,674
19	64568	Glendale Unified School District	\$191,160
19	64576	Glendora Unified School District	\$27,986
10	75234	Golden Plains Unified School District	\$27,762
20	75580	Golden Valley Unified School District	\$8,705
27	75473	Gonzales Unified School District	\$21,790
19	C-572	Granada Hills Charter School	\$43,839
04	75507	Gridley Unified School District	\$18,091
37	68130	Grossmont Union High School District	\$466,802
24	73619	Gustine Unified School District	\$18,308
19	73445	Hacienda La Puente Unified School District	\$147,707
16	63925	Hanford Joint Union High School District	\$125,413
01	61192	Hayward Unified School District	\$187,991
37	C-876	Health Sciences High	\$7,810
37	C-150	Helix High	\$33,645
33	67082	Hemet Unified School District	\$198,406
36	75044	Hesperia Unified School District	\$174,874

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Co	Dist	LEA	Final Allocation
24	65698	Hilmar Unified School District	\$15,645
30	66548	Huntington Beach Union High School District	\$261,441
19	64634	Inglewood Unified School District	\$167,976
30	73650	Irvine Unified School District	\$111,658
41	68924	Jefferson Union High School District	\$75,036
33	67090	Jurupa Unified School District	\$170,317
17	64014	Kelseyville Unified School District	\$13,131
10	73999	Kerman Unified School District	\$45,817
15	63529	Kern Union High School District	\$1,109,509
27	66068	South Monterey County High School District	\$61,463
10	62265	Kings Canyon Joint Unified School District	\$121,624
10	62257	Kingsburg Joint Union High School District	\$32,342
17	64022	Konocti Unified School District	\$32,787
33	75176	Lake Elsinore Unified School District	\$152,401
09	61903	Lake Tahoe Unified School District	\$29,133
17	64030	Lakeport Unified School District	\$10,824
19	64683	Las Virgenes Unified School District	\$49,780
18	64139	Lassen Union High School District	\$22,487
10	62281	Laton Joint Unified School District	\$7,034
24	65730	Le Grand Union High School District	\$17,518
16	63982	Lemoore Union High School District	\$51,548
07	61721	Liberty Union High School District	\$94,347
39	68569	Lincoln Unified School District	\$50,112
54	71993	Lindsay Unified School District	\$47,844
51	71399	Live Oak Unified School District	\$19,691
01	61200	Livermore Valley Joint Unified School District	\$71,093
39	68585	Lodi Unified School District	\$235,398
42	69229	Lompoc Unified School District	\$78,192
19	64725	Long Beach Unified School District	\$702,043
30	73924	Los Alamitos Unified School District	\$25,817
19	10199	Los Angeles County Office of Education	\$117,953
19	64733	Los Angeles Unified School District	\$6,337,886
24	65755	Los Banos Unified School District	\$70,446
43	69534	Los Gatos-Saratoga Joint Union High School District	\$33,654
52	71571	Los Molinos Unified School District	\$4,838
36	75051	Lucerne Valley Unified School District	\$10,195
40	68759	Lucia Mar Unified School District	\$59,536
19	64774	Lynwood Unified School District	\$143,791
20	65243	Madera Unified School District	\$189,256
39	68593	Manteca Unified School District	\$154,923

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Co	Dist	LEA	Final Allocation
22	65532	Mariposa County Unified School District	\$15,997
07	61739	Martinez Unified School District	\$16,686
58	72736	Marysville Joint Unified School District	\$100,390
15	73908	McFarland Unified School District	\$34,689
10	75127	Mendota Unified School District	\$39,007
24	10249	Merced County Office of Education	\$28,060
24	65789	Merced Union High School District	\$328,885
17	64055	Middletown Unified School District	\$13,526
43	73387	Milpitas Unified School District	\$47,113
50	71175	Modesto City High School District	\$457,284
25	73585	Modoc Unified School District	\$8,767
15	63677	Mojave Unified School District	\$33,176
19	64790	Monrovia Unified School District	\$40,603
19	64808	Montebello Unified School District	\$274,894
27	66092	Monterey Peninsula Unified School District	\$86,680
56	73940	Moorpark Unified School District	\$29,869
33	67124	Moreno Valley Unified School District	\$295,105
43	69583	Morgan Hill Unified School District	\$57,252
36	67777	Morongo Unified School District	\$79,154
37	68213	Mountain Empire Unified School District	\$15,065
53	75028	Mountain Valley Unified School District	\$2,966
43	69609	Mountain View-Los Altos Union High School District	\$60,007
07	61754	Mt. Diablo Unified School District	\$193,050
15	63685	Muroc Joint Unified School District	\$8,072
33	75200	Murrieta Valley Unified School District	\$105,990
34	75283	Natomas Unified School District	\$70,287
29	66357	Nevada Joint Union High School District	\$64,669
01	61242	New Haven Unified School District	\$68,232
01	61234	Newark Unified School District	\$40,321
30	66597	Newport-Mesa Unified School District	\$143,906
37	C-884	North County Trade Tech High	\$1,637
27	73825	North Monterey County Unified School District	\$35,269
12	62687	Northern Humboldt Union High School District	\$31,767
19	64840	Norwalk-La Mirada Unified School District	\$139,354
21	65417	Novato Unified School District	\$45,136
50	75564	Oakdale Joint Unified School District	\$35,136
01	61259	Oakland Unified School District	\$474,004
37	73569	Oceanside Unified School District	\$147,241
56	72520	Ojai Unified School District	\$15,311
30	10306	Orange County Department of Education	\$67,271

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Co	Dist	LEA	Final Allocation
30	66621	Orange Unified School District	\$192,045
04	61515	Oroville Union High School District	\$82,450
56	72546	Oxnard Union High School District	\$395,006
44	69799	Pajaro Valley Unified School District	\$173,163
33	67173	Palm Springs Unified School District	\$228,027
43	69641	Palo Alto Unified School District	\$38,405
33	67181	Palo Verde Unified School District	\$33,002
19	64865	Palos Verdes Peninsula Unified School District	\$39,637
04	61531	Paradise Unified School District	\$31,700
19	64873	Paramount Unified School District	\$135,327
10	62364	Parlier Unified School District	\$48,733
19	64881	Pasadena Unified School District	\$173,650
40	75457	Paso Robles Joint Union High School District	\$47,970
50	71217	Patterson Joint Unified School District	\$41,767
33	67207	Perris Union High School District	\$270,446
49	70862	Petaluma Joint Union High School District	\$56,891
06	61614	Pierce Joint Unified	\$10,032
07	61788	Pittsburg Unified School District	\$71,239
30	66647	Placentia-Yorba Linda Unified School District	\$126,746
31	66894	Placer Union High School District	\$60,844
01	75101	Pleasanton Unified School District	\$49,892
32	66969	Plumas Unified School District	\$16,872
19	64907	Pomona Unified School District	\$275,384
54	75523	Porterville Unified School District	\$240,335
37	68296	Poway Unified School District	\$126,666
37	68304	Ramona Unified School District	\$31,769
52	71639	Red Bluff Joint Union High School District	\$65,474
36	67843	Redlands Unified School District	\$119,280
19	75341	Redondo Beach Unified School District	\$34,509
16	73932	Reef-Sunset Unified School District	\$33,098
36	67850	Rialto Unified School District	\$218,884
36	67868	Rim of the World Unified School District	\$36,022
34	67413	River Delta Unified School District	\$11,560
33	C-753	River Springs Charter School	\$50,561
50	75556	Riverbank Unified School District	\$27,921
10	75408	Riverdale Joint Unified School District	\$20,240
33	10330	Riverside County Office of Education	\$103,987
33	67215	Riverside Unified School District	\$308,053
31	75085	Rocklin Unified School District	\$42,468
31	66928	Roseville Joint Union High School District	\$147,250

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Co	Dist	LEA	Final Allocation
19	73452	Rowland Unified School District	\$127,226
34	C-878	Sacramento Academic Vocational Academy	\$9,004
34	67439	Sacramento City Unified School District	\$468,350
34	10348	Sacramento County Superintendent	\$17,871
27	66159	Salinas Union High School District	\$311,650
35	67538	San Benito High School District	\$66,733
36	67876	San Bernardino City Unified School District	\$557,328
37	68338	San Diego City Unified School District	\$994,900
37	68346	San Dieguito Union High School District	\$119,415
19	75291	San Gabriel Unified School District	\$40,615
33	67249	San Jacinto Unified School District	\$84,743
43	69666	San Jose Unified School District	\$222,701
34	67447	San Juan Unified School District	\$319,916
01	61291	San Leandro Unified School District	\$62,054
01	61309	San Lorenzo Unified School District	\$86,944
44	69807	San Lorenzo Valley Unified School District	\$13,901
40	68809	San Luis Coastal Unified School District	\$38,703
37	73791	San Marcos Unified School District	\$110,195
41	69047	San Mateo Union High School District	\$123,221
07	61804	San Ramon Valley Unified School District	\$89,730
10	62414	Sanger Unified School District	\$103,188
30	66670	Santa Ana Unified School District	\$442,966
42	10421	Santa Barbara County Office of Education	\$13,318
42	76786	Santa Barbara Unified School District	\$82,179
43	10439	Santa Clara County Office of Education	\$75,950
43	69674	Santa Clara Unified School District	\$81,076
44	69823	Santa Cruz City High	\$64,804
42	69310	Santa Maria Joint Union High School District	\$218,385
56	72595	Santa Paula Union High School District	\$48,198
49	70920	Santa Rosa High	\$187,375
42	69328	Santa Ynez Valley Union High School District	\$14,104
19	C-505	School of Arts and Enterprise	\$7,524
47	76455	Scott Valley Unified School District	\$4,748
10	62430	Selma Unified School District	\$72,968
41	69062	Sequoia Union High School District	\$165,303
40	68833	Shandon Joint Unified School District	\$2,789
45	70136	Shasta Union High School District	\$111,021
21	73361	Shoreline Unified School District	\$2,060
15	73742	Sierra Sands Unified School District	\$41,182
10	75275	Sierra Unified School District	\$10,550

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Co	Dist	LEA	Final Allocation
46	70177	Sierra-Plumas Joint Unified School District	\$3,026
36	73890	Silver Valley Unified School District	\$16,261
56	72603	Simi Valley Unified	\$0
47	70466	Siskiyou Union High School District	\$17,415
36	73957	Snowline Joint Unified School District	\$46,234
27	75440	Soledad Unified School District	\$33,439
49	70953	Sonoma Valley Unified School District	\$27,537
55	72389	Sonora Union High School District	\$34,172
41	69070	South San Francisco Unified School District	\$42,420
12	63040	Southern Humboldt Unified School District	\$6,914
15	63776	Southern Kern Unified School District	\$34,782
50	10504	Stanislaus County Office of Education	\$28,096
39	68676	Stockton Unified School District	\$443,384
55	72413	Summerville Union High School District	\$6,956
51	71449	Sutter Union High School District	\$8,290
37	68411	Sweetwater Union High School District	\$622,763
31	66944	Tahoe-Truckee Joint Unified School District	\$22,586
21	65482	Tamalpais Union High School District	\$66,832
15	63826	Tehachapi Unified School District	\$31,978
33	75192	Temecula Valley Unified School District	\$140,240
40	68841	Templeton Unified School District	\$8,046
19	65060	Torrance Unified School District	\$99,628
39	75499	Tracy Unified School District	\$140,495
48	70565	Travis Unified School District	\$18,808
53	76513	Trinity Alps Unified School District	\$10,736
54	72249	Tulare Joint Union High School District	\$155,226
50	75739	Turlock Unified School District	\$123,156
30	73643	Tustin Unified School District	\$114,519
34	76505	Twin Rivers Unified School District	\$325,930
23	65615	Ukiah Unified School District	\$50,257
36	75069	Upland Unified School District	\$75,281
17	64071	Upper Lake Union High School District	\$9,554
33	75242	Val Verde Unified School District	\$147,200
48	70581	Vallejo City Unified School District	\$126,366
37	75614	Valley Center-Pauma Unified School District	\$21,585
56	72652	Ventura Unified School District	\$97,436
36	67934	Victor Valley Union High School District	\$313,015
54	72256	Visalia Unified School District	\$225,596
37	68452	Vista Unified School District	\$168,607
19	73460	Walnut Valley Unified School District	\$48,785

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Co	Dist	LEA	Final Allocation
37	75416	Warner Unified School District	\$1,159
15	63859	Wasco Union High School District	\$60,209
57	72694	Washington Unified School District (Yolo)	\$63,897
10	76778	Washington Unified School District (Fresno)	\$57,853
50	75572	Waterford Unified School District	\$19,629
07	61796	West Contra Costa Unified School District	\$220,132
19	65094	West Covina Unified School District	\$60,193
49	70607	West Sonoma County	\$31,124
31	66951	Western Placer Unified School District	\$44,588
18	64204	Westwood Unified School District	\$1,168
58	72769	Wheatland Union High School District	\$15,588
19	65128	Whittier Union High School District	\$248,060
19	65136	William S. Hart Union High School District	\$239,756
23	65623	Willits Unified School District	\$20,627
54	72280	Woodlake Union High School District	\$25,964
57	72710	Woodland Joint Unified School District	\$70,474
20	76414	Yosemite Unified School District	\$21,684
47	70516	Yreka Union High School District	\$23,641
51	71464	Yuba City Unified School District	\$99,547
36	67959	Yucaipa-Calimesa Joint Unified School District	\$59,885
		TOTAL	\$43,764,144



REGIONAL OCCUPATIONAL CENTER

Brief Descriptio Of Your District/Department Budget Process



Supporting Completion Material

Section II: District/ Department Budget Process

For The Regional Occupational Center, the Animal Care Class funding source comes from the Principals budget. The class receives \$2,000.00 for the school year. This money is used to buy classroom and laboratory supplies to keep the program up and running.

The other funding source we have is the Animal Care or ROC FFA ASB account. The student body accounts are used to help fund club activities and hotel expenditures.



REGIONAL OCCUPATIONAL CENTER

Copy Of Department Chairperson's Duties And Responsibilities

JJ

Supporting Completion Material

Regional Occupational Center

Agriculture Department

Responsibilities of Ag Department Teachers

Department Head

- Submit all R-2 data and related paperwork
- Correspond with Ag Advisory members regarding meetings and issues.
- Submit department purchase orders and maintain budget
- Submit field trip and absence request forms.
- Fill out facility requests
- Register for all field days
- Book all hotels for conferences and field days.

All agriculture department staff will agree upon the proposed FFA calendar of activities for the upcoming academic year. FFA duties will be delegated among the staff members. All staff members will contribute to the completion of R-2 data, program plan updates and any other required departmental documentation required by the school, district or California Department of Education.



REGIONAL OCCUPATIONAL CENTER

Copy Of Chart Of Responsibilities

KK

Supporting Completion Material

I. Staff Assignments

	Eyraud
GENERAL ACTIVITIES SCHEDULE	
1. INSERVICE	
CATA Regional Meetings	
Fall	X
Spring	X
CATA State Conference	X
Regional Roadshow	X
2. DEPARTMENT PLANNING & MANAGEMENT	
Animal Care Laboratory	X
Department Operations	X
Budgets	X
Ag Advisory Meetings	X
3. GUIDANCE & PROGRAM PLANNING	
Program of Work	X
R-2 Listing	X
Community Classroom Visits	X
Program Plan	X
4. FFA ACTIVITIES & FAIRS	
Chapter Officer Leadership Conference	X
Kern County Fair	X
Opening & Closing Ceremonies	X
Banking	X
Co-ops	X
Sectional Activity Night	x
Tulare Farm Show	X
Record Book Scoring	X
National FFA Week	X
Made for Excellence Conference	X
Advanced Leadership Academy	X
State Degree Banquet	X
State Conference	X
5. FIELD DAYS	
Reedley	X
Merced	X

Modesto	X
Fresno State	X
Cal Poly, SLO	X
Winter State Finals, Fresno	X
6. CAREER DEVELOPMENT EVENTS	
Specialty Animals Team	X
Job Interview	X
Extemporaneous Public Speaking	X
Prepared Public Speaking	X



REGIONAL OCCUPATIONAL CENTER

Copy of Substitute Teacher Procedure And Plans

LL

Supporting Completion Material

Dear Substitute,

Thank you for watching my class. The following are some general rules that will help you.

Since there are no bells here the students should be in class and starting the class assignments 5 minutes after class starts. For the AM class it is after the morning flag salute.

- The class is to come in, sit in their assigned seats, and quietly write their journal, while you take roll according to the seating chart. Please do not take roll orally. If you do this, they will be able to sit outside of the seating chart. If they are marked absent and happen to be there, remind them that they should be in the correct seat when you are taking roll. **They have the first 10 minutes of class to finish the journal assignment.**
- **Put a circle in the box of the day that they are absent.** You will need to write the student numbers on the attendance sheet. If they have an **un-excused tardy** put a **circle with a dot in middle of it** in the roll sheet (binder) and on the attendance sheet.
- If they have an **excused tardy** put a * in the circle on the roll sheet (binder) and cross their number off of the attendance sheet.
- **PLEASE BE STRICT.** The general list of rules is behind this document.
- **BATHROOM PASS:** Only one student is allowed out at one time to use the restroom. The students know the classroom rules for using the restroom. Do not allow the students to leave the classroom more than once during the class period to use the restroom.
- **Please take notes** of any problem students as well as good students. I like to know how they behave.

Students are NOT to use the phone for any reason or have any other type of electronic devices out at any time. They should also not be in any of the cupboards except for the cupboards in the back of the room with their books. Thanks! ☺

Thanks again. I hope all goes well. The lesson plans are also in the following pages.

Sincerely,

Jenna Eyraud

Thursday AM CLASS

7:35-8 30 Complete the following items:

- Journal (On Board)
- Chapter 6 Vocabulary Words
 - On the Board
- Chapter 6 Questions
 - Page 99-100 2-15 ALL Questions and Answers
 - Wordsearch and Crossword Handout

Turn in completed work before break

The AM classes break is at 8:30-8:40 and all students *must be back in class by 8:45.*

8:45 -10:25

At 8:00 you can go ahead and put in the movie “**Temple Grandin**”. To work the DVD player and projector you must put the DVD into the DVD player and push play, pull down the projection screen, turn on the projector with the remote I left on the desk, and then turn the projector to video mode. You can control the volume with the controller knob on the desk next to the computer.

If the movie finishes before the end of the class period the students can write a ½ page summary on the movie

Thursday PM CLASS

11:45-12:15 Complete the following items:

- Journal (On Board)
- Chapter 6 Vocabulary Words
 - On the Board
- Chapter 6 Questions
 - Page 99-100 2-15 ALL Questions and Answers
 - Wordsearch and Crossword Handout

Turn in completed work before movie

12:45-2:45 Movie “**Temple Grandin**”

At 12:45 you can go ahead and put in the movie “**Temple Grandin**”.

The PM class break is at 1:35-1:45 and all students *must be back in class by 1:50.*



REGIONAL OCCUPATIONAL CENTER

Proficiency For Vocational Agriculture Students

MM

Supporting Completion Material

Certificate of Completion

Animal Care Technology

PRESENTED TO

Delanna L. Lujan

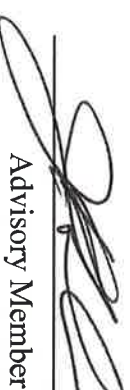
On this 28th day of May 2013

Kern High School District
Regional Occupational Center




Principal, ROC


Instructor


Advisory Member

Certificate of Completion

Animal Care Technology

P R E S E N T E D T O

Taylor Manes

On this 28th day of May 2013

Kern High School District Regional Occupational Center


Principal, ROC

Instructor

Advisory Member

ANIMAL CARE TECHNOLOGY RECORD OF COMPETENCIES

- _____ 1. Perform safe animal handling procedures.
- _____ 2. Identify common animal behaviors.
- _____ 3. Understand responsible animal care and how “animal rights” and “Animal ethics” affects such care.
- _____ 4. Perform proper feeding and management procedures.
- _____ 5. Identify basic animal anatomy.
- _____ 6. Understand basic animal physiology.
- _____ 7. Understand common animal terminology
- _____ 8. Identify common breeds of livestock.
- _____ 9. Identify common breeds of domestic animals.
- _____ 10. Identify common causes of disease.
- _____ 11. Identify animals that have symptoms of illness.
- _____ 12. Determine proper dosages of medications.
- _____ 13. Know the procedure to properly administer oral and topical medications.
- _____ 14. Know the procedure to properly administer intramuscular injections.
- _____ 15. Know the procedure to properly administer subcutaneous injections.
- _____ 16. Perform common deworming and parasite control procedures.
- _____ 17. Identify types of immunity and their causes.
- _____ 18. Perform proper sanitation procedures.
- _____ 19. Perform procedures for checking temperature, respiration, and heart rate.
- _____ 20. Perform proper animal grooming techniques.
- _____ 21. Understand how to deal with human-animal relationships.
- _____ 22. Understand proper job search techniques.

Total hours available _____

Total hours completed _____

<p>RATING SCALE:</p> <ul style="list-style-type: none">1. Competency Mastered2. Competency not Demonstrated



REGIONAL OCCUPATIONAL CENTER

A 2 + 2 Agreement With A College NN

Supporting Completion Material

Regional Occupational Center			
Alternative High School Credit & Bakersfield College Articulation Credit			
Class Name	Course # AM/PM	Alternative Credit	BC Articulation Credit
Ag/Diesel Mechanics	8101/8102	10 Math / 5 per semester	AUTO B1ab Intro to Auto Technology (2 units)
Animal Care Technology	8479/8480	10 Bio Science / 5 per semester 5 English/Fall semester only	ANSC B1 Introduction to Animal Science (3 units)
Auto Body/Fender Repair	8114/8115	10 Math / 5 per semester	
Auto Technology	8118/8119	10 Math / 5 per semester	AUTO B1ab Intro to Auto Technology (2 units)
Banking and Finance	8153/8154 Fall 8151/8152 Spring	10 Math / 5 per semester Econ CP 5 credits /Fall only	
Computer Technologies	8160/8161	10 Math / 5 per semester 5 English / Fall semester only	
Fashion Merchandising	NA/8250	10 Math / 5 per semester 10 Fine Arts / 5 per semester 10 English / 5 per semester	
Fire Fighting	8256/8257	10 English / 5 per semester OR 10 Math / 5 per semester	
Graphic Arts/Advanced	8261/8262	10 Fine Arts / 5 per semester 10 English / 5 per semester	ART B20 Intro to Computer Graphics (3 units) ART B24 Digital Imaging (3 units)
Intro to Business	8130-Fall/NA		Dual Enrollment BSAD B20 (3 units at any college)
Fundamentals of Marketing	8301-Spring/NA		Dual Enrollment BSAD B9 (3 units at any college)
Medical Assistant (12:30-3:30pm) NO TRANSPORTATION PROVIDED	NA/8315	10 Bio Science / 5 per semester 5 Health	
Nursing Assistant	8331/8332	10 Bio Science / 5 per semester 5 Health	MEDS B67/B67L Nurse Assistant (6 units)
Office Occupations: • Bookkeeping/Accounting • Medical/Dental Receptionist • Office Secretary	8142/8143 8318/8319 8359/8360	10 English/5 per semester	COMS B57A Intro to Word (1.5 units) BSAD B252a Keyboarding Part 1 (1 unit) BSAD B252b Keyboarding Part 2 (1 unit) BSAD B252c Keyboarding Part 3 (1 unit) BSAD B287 Filing (1.5 units) BSAD B264 Ten Key Proficiency (.5 unit)
• Bookkeeping/Accounting	8142/8143	10 Math/5 per semester	BSAD B53a Intro to Accounting (3 units)
Retail Sales	8405/8406	10 Math / 5 per semester 10 English/5 per sem./Fall only	
Teacher Assistant	8482/8483	10 Fine Arts / 5 per semester 10 English / 5 per semester	CHDV B41/B41L Early Child Development (6 units)
Welding 1 & 2	8491/8492 8497/8498	10 Math / 5 per semester	WELD B1AB Intro to Welding and Cutting (3 units) WELD 53AB Shielded Metal Arc Welding (3 units)

- Credit for courses listed in black are obtained automatically when a student is enrolled in that course.
- Credit for courses listed in red italics are obtained only when a student attends a weekly pull-out program at ROC. There will be no pull-out programs for students attending community classroom in the spring.
- ROC waives PE credits.

Revised 1/29/13

TECH PREP

BAKERSFIELD COLLEGE

Articulated Courses by BC Career Pathway

COURSE NAME and DESCRIPTION	ARVIN	BHS	DELANO	FOOTHILL	FRAZIER MTN	FRONTIER	GOLDEN VALLEY	HIGHLAND	INDEPENDENCE (KHSU)	KERN VALLEY	LIBERTY	MCFARLAND	MIRA MONTE	NORTH	KHSD ROC	RIDGEVIEW	SHAFTER	WASCO
AGRI B49 Agriculture Leadership Training	•	•	•	•		•	•	•		•		•		•		•	•	•
AGBS B52 Economics in Agriculture		•		•		•				•	•		•	•	•			•
ANSC B1 Intro to Animal Science	•		•	•	•	•	•	•		•		•			•	•		•
CRPS B1 Principles of Crop Production			•	•	•					•		•		•			•	
FORE B1 Introduction to Forestry																		
MCAG B1 Introduction to Agricultural Mechanics	•	•		•			•	•		•		•	•					•
ORNH B1 Intro to Ornamental Horticulture	•	•	•		•					•		•			•	•	•	•
ORNH B36 Beginning Floral Design	•	•								•								•



REGIONAL OCCUPATIONAL CENTER

Reimbursement For Personal Expenses In All Intergral Activities Associated With FFA, SOEP And Professional Development

00

Supporting Completion Material

KERN HIGH SCHOOL DISTRICT
REQUEST TO BE ABSENT

154232

FROM ASSIGNED RESPONSIBILITIES FOR PROFESSIONAL ACTIVITIES

Instructions: This form is to be submitted by all personnel who expect to be absent from duties, other than for personal necessity or other leave. It must be received by the Office of Special Projects 10 days *prior* to absence.

Name: Jenna Eyraud Social Security # (last four digits only): 0696

School: ROC Department: Animal Care

Destination (City/State): Pasadena, CA

Attach letter of explanation for out-of-state travel.

Reason (Explain in detail): Solutions Tree PLC Training

Dates: from 07/16/13 to 07/19/13 Total Days for this Activity: 3

Substitute: NO ☐ YES ☐ Dates and Periods: _____

Funding Source/Substitute: Acct #: _____ - 0 - _____ - 1105 - _____ - _____

CASE Job #

Funding Source/Expenses: Acct #: 06 - 3010 - 0 - 0000 - 2150 - 5200 - 001 - 6420 - 30

Estimated Expenses:

- ☐ Registration \$ _____
- ☐ Hotel/Motel Name _____
- ☒ Meals 93.00 120
- ☐ School Vehicle no expense
- ☐ Private Car: _____
- ☐ Other Transportation: _____
- ☐ Other: _____

*Effective 1/1/10 mileage reimbursement: 50¢

TOTAL ESTIMATE:

\$ 93.00 120

Date: 06/05/13 Signature: [Signature]

SCHOOL AUTHORIZATION

The expenses listed above are approved.

Date: 6-5-13 Principal's Signature: [Signature]

DISTRICT AUTHORIZATION

Date: _____ District Approval: [Signature]

(SEND TO OFFICE OF SPECIAL PROJECTS)

9

RE: CONFERENCE ATTENDANCE AND TRAVEL REIMBURSEMENT

Your request to attend the professional conference indicated on the attached form has been approved. Please comply with the following directions.

1. The employee is responsible for conference registration, hotel reservations, and submitting expenses for reimbursement.
2. Claims for reimbursement with all supporting documentation must be made within 30 days of the last date of conference.
3. The employee must retain all receipts or tickets for registration, hotels, travel (including air and rental cars). All expenses other than meals and ground transportation must be verified by payment receipt. A copy of your registration form and payment receipt must be submitted with the reimbursement request. This is particularly important when any meals are included in the registration.
4. District will reimburse expenses for employees only.

5. Authorized expenditures:

1. Lodging *
2. Registration fee *
3. Approved air travel and rental car *
4. Meals on overnight travel only – no reimbursement for one day trips
5. Ground transportation (taxi, shuttles)
6. Gratuities and incidentals without receipts -- \$3.00 a day
7. Bridge and freeway tolls
8. Mileage – 56.5¢ per mile (*effective January 1, 2013*)

*** Reimbursement for lodging, registration fees, air travel and rental car requires a copy of the statement showing payment.**

6. Per diem allowance for meals.

Breakfast	\$ 9.00
Lunch	11.00
Dinner	20.00

Exception

Actual cost of official conference meals may be reported.

KERN HIGH SCHOOL DISTRICT
REQUEST TO BE ABSENT
FROM ASSIGNED RESPONSIBILITIES FOR PROFESSIONAL ACTIVITIES

Instructions: This form is to be submitted by all personnel who expect to be absent from duties, other than for personal necessity or other leave. It must be received by the Office of Special Projects 10 days *prior* to absence.

Name: _____ Social Security #: _____

School: _____ Department: _____

Destination (City/State): _____

Attach letter of explanation for out-of-state travel.

Reason (Explain in detail): _____

Dates: from _____ to _____ Total Days for this Activity: _____

Substitute: NO ☐ YES ☐ Dates and Periods: _____

Funding Source /Substitute: Acct. #: _____

CASE Job # _____

Funding Source/Expenses: Acct #: _____

Estimated Expenses:

<input type="checkbox"/> Registration	\$ _____
<input type="checkbox"/> Hotel/Motel Name _____	_____
<input type="checkbox"/> Meals	0 _____
<input type="checkbox"/> School Vehicle	no expense
<input type="checkbox"/> Private Car: _____ est. miles at 40.5¢/mile	_____
<input type="checkbox"/> Other Transportation: _____	_____
<input type="checkbox"/> Other: _____	_____

TOTAL ESTIMATE: \$0 _____

Date: _____ Signature _____

SCHOOL AUTHORIZATION

The expenses listed above are approved.

Date: _____ Principal's Signature: _____

DISTRICT AUTHORIZATION

Date: _____ District Approval: _____

(SEND TO OFFICE OF SPECIAL PROJECTS)

**KERN HIGH SCHOOL DISTRICT
REQUEST FOR APPROVAL OF FIELD TRIP, OUT-OF-AREA TRIP,
AND/OR OVERNIGHT TRIP**

_____ Local Field Trip or Co-Curricular Trip (School Site Administrative Approval)

* Submit this form to local school administration office at least ten (10 days in advance of trip)

_____ Out-of-Area Trip over 150 miles or overnight. (Asst. Supt., Instruction Approval)

* Complete form and return at least thirty (30)** school days in advance of trip

_____ Trip out-of-state (incl. Mexico) and/or longer than 3 school days (Asst. Supt., Instruction/Board Approval)

* Complete form and return at least sixty (60) days in advance of trip

_____ Trip to foreign country (except Mexico) (Asst. Supt., Instruction/Board Approval)

* Complete form and return at least one year in advance

* See back of sheet for additional forms

** Trips earned in competition are exempt from this 30 day limit but should be turned in as soon as possible.

School _____ Name of organization _____
Person in Charge _____ Request Date _____
Destination _____ Purpose of trip _____
of students _____ Estimated cost _____ Distance / one way _____
Day/Date of Leaving _____ Time of Leaving _____ AM _____ PM
Day/Date of Return _____ Time of Return _____ AM _____ PM
Proposed Means of Transportation _____
Group responsible for Financing _____
Chaperons _____
List any stops _____

APPROVED:

Director of Activities/Transportation

Date

Principal/Assistant Principal

Date

Director/Gen. Svcs., Athletics (if Athletics)

Date

Superintendent/Secretary/Board of Trustees

Date

REQ

DISTRICT USE ONLY
POR _____
PO # _____

PO #

AGRICULTURE DEPARTMENT

REQUEST TO PURCHASE

SCHOOL _____ Dept _____ REQUESTED BY: _____ DATE: _____

(Area Code) Phone Number

Address _____ (Area Code) FAX Number _____

(Area Code) FAX Number

City, State, Zip Federal Tax Identification Number

Federal Tax Identification Number

Approved by Department Head

Administration Authorized Approval

[illegible]

Name of teacher requesting materials:

Tax

Class materials to be used:

Shipping

Describe intended use:

Total



REGIONAL OCCUPATIONAL CENTER

A 2 + 2 Agreement With A College

NN

Supporting Completion Material

Regional Occupational Center			
Alternative High School Credit & Bakersfield College Articulation Credit			
Class Name	Course # AM/PM	Alternative Credit	BC Articulation Credit
Ag/Diesel Mechanics	8101/8102	10 Math / 5 per semester	AUTO B1ab Intro to Auto Technology (2 units)
Animal Care Technology	8479/8480	10 Bio Science / 5 per semester 5 English/Fall semester only	ANSC B1 Introduction to Animal Science (3 units)
Auto Body/Fender Repair	8114/8115	10 Math / 5 per semester	
Auto Technology	8118/8119	10 Math / 5 per semester	AUTO B1ab Intro to Auto Technology (2 units)
Banking and Finance	8153/8154 Fall 8151/8152 Spring	10 Math / 5 per semester Econ CP 5 credits /Fall only	
Computer Technologies	8160/8161	10 Math / 5 per semester 5 English / Fall semester only	
Fashion Merchandising	NA/8250	10 Math / 5 per semester 10 Fine Arts / 5 per semester 10 English / 5 per semester	
Fire Fighting	8256/8257	10 English / 5 per semester OR 10 Math / 5 per semester	
Graphic Arts/Advanced	8261/8262	10 Fine Arts / 5 per semester 10 English / 5 per semester	ART B20 Intro to Computer Graphics (3 units) ART B24 Digital Imaging (3 units)
Intro to Business	8130-Fall/NA		Dual Enrollment BSAD B20 (3 units at any college)
Fundamentals of Marketing	8301-Spring/NA		Dual Enrollment BSAD B9 (3 units at any college)
Medical Assistant (12:30-3:30pm) NO TRANSPORTATION PROVIDED	NA/8315	10 Bio Science / 5 per semester 5 Health	
Nursing Assistant	8331/8332	10 Bio Science / 5 per semester 5 Health	MEDS B67/B67L Nurse Assistant (6 units)
Office Occupations: • Bookkeeping/Accounting • Medical/Dental Receptionist • Office Secretary	8142/8143 8318/8319 8359/8360	10 English/5 per semester	COMS B57A Intro to Word (1.5 units) BSAD B252a Keyboarding Part 1 (1 unit) BSAD B252b Keyboarding Part 2 (1 unit) BSAD B252c Keyboarding Part 3 (1 unit) BSAD B287 Filing (1.5 units) BSAD B264 Ten Key Proficiency (.5 unit)
• Bookkeeping/Accounting	8142/8143	10 Math/5 per semester	BSAD B53a Intro to Accounting (3 units)
Retail Sales	8405/8406	10 Math / 5 per semester 10 English/5 per sem./Fall only	
Teacher Assistant	8482/8483	10 Fine Arts / 5 per semester 10 English / 5 per semester	CHDV B41/B41L Early Child Development (6 units)
Welding 1 & 2	8491/8492 8497/8498	10 Math / 5 per semester	WELD B1AB Intro to Welding and Cutting (3 units) WELD 53AB Shielded Metal Arc Welding (3 units)

- Credit for courses listed in black are obtained automatically when a student is enrolled in that course.
- Credit for courses listed in red italics are obtained only when a student attends a weekly pull-out program at ROC. There will be no pull-out programs for students attending community classroom in the spring.
- ROC waives PE credits.

Revised 1/29/13

TECH PREP

BAKERSFIELD COLLEGE

Articulated Courses by BC Career Pathway

COURSE NAME and DESCRIPTION	ARVIN	BHS	DELANO	FOOTHILL	FRAZIER MTN	FRONTIER	GOLDEN VALLEY	HIGHLAND	INDEPENDENCE (KHSU)	KERN VALLEY	LIBERTY	MCFARLAND	MIRA MONTE	NORTH	KHSD ROC	RIDGEVIEW	SHAFTER	WASCO
AGRI B49 Agriculture Leadership Training	•	•	•	•		•	•	•		•		•		•		•	•	•
AGBS B52 Economics in Agriculture		•		•		•				•	•		•	•	•			•
ANSC B1 Intro to Animal Science	•		•	•	•	•	•	•		•		•			•			•
CRPS B1 Principles of Crop Production			•	•	•					•		•		•			•	
FORE B1 Introduction to Forestry																		
MCAG B1 Introduction to Agricultural Mechanics	•	•		•			•	•		•		•	•					•
ORNH B1 Intro to Ornamental Horticulture	•	•	•		•					•		•			•	•	•	•
ORNH B36 Beginning Floral Design	•	•								•								•



REGIONAL OCCUPATIONAL CENTER

Reimbursement For Personal Expenses In All Intergral Activities Associated With FFA, SOEP And Professional Development

00

Supporting Completion Material

KERN HIGH SCHOOL DISTRICT
REQUEST TO BE ABSENT

154232

FROM ASSIGNED RESPONSIBILITIES FOR PROFESSIONAL ACTIVITIES

Instructions: This form is to be submitted by all personnel who expect to be absent from duties, other than for personal necessity or other leave. It must be received by the Office of Special Projects 10 days *prior* to absence.

Name: Jenna Eyraud Social Security # (last four digits only): 0696

School: ROC Department: Animal Care

Destination (City/State): Pasadena, CA

Attach letter of explanation for out-of-state travel.

Reason (Explain in detail): Solutions Tree PLC Training

Dates: from 07/16/13 to 07/19/13 Total Days for this Activity: 3

Substitute: NO ☐ YES ☐ Dates and Periods: _____

Funding Source/Substitute: Acct #: _____ - 0 - _____ - 1105 - _____ - _____

CASE Job #

Funding Source/Expenses: Acct #: 06 - 3010 - 0 - 0000 - 2150 - 5200 - 001 - 6420 - 30

Estimated Expenses:

- ☐ Registration \$ _____
- ☐ Hotel/Motel Name _____
- ☒ Meals 93.00 120
- ☐ School Vehicle no expense
- ☐ Private Car: _____
- ☐ Other Transportation: _____
- ☐ Other: _____

*Effective 1/1/10 mileage reimbursement: 50¢

TOTAL ESTIMATE:

\$ 93.00 120

Date: 06/05/13 Signature: [Signature]

SCHOOL AUTHORIZATION

The expenses listed above are approved.

Date: 6-5-13 Principal's Signature: [Signature]

DISTRICT AUTHORIZATION

Date: _____ District Approval: [Signature]

(SEND TO OFFICE OF SPECIAL PROJECTS)

9

RE: CONFERENCE ATTENDANCE AND TRAVEL REIMBURSEMENT

Your request to attend the professional conference indicated on the attached form has been approved. Please comply with the following directions.

1. The employee is responsible for conference registration, hotel reservations, and submitting expenses for reimbursement.
2. Claims for reimbursement with all supporting documentation must be made within 30 days of the last date of conference.
3. The employee must retain all receipts or tickets for registration, hotels, travel (including air and rental cars). All expenses other than meals and ground transportation must be verified by payment receipt. A copy of your registration form and payment receipt must be submitted with the reimbursement request. This is particularly important when any meals are included in the registration.
4. District will reimburse expenses for employees only.

5. Authorized expenditures:

1. Lodging *
2. Registration fee *
3. Approved air travel and rental car *
4. Meals on overnight travel only – no reimbursement for one day trips
5. Ground transportation (taxi, shuttles)
6. Gratuities and incidentals without receipts -- \$3.00 a day
7. Bridge and freeway tolls
8. Mileage – 56.5¢ per mile (*effective January 1, 2013*)

*** Reimbursement for lodging, registration fees, air travel and rental car requires a copy of the statement showing payment.**

6. Per diem allowance for meals.

Breakfast	\$ 9.00
Lunch	11.00
Dinner	20.00

Exception

Actual cost of official conference meals may be reported.

KERN HIGH SCHOOL DISTRICT
REQUEST TO BE ABSENT
FROM ASSIGNED RESPONSIBILITIES FOR PROFESSIONAL ACTIVITIES

Instructions: This form is to be submitted by all personnel who expect to be absent from duties, other than for personal necessity or other leave. It must be received by the Office of Special Projects 10 days *prior* to absence.

Name: _____ Social Security #: _____

School: _____ Department: _____

Destination (City/State): _____

Attach letter of explanation for out-of-state travel.

Reason (Explain in detail): _____

Dates: from _____ to _____ Total Days for this Activity: _____

Substitute: NO ☐ YES ☐ Dates and Periods: _____

Funding Source /Substitute: Acct. #: _____

CASE Job # _____

Funding Source/Expenses: Acct #: _____

Estimated Expenses:

<input type="checkbox"/> Registration	\$
<input type="checkbox"/> Hotel/Motel Name _____	
<input type="checkbox"/> Meals	0
<input type="checkbox"/> School Vehicle	no expense
<input type="checkbox"/> Private Car: _____ est. miles at 40.5¢/mile	
<input type="checkbox"/> Other Transportation: _____	
<input type="checkbox"/> Other: _____	

TOTAL ESTIMATE: \$0

Date: _____ Signature _____

SCHOOL AUTHORIZATION

The expenses listed above are approved.

Date: _____ Principal's Signature: _____

DISTRICT AUTHORIZATION

Date: _____ District Approval: _____

(SEND TO OFFICE OF SPECIAL PROJECTS)

**KERN HIGH SCHOOL DISTRICT
REQUEST FOR APPROVAL OF FIELD TRIP, OUT-OF-AREA TRIP,
AND/OR OVERNIGHT TRIP**

_____ Local Field Trip or Co-Curricular Trip (School Site Administrative Approval)

* Submit this form to local school administration office at least ten (10 days in advance of trip)

_____ Out-of-Area Trip over 150 miles or overnight. (Asst. Supt., Instruction Approval)

* Complete form and return at least thirty (30)** school days in advance of trip

_____ Trip out-of-state (incl. Mexico) and/or longer than 3 school days (Asst. Supt., Instruction/Board Approval)

* Complete form and return at least sixty (60) days in advance of trip

_____ Trip to foreign country (except Mexico) (Asst. Supt., Instruction/Board Approval)

* Complete form and return at least one year in advance

* See back of sheet for additional forms

** Trips earned in competition are exempt from this 30 day limit but should be turned in as soon as possible.

School _____ Name of organization _____
Person in Charge _____ Request Date _____
Destination _____ Purpose of trip _____
of students _____ Estimated cost _____ Distance / one way _____
Day/Date of Leaving _____ Time of Leaving _____ AM _____ PM
Day/Date of Return _____ Time of Return _____ AM _____ PM
Proposed Means of Transportation _____
Group responsible for Financing _____
Chaperons _____
List any stops _____

APPROVED:

_____ Director of Activities/Transportation	_____ Date
_____ Principal/Assistant Principal	_____ Date
_____ Director/Gen. Svcs., Athletics (if Athletics)	_____ Date
_____ Superintendent/Secretary/Board of Trustees	_____ Date

REQ

DISTRICT USE ONLY

POR _____

PO# _____

PO #

AGRICULTURE DEPARTMENT

REQUEST TO PURCHASE

SCHOOL _____ Dept _____ REQUESTED BY: _____ DATE: _____

(Area Code) Phone Number

Address

Address (Area Code) FAX Number

City, State, Zip

City, State, Zip Federal Tax Identification Number

Approved by Department Head

Approved by Department Head _____ Administration Authorized Approval _____

[illegible]

Name of teacher requesting materials:

Tax

Class materials to be used:

Shipping

Describe intended use:

Total