
Quality Criteria Narrative

Masters of Agriculture Education

California Polytechnic State University, San Luis Obispo

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Curriculum and Instruction

Quality Criteria One

The curriculum had been organized and sequenced around agricultural career paths with clear performance standards leading students to entry-level employment, job advancement, entrepreneurship, advanced education and training and personal use. Instruction is performance-based and integrates academic knowledge and skills which reflect current and emerging technologies and practices in business and industry.

The Gonzales Agriculture Department offers a variety of classes in the study of agriculture science and technology: Agriculture Biology, Agriculture Chemistry, Introduction to Agriculture Mechanics, ROP Advanced Mechanics, The Art and History of Floral Design, ROP Advanced Floral Design, ROP Veterinarian Science, and Agriculture Wood shop. All classes are designed with a hands on application extending subject matter in the classroom to the outside world. This application is the student's Supervised Agriculture Experience (SAE) project, students document their projects in their record book(s). Any student enrolled in an agriculture class is a member of the National Organization FFA (Future Farmers of America). Students attend monthly meetings and participate in leadership, personal growth, and career development activities.

Classes taught at Gonzales Agriculture Department are aligned to meet state education standards which allow them to meet high school graduation and CSU/US requirements. Agriculture Biology, The Art and History of Floral Design, and ROP Vet Science all meet CSU/UC requirements. The high school graduation requirement for life science with a lab is fulfilled by Agriculture Biology. Agriculture Chemistry meets the chemistry graduation requirements. Students who take The Art and History of Floral Design receives fine art credit. Introduction to Agriculture Mechanics, ROP Advanced Mechanics and Agriculture Woodworking, meet graduation elective requirements.

Below are the agriculture career pathways the Gonzales Agriculture Department offers:

Animal Science

- Ag Biology
- Ag Chemistry
- ROP Animal Science

Agriculture Mechanics

- Ag. Biology
- Intro to Ag. Mechanics

Ag. Chemistry
ROP Advanced Mechanics

Plant Science
Ag. Biology
The Art and History of Floral Design
Ag. Chemistry
ROP Advanced Floral Design

The course work for standards based classes are all designed to meet the objectives and standards issued by the California State Board of Education; students in standards based classes take the California Standardized Test (CST). All agriculture classes are not only designed with the state standards in mind but also to meet career and technical standards. With the adaptation of Common Core, the agriculture instructors have begun to integrate Common Core standards into their classes (including electives). Students taking an agriculture class learn about a multitude of career opportunities directly related to their studies. To ensure agriculture career awareness information is included in every course offered at the Gonzales High School Agriculture Department. Students complete a variety of article reviews to help identify and become aware of agriculture issues. These article reviews are from AgAlert, students read about different agriculture issues and current career opportunities.

The Gonzales Agriculture Department utilizes technology as an instructional tool in various ways. Teachers at Gonzales High School are issued a school iPad, projector, appleTV, document camera, and laptop. During instruction you will find Gonzales Agriculture instructors using this technology in various ways. The iPad hooked up to the appleTV will project onto a screen. This is a great tool for teachers to provide a visualization of specific items which may not be on hand in the classroom, such items could include dissection equipment to pictures of different subject related materials. For example, in the Agriculture Biology classes one standard that must be covered is on cell structures; the iPad can be utilized to provide a virtual tour of cells. The virtual tours allow the students to get a better grip on parts of the cells and why they are important. Technology is also used in the classroom for review of different subjects; students can play different review games via the iPad as a class. When teaching how to read a ruler, the students pass around the iPad and click on different measurements, if they get the answer wrong they are out of the game and the last one standing is the winner. Not only is technology used for instruction but students utilize it for their quizzes and to turn in student work. Gonzales Unified School District gives the students a google based email address. Using Google Drive students create a folder that is shared with instructors. Any documents in the folder can be viewed by the instructor at any time. These are some of the ways Gonzales Agriculture Department utilized technology as instructional tools.

In the Gonzales Agriculture Department record keeping is a requirement. Students are required to have an SAE project where they must complete 20 hours over the period of the school year, these hours are documented in their students record books. Not only are

students required to have an SAE project, but a mock problem is used as a tool to teach the students how to properly utilize the record books.

Primarily all of the record books used in the department are either iRecordbook or eRecordbook. The eRecordbooks are all stored on an external hard drive while the iRecordbooks are stored on the iRecordbook server. For past graduate students their record books are stored in a filing cabinet by the year they graduated. Past graduate students record books are held for 2 years after they have graduated.

Leadership and Citizenship Development

Quality Criteria Two

Students develop leadership, citizenship, interpersonal, and employment skills by participating in career technical student organizations.

The Gonzales FFA chapter was the fifth chapter to receive a charter from the California State FFA Association and ninety-eighth chapter to receive their charter from the National FFA Organization. Students who enroll in an agriculture class at Gonzales High School are automatically enrolled into the FFA Organization, allowing them to participate in a leadership and career readiness program. The FFA gives students the opportunity to use their leadership skills and hard work to earn awards and recognition in the FFA as well as get credit toward their agriculture classes. Students enrolled in agriculture classes at Gonzales High School participate in FFA activities, because its apart of their grade. The agriculture classes at Gonzales High School grading breakdown is as follows: 10% Supervised Agriculture Experience, and FFA participation, 90% classwork. Students wanting to achieve an A in a course must participate in FFA activities.

To earn the 10% for FFA activities students can participate in a variety of activities. Students are required to participate in two FFA activities per quarter, four per semester. These activities range from leadership activities to fundraising. Students document their participation by entering their FFA activities in their activities section of their record book. Staff in the Gonzales Agriculture Department utilize the activities sign in sheet to ensure students are putting accurate information. At the beginning of the school year every student is given a calendar of events for all FFA activities so they can plan according through out the year to ensure they can meet the requirements to obtain the full 10% of their grade. Our activities are planned at various times and days of the week to ensure all students can participate in FFA activities.

Practical Application of Agriculture Skills

Quality Criteria Three

Practical application of occupational skills is accomplished through work-site experiences and/or entrepreneurship. These practical experiences are combined, coordinated, and evaluated with the classroom instruction.

Students enrolled in an agriculture class at Gonzales High School are required to participate in a Supervised Agricultural Experience (SAE). To hold the students responsible to participate in an SAE project they receive a grade based on their participation. The agriculture classes at Gonzales High School grading breakdown is as follows: 10% Supervised Agriculture Experience, and FFA participation, 90% classwork. Students wanting to achieve an A in a course must have completed an SAE project. For students to earn the full 10% GHS requires the students to complete 10 hours of work in an agriculture field of work per semester.

To document these hours once they have been completed, students enter their hours in their record book and fill out the FFA Proficiency Award application. Students only need to complete the cover page, page 2, page 3, as well as submit 6 photos with descriptions of the proficiency application. Both the record book and application is submitted electronically which allows for easy review. Students from Gonzales High School participate in different events to display their SAE projects, these projects can be seen at Salinas Valley Fair, Monterey County Fair, Santa Cruz County Fair, and the Gonzales Community Fair.

The Gonzales Agriculture Department has three vehicles specifically for the use of the agriculture department. There are two trucks and one seven passenger van. Along with the vehicles the department also owns two trailers. These vehicles and trailers are available to use for students SAE activities and school functions. The students also have the ability to use the school farm to house their livestock projects. The school farm not only can be used for livestock projects but there is also an orchard and irrigated land for a variety of SAE projects.

Qualified and Professional Personnel

Quality Criteria Four

All Agricultural Education teachers are competent and qualified with the appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

The Gonzales Agriculture Department is a department of three instructors, one tenured and two probationary agriculture teachers. Eric Morasca, is the department head who has received his tenured, in the 2008-2009 school year. Cecilia Birmingham is a probationary teacher who just joined the Gonzales Spartan team. I am the second probationary teacher, both Cecilia and myself are working towards our tenured status. I am hoping to receive tenure this year. All teachers employed by Gonzales Unified School District are qualified and competent.

Each agriculture instructor at Gonzales High School holds a valid Agriculture Specialized Teaching Credential which allows us to teach agriculture classes. One requirement to obtaining our Agriculture Specialized Teaching Credential is holders must complete a minimum of 3000 hours of occupational work experience in the agriculture related field. We are lucky to have facilities with improved technology which allows us to use a variety of teaching methods. To ensure we are giving our students the best experience possible the instructors in the agriculture department attend professional development regularly, including but not limited to professional development from the CATA organization, Gonzales Teacher Association, and the Gonzales Unified School District.

The administration is supportive of the Gonzales Agriculture Department. Principal Barbara Lawrence-Emanuel participates in many different FFA activities, and encourages students to get involved. She is willing to help whenever help is needed. In addition to the support by our principal, the faculty and staff are very supportive of the program. We have multiple faculty and staff that assist in transportation to FFA events and serve as judges in different FFA competitions. Our counselors are very supportive and understanding the needs of the program. Currently, there is a disconnect with the school board and the program. To help bridge this gap the department would like our FFA officer team to give a presentation to the board twice a year fall and spring semesters. This would help reduce the gap and connect the school board with the students and the FFA chapter. We would like to see the superintendent become more involved in our chapter events. By presenting at the board meetings the superintendent will become more aware of the upcoming FFA events allowing her to become more involved in chapter events.

Farm, Equipment, and Materials

Quality Criteria Five

Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the instructional objectives and individual needs of all students.

Modification of facilities and equipment occur when necessary at the Gonzales Agriculture Department. Modifications of equipment which has occurred over the past few years included a purchase of a new 2011 Ford F-350 extended cab long bed truck, and a 20 foot bumper pull trailer for the department. There has been an increase in student's SAE projects the vehicle and trailer the department had was not practical nor reliable. The small trailer was bought, allowing for ease when hauling students projects. Another addition to the department was a walk-in floral cooler that was installed last year. The Introduction to Art History of Floral Design requires storage space for their flowers. The floral classes have increased in numbers not allowing for enough storage space for the projects and flowers. The walk-in floral cooler allows space for students projects as well ensures students have quality products to work with. In the shop you will find multiple MIG welders, and SMAW welders, as well as portable welder, as a ironworker and ample metal storage. These machines allow for students to practice industry trends and practices in the shop allowing them to be career ready.

The Gonzales Agriculture Department has school-based laboratory facilities to accommodate students for their SAE projects who do not have space for their projects. The school farm has two irrigated pastures, facilities for beef projects, a show arena, a barn for sheep projects, as well as a barn for swine projects. Not only is there the irrigated pasture there is an orchard which has rows of stone fruit and citrus trees. These facilities are available to any student who is enrolled into an agriculture class. The majority of our students live in town and do not have space to house SAE projects at their house, so the school farm is a valuable facility to them.

Community, Business, and Industry Involvement

Quality Criteria Six

Individuals who represent the community, business, industry, students, parents, districts, staff, post-secondary agencies, and labor, serve on a agricultural advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation, and support of each program area.

The Gonzales Agriculture Advisory Committee is made up of community members across the Salinas Valley representing the community, businesses, industry, parents, and staff. The advisory committee meets twice a year at the Gonzales High School Agriculture Department. We understand that the individuals who serve on our advisory committee are busy so we strive to make sure our meetings are punctual and end in a timely manner. The advisory committee has been extremely beneficial in helping with decision making to build our department.

Currently, the Gonzales FFA does not have a parent support group. This is something the department has talked about many times. The department would like to get parents involved but do not want them to feel as their only responsibility is to provide financial support. The department has been brainstorming ways to get the parents more involved. Instructors have talked about asking our past president to organize a meeting for parents. This meeting would allow for the parents to see what is happening in the FFA and also get to know each other. Another idea is a newsletter, explaining what has been happening in our program and any upcoming news.

Career Guidance

Quality Criteria Seven

Agriculture education staff, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in Agriculture Education courses/ programs that are consistent with their aptitudes, interests, abilities, and career path goals.

Students at Gonzales High School have the opportunity to work closely with their Guidance Counselors. Gonzales High School employs two full time counselors who have about 380 students on their caseload. Not only can students speak to their counselors about their post-secondary education and training options but Gonzales High School has faculty of California State University Monterey Bay which come and talk to the students individually about their post-secondary school plans. When it is time for students to register for next years classes, the Agriculture department makes it a point to go over the students four-year plan. While discussing with the students the agriculture department makes sure the student, are aware of the different agriculture classes available to them.

Currently, there are no classes articulated. Articulation attempts have occurred over the past years. Gonzales Agriculture Department has taken all the required steps to articulate with our local community college but there has not been any follow through by the community college.

Program Promotion

Quality Criteria Eight

There is a systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives, of options, advantages, quality, accountability and availability of Agricultural Education programs.

Gonzales Agriculture Department uses many different ways to promote the program, social media is the most common. Gonzales FFA has a Facebook, Instagram, Twitter, and a website where upcoming events can be found. In the past years, Gonzales FFA has put on presentation at Fairview Middle School for potential 9th grade students. At the presentation students are able to ask questions about the agriculture program and play fun games. This is used as a recruiting tool to show prospective students all of the opportunities that are available in the FFA program.

Student's who attend Gonzales High School are in the low to middle social economic status. To ensure all students are able to participate in all FFA, SAE and leadership activities Gonzales FFA does a lot of fundraising. Students who attend certain conferences are able to sell a specific amount of drive thru BBQ tickets. If they sell the minimum set by the department, they do not have to pay for their conference. For students who are interested in raising a livestock animal there are multiple ways a student can gain financial assistance. There are two youth agriculture loan programs that require students to maintain a 2.5 GPA with no failing grades. Student are given up to \$500 for a small animal and \$1000 for a large animal, students must repay the interest free loan. These programs are a great way to start build the students bank account for future projects or educations. Students have the opportunity to take out two loans during their high school career.

Program Accountability

Quality Criteria Nine

There is an annual program assessment using input from instructors, administrators, students, other staff, and advisory committee members which ensures that the program scope, design, content, instruction, and administration is meeting the program objectives. The annual assessment process is used to develop a program improvement plan which contains strategies that will assist with the short and long-range administration and operation of career-vocational education programs.

Gonzales High School uses a system called Data Wise for performance based assessments. Data Wise is used to assess students performance over specific standards. While Data Wise is used for standard based classes, there is no set in stone performance based assessment for the agriculture department. The qualified agriculture teachers, design both final and practical exams which serve as our assessment tool to see what the students have learned in our agriculture classes. Our site administration requires every subject to turn in their class finals. For those classes which have performance based assessments we must submit the directions for the performance as well as the rubric in which will be used to score the final product.

Currently, Mr. Greg Beard has the Gonzales Comprehensive Program Binder. The last time this binder was updated was in 2010. As a part of completing documents for this project, additional documents have been compiled and updated the Gonzales Agriculture Department comprehensive binder. In years past Mr. Beard was the only one who had the comprehensive program binder which makes it hard to update. The additional binder which will be housed in the Gonzales Agriculture Department to be updated on a yearly basis.

Each year the agriculture department head works with site secretary, administration, and district staff to create a comprehensive budget. The budget reflects the expenditures as well as fund sources for the agriculture program. We are very privileged to work with site secretary, administration, and district staff to stay well informed of our budget and use it to maintain a efficient and successful program.

Student-Teacher Ratio

Quality Criteria Ten

High quality instruction in agriculture is dependent upon maintaining a student- teacher ratio that ensures effective instruction and safe working conditions. Agriculture education courses are action-oriented, applied learning activities. Under these conditions, lower class sizes must be maintained.

There are approximately 801 students enrolled in Gonzales High School, and 33 teachers. If you divide the students by instructors the average class size should be 24:1. On our R2 data there are 346 students enrolled in the Gonzales Agriculture classes, this is 43% of the entire school. With 43% of the school population enrolled in an agriculture class, class size is sometimes difficult to meet. For laboratory classes the class size is suppose to be 25:1 and for lecture classes the class size is 30:1 ratio. Classes in the agriculture mechanics pathway meet this requirement with the exception of two classes. The current class ratios are as follows; ROP Advanced Ag Mechanics Section 1 (laboratory) 19:1, ROP Advanced Ag Mechanics Section 2 (laboratory) 22:1, Introduction to Agriculture Mechanics Section 1 (laboratory) 28:1, Agriculture Wood (laboratory) 28:1, Introduction to Agriculture Mechanics Section 2 (laboratory) 25:1. This is an average of 24.4 students per class. For Mrs. Birmingham who teaches Agriculture Biology has a average of 25:1 student per class. Mr. Morasca who teaches Floral and Vet Science has an average of 31:1 students per class.

Full Year Employment

Quality Criteria Eleven

Provisions are established by the school site which provide adequate teacher release time to conduct the necessary year round activities of the program.

Neither our school site nor district meets this criteria. Currently, Agriculture/FFA Advisors receive an additional 30 day contract as well as advisors stipends. Our 30 day contract is based off our regular salary while our advisors stipend is \$1,200. Our district does not offer an SAE period, nor are we compensated regularly for advising SAE projects. If the school's budgets allow agriculture advisors will receive an additional stipend for ROP Animal Care. These hours are apart of an ROP class, ROP Animals Care. Since this is funded by ROP, hours which are funded vary based on size of students enrolled in the class.

Appendix

Appendix A.-Student Data Sheets

Supporting Documents

Student Data Sheets are filled out at the beginning of the school year. The students fill out the student Data Sheets while they are entering their R2 information on the computer. Last year, I had all my classes update their student data sheets after they had finished entering or updating their personal information. Utilizing the R2 program where the students enter the Student Data Sheets electronically allows for consistency it is paper friendly. The data sheets are stored on the internet which allows for any teacher in the department to access the information with ease.

STUDENT CAREER DATA SHEET

A. Name [REDACTED]

Last Name [REDACTED] First Name, MI [REDACTED]

B. Gender: Male ☐ Female ☒

C. Date: 12/5/2013

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

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

F. 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)

G. 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.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

☐ White

☐ Asian

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black

☐ American Indian

☐ Native Hawian/Pacific Islander

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☒ 2 or More

I. Locator Data:

Street Address: [REDACTED]

Phone Number: [REDACTED]

Parent/Guardian Mr. [REDACTED]

Miss/Mrs./Ms. [REDACTED]

Email: [REDACTED]

J. 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.

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

Plan Updated: 2013-09-16

Student Number: 1104044

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

Ag Bio	Course	Ag Chemistry	Course	The Art/History of Floral Design	Course	Floristry	Course

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

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Livestock		Livestock		Floral		Floral	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Opening and Closing	Opening and Closing	Opening and Closing	Opening and Closing
Big	Parli-Pro	Prepared Public Speaking	Extemporaneous Public
Greenhand Conference	Impromptu	Extemporaneous Public	Parli-Pro

STUDENT CAREER DATA SHEET

A. Name [REDACTED]

Last Name [REDACTED] First Name, MI [REDACTED]

B. Gender: Male ☒ Female ☐

C. Date: 12/5/2013

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

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

F. 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)

G. 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.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaiian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

☒ 2 or More

I. Locator Data:

Street Address: [REDACTED]

Phone Number: [REDACTED]

Parent/Guardian [REDACTED]

Mr. [REDACTED]

Miss/Mrs./Ms. [REDACTED]

Email: [REDACTED]

J. 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.

build a house of my own idea

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 _____

Plan Updated: 2013-09-16

Student Number: 989374

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

Course

ROP Advance Ag Mechanics

SENIOR YEAR

S.A.E	Size
-------	------

livestock

SENIOR YEAR

co-ops

STUDENT CAREER DATA SHEET

A. Name [REDACTED]

Last Name [REDACTED] First Name, MI [REDACTED]

B. Gender: Male [REDACTED] Female ☒

C. Date: 12/5/2013

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

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

F. 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)

G. 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.

H. Hispanic: Yes [REDACTED] No ☒

Race: (Select Only One)

White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

☒ 2 or More

I. Locator Data:

Street Address: [REDACTED]

Phone Number: [REDACTED]

Parent/Guardian [REDACTED]

Mr. [REDACTED]

Miss/Mrs./Ms. [REDACTED]

Email: [REDACTED]

J. 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.

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
- Community College
- Four Year College
- Full-Time Student
- Part-Time Student
- Agriculture Major
- Non-Agriculture Major
- 3 Go Into Military Service _____

Plan Updated: 2013-09-17

Student Number: 1111073

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

12/5/13

AGRICULTURAL EDUCATION

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
Ag biology	Ag chemistry	The art/History of floral design	Floridtry

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
Livestock	Livestock	Livestock	Floral

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Opening and closing	Opening and closing	Opening and closing	Opening and closing
Big	Parli-pro	Speaking	Parli-pro
Creed	Impromptu	Co-Ops	Extemporaneous Public

STUDENT CAREER DATA SHEET

A. Name [REDACTED]

Last Name [REDACTED] First Name, MI [REDACTED]

B. Gender: Male ☒ Female ☐

C. Date: 12/5/2013

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

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

F. 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)

G. 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.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaiian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

☒ 2 or More

I. Locator Data:

Street Address: [REDACTED]

Phone Number: [REDACTED]

Parent/Guardian Mr. [REDACTED]

Miss/Mrs./Ms. [REDACTED]

Email: [REDACTED]

J. 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.

A Mechanic

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 | |
| Community College | |
| Four Year College | |
| Full-Time Student | |
| Part-Time Student | |
| Agriculture Major | |
| Non-Agriculture Major | |
| 3 Go Into Military Service | |

Plan Updated: 2013-09-16

Student Number: 1104201

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Course

Course

Course

Course

Intro to Ag Tech

ROP Advanced Ag
Mechanics

Intro to Wood

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

Mechanics

Mechanics

Mechanics

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Parli-Pro

Co-Ops

Co-Ops

Co-Ops

Extemporaneous Public

Parli-Pro

Impromptu

Parli-Pro

Extemporaneous Public

STUDENT CAREER DATA SHEET

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

B. Gender: Male [REDACTED] Female ☒

C. Date: 12/5/2013

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

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

F. 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)

G. 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.

H. Hispanic: Yes [REDACTED] No ☒
 Race: (Select Only One)
 White
 Asian
 Asian Indian
 Cambodian
 Chinese
 Hmong
 Japanese
 Korean
 Laotian
 Vietnamese
 Black
 American Indian
 Native Hawaiian/Pacific Islander
 Filipino
 Guamanian
 Samoan
 Tahitian
☒ 2 or More

I. Locator Data:
 Street Address: [REDACTED]
 Phone Number: [REDACTED]
 Parent/Guardian
 Mr. [REDACTED]
 Miss/Mrs./Ms. [REDACTED]
 Email: [REDACTED]

J. 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.

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
 Part-Time Student
 Agriculture Major X
 Non-Agriculture Major
- 3 Go Into Military Service _____

Plan Updated: 2013-09-16

Student Number: 1104331

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
Opening And Closing	State Conference	Co-Ops	State Conference
BIG	Parli-Pro	Prepared Public Speaking	Parli-Pro
Creed	Co-Ops	Extemporaneous Public	Co-Ops
Greenhand Conference	Impromptu	Speaking	Prepared Public Speaking
State Conference	Opening And Closing	Opening and Closing	Extemporaneous Public
		State Conference	Speaking
		Parli-Pro	Opening and Closing

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
Livestock	Livestock	Livestock	Livestock
Ag. Biology	Ag. Chemistry	Intro. to ag Tech	ROP Advanced Ag Mechanics
Ag. Biology	Ag. Chemistry	Intro. to ag Tech	ROP Advanced Ag Mechanics

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Opening And Closing	State Conference		
BIG	Opening And Closing		
Creed	Co-Ops		
Greenhand Conference	Parli-Pro		
	Improm		

STUDENT CAREER DATA SHEET

A. Name

Last Name

First Name, MI

B. Gender: Male ☒ Female ☐

C. Date: 12/5/2013

D. Year in Agriculture Program:

2

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

E. Grade Level in School:

12

(9, 10, 11, 12)

F. 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)

G. 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.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaiian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

☒ 2 or More

I. Locator Data:

Street Address:

Phone Number:

Parent/Guardian

Mr.

Miss/Mrs./Ms.

Email:

J. 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.

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

Plan Updated: 2013-09-16

Student Number: 1108569

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Course

Course

Course

Course

ROP Advanced Mechanics Into Ag wood

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

Mechanics

Horticulture

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Co-Ops

Prepared Public Speaking

Opening & Closing

Extemp Public Speaking

State Conference

Parli-pro

STUDENT CAREER DATA SHEET

A. Name [REDACTED]

Last Name [REDACTED] First Name, MI [REDACTED]

B. Gender: Male [REDACTED] Female ☒

C. Date: 12/5/2013

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

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

F. 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)

G. 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.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

☐ White

☐ Asian

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black

☐ American Indian

☐ Native Hawian/Pacific Islander

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☒ 2 or More

I. Locator Data:

Street Address: [REDACTED]

Phone Number: [REDACTED]

Parent/Guardian [REDACTED]

Mr. [REDACTED]

Miss/Mrs./Ms. [REDACTED]

Email: [REDACTED]

J. 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 be a nurse that takes care of premature babies.

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

Plan Updated: 2013-09-16

Student Number: 1108203

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
Ag Biology	Ag Chemistry	Advanced Wood Shop	Vet Science
Into to Ag Wood			

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
Mechanics	Mechanics	Mechanics	Mechanics

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Opening and Closing	Open and closing	Parli-pro	parli-pro
Big	parli-pro	open and closing	state confrence
Creed	state confrence	state confrence	open and closing

STUDENT CAREER DATA SHEET

A. Name [REDACTED]

Last Name [REDACTED] First Name, MI [REDACTED]

B. Gender: Male ☒ Female ☐

C. Date: 12/5/2013

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

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

F. 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)

G. 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.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

White

Asian

Asian Indian

Cambodian

Chinese

Hmong

Japanese

Korean

Laotian

Vietnamese

Black

American Indian

Native Hawaiian/Pacific Islander

Filipino

Guamanian

Samoan

Tahitian

☒ 2 or More

I. Locator Data:

Street Address: [REDACTED]

Phone Number: [REDACTED]

Parent/Guardian: [REDACTED]

Mr. [REDACTED]

Miss/Mrs./Ms. [REDACTED]

Email: [REDACTED]

J. 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.

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

Plan Updated: 2013-09-16

Student Number: 1107414

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
into ag mechanics	ag mechanics	into wood	advance wood

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
mechanics	mechanics	mechanics	mechanics

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
opening and closeing	opening and closeing	opening and closeing	opening and closeing
big	co-ops	co-ops	co-ops
creed	parli-pro	parli-pro	parli-pro

STUDENT CAREER DATA SHEET

- A. Name [REDACTED]
- Last Name _____ First Name, MI _____
- B. Gender: Male _____ Female X
- C. Date: 12/5/2013
- D. Year in Agriculture Program: 2
(1st, 2nd, 3rd, 4th)
- E. Grade Level in School: 11
(9, 10, 11, 12)
- F. Program of Instruction Being Pursued: (Select Only One)
- Plant & Soil Science (4010)
 - Animal Science (4020)
 - Agricultural Mechanics (4030)
 - Agricultural Business (4040)
 - X Ornamental Horticulture (4050)
 - Forestry & Natural Resources (4060)
 - Agriscience (4070)
- G. I Am Taking This Course Because: (Select One)
- I plan a career in agriculture
 - X Not a career, just an interest in agriculture.
 - Not interested, placed in class.
- H. Hispanic: Yes _____ No X
- Race: (Select Only One)
- White
 - Asian
 - Asian Indian
 - Cambodian
 - Chinese
 - Hmong
 - Japanese
 - Korean
 - Laotian
 - Vietnamese
 - Black
 - American Indian
 - Native Hawaiian/Pacific Islander
 - Filipino
 - Guamanian
 - Samoan
 - Tahitian
 - X 2 or More

- I. Locator Data:
- Street Address: [REDACTED]
- Phone Number: [REDACTED]
- Parent/Guardian Mr. [REDACTED]
- Miss/Mrs./Ms. [REDACTED]
- Email: [REDACTED]
- J. 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.

- 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
- Part-Time Student
- Agriculture Major
- Non-Agriculture Major
- 3 Go Into Military Service

Plan Updated: 2013-09-16

Student Number: 1106976

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
	Intro to Ag.Tech	ROP Advance Mechanics	Advanced Floral
		Art/History of Floral	Intro. to Ag.Wood

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

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
S.A.E	S.A.E	S.A.E	S.A.E
Size	Size	Size	Size
	Livestock	Livestock	Livestock

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
	Opening/Closing	Opening/Closing	Opening/Closing
	State Conference	Prepared Public Speaking	Prepared Public Speaking
	Prepared Public Speaking	State Conference	State Conference

Appendix B.-Permanent Vo-Ag Student Record

Currently, Gonzales Agriculture Department does not have a filing system in place with all of the students in the agriculture department. There are multiple filing cabinets located in the agriculture department office which would allow for ample storage for students files. In the upcoming year I would like to organize and dedicate a specific filing cabinet to store student information. I am planning on organizing the five drawer filing cabinet by graduation year and then alphabetically by grade.

What I am envisioning to be kept in the folders would include students project visit forms, degrees, any degree applications, FFA applications, and strike forms. While technology is extremely popular I think it is important to keep paper copies of specific items.

Appendix C.-Course Outlines

Supporting Documents

The Gonzales Agriculture Department offers eight different courses. Attached are the current course description for all eight classes. Also attached are the other courses offered to students at Gonzales High School.

Agriculture Biology

UC/CSU: Fulfills D Requirement/Life Science

Grades: 9-10

Credits:10

Prerequisites: None-concurrent enrollment in Geometry is recommended.

Content: This Agriculture Biology is one-year laboratory science designed for all students with a career interest in science and/or agriculture. This course also satisfies the Biology requirement. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis of life, energies of life, growth and reproduction in plants and animals, evolution of agricultural plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and disease of livestock, and the similarities between animals and humans. The component in order to connect the big idea of life science with agricultural applications.

Agriculture Chemistry

UC/CSU: Fulfills D requirement/Physical Science

Grade: 10-12

Credits:10

Prerequisites: Successful completion of Geometry and Biology or instructor approval

Content: This Agriculture Chemistry is one-year laboratory science designed for all students with a career interest in science and/or agriculture. Using agriculture as the learning vehicle, the course emphasizes the formulas and principles of chemistry as well as their underlying concepts. There is an emphasis on the development of critical thinking and problem solving skills. Students must have adequate reading, writing, and mathematical skills.

ROP The Art & History of Floral Design

US/CSU: Meets F Requirement

Grade: 10-12

Credits:10

Prerequisites: None, but students should be interested in learning and working with the history or floriculture.

Content: This course provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencils,

flowers, tile and a variety of papers. Students are all introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex worlds such as multi-part floral designs and creative expression through wedding consultations.

ROP Advanced Floral Design

US/CSU: None-Graduation Credit only

Grade: 10-12

Credits:10

Prerequisites: Successful completion of Art & History of Floral Design 1 or Instructor Approval

Content: This course in floristry is for students interested in pursuing a career in floral design, flower shop management, growing field crops or other related fields. Students are taught proper identification and use of tools and equipment, the care of indoor plants, the art of floral design and basic shop management skills necessary to operate a shop. Students are taught to properly design corsages, centerpieces, everyday arrangements, wedding bouquets, funeral pieces, and the different phases of planning and staging of events or corporate parties. Flower materials to be used, but not limited to, fresh flowers and foliage, silks or dries, or other textures that may be required to complete a project. Students who are job ready and have a genuine interest in floristry will be given an opportunity to go into a community classroom setting and obtain actual job training in the floral industry. Students who are successful in the program can expect to obtain full or part time employment.

ROP Veterinarian Science

UC/CSU: Life Science

Grades:10-12

Credits:10

Prerequisites: None

Content: This course provides a hands on approach to study common diseases of both small and large animals along with the causes and means of prevention. Students will learn skills and scientific knowledge required for entry-level jobs in the animal services industry. Course will include anatomy and physiology of domestic animals, nutrition, parasites, and diseases. Guest lectures, veterinarians, vetero control officials, and animal health technicians will also be provided to add knowledge of current practices that are faced in the animal health fields. Students will gain practical experiences in veterinary medicines by conducting hands on activities with both small and large animals.

Introduction to Agricultural Mechanics

UC/CSU: None-Graduation Credit Only

Grades:9-12

Credits:10

Prerequisites: None

Content: This course is designed to give the first year Ag student a strong foundation in the use of basic agriculture mechanics shop skills. Tools, materials and safety will be taught. Proper skills involving hands-on learning will be stressed. This basic course includes rope work, wood and metal working, welding and cutting processes, electrical, concrete and plumbing. This is a FFA based class.

Introduction to Agricultural Wood

US/CSU: None-Graduation Credit Only

Grades: 9-12

Credits: 10

Prerequisites: None

Content: This course is designed to give the first Ag year student a strong foundation in the use of basic agriculture wood shop skills. Students will be using a hand woodworking tools along with modern tools, drafting and wood safety working habits. Student will be expected to design and construct projects and compile appropriate data as per project throughout the year. This is a FFA based class.

ROP Advanced Agriculture Mechanics

US/CSU: None-Graduation Credit only

Grade: 10-12

Credits:10

Prerequisites: Successful completion of Ag Construction or instructor approval

Content: Students will experience advanced welding and the construction of various projects. Instruction in welding (Arc, MIG, and TIG) as well as cutting with plasma torch, and oxy-fuel, and safety will be covered in detail. Students will be expected to design (draft) and construct projects and compile appropriate data as per project with metal. This is a FFA based class.

HISTORY/ **SOCIAL SCIENCE**

UC/CSU APPROVED COURSES

A REQUIREMENT:

Two years to include US and World History, required for UC/CSU.

WORLD HISTORY

UC/CSU: Fulfills A requirement

Grades: 10

Credits: 10

Prerequisites: None.

Content: This is a yearlong course that is a requirement for graduation and also meets the A through G requirements for entrance to the university system. The course is taught in the tenth grade and covers the California Content Standards for Social Studies 10.1 to 10.11. Students will examine the major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students will also develop an understanding of current world issues and relate them to their historical, geographic, political, economic and cultural contexts.

WORLD HISTORY-SEI

UC/CSU: Fulfills A requirement

Grades: 10

Credits: 10

Prerequisites: None.

Content: This is a year-long course is essentially the same as World History but is designed especially for English language learners and is taught using Specially Designed Academic Instruction in English techniques by a teacher who has a C.L.A.D. credential. This course uses SDAIE strategies that include, but are not limited to, the use of visuals, vocabulary development, small group activities and scaffolding.

U.S. HISTORY

UC/CSU: Fulfills A requirement

Grades: 11

Credits: 10

Prerequisites: None.

Content: U.S. History is a yearlong course that is a requirement for graduation and also meets the A through G requirements for entrance to the university system. Students taking this course will be taught the California State Standards in United States History and will be well prepared to succeed on the State Standard Exam in the spring. Students will study the major turning points in United States History in the 20th century following a review of the nation's beginnings. The major topics covered are: birth of the nation and the philosophy of government in the Declaration of Independence, industrialization and immigration, the role of religion in U.S. history, the rise of the United States as a world power, World War I, the 20's, the Great Depression and The New Deal, World War II and current political, social and economic issues facing the country since 1945.

US HISTORY-SEI

UC/CSU: Fulfills A requirement

Grades: 11

Credits: 10

Prerequisites: None.

Content: This is a year-long course is essentially the same as US History but is designed especially for English language learners and is taught using Specially Designed Academic Instruction in English techniques by a teacher who has a C.L.A.D. credential. This course uses SDAIE strategies that include, but are not limited to, the use of visuals, vocabulary development, small group activities and scaffolding.

U.S. HISTORY-AP

UC/CSU: Fulfills A requirement

Grades: 11

Credits: 10

Prerequisites: None.

Content: U.S. History AP is a course designed for college bound students who want a challenging and rigorous alternative to the regular U.S. History course taught at GHS, to

and institutions of various economic systems.

U.S. GOV. & POLITICS-SEI

UC/CSU: Fulfills A requirement

Grades: 12

Credits: 5

Prerequisites: None.

Content: This semester-long course is essentially the same as US Government and Politics but is designed especially for English language learners and is taught using Specially Designed Academic Instruction in English techniques by a teacher who has a C.L.A.D. credential. This course uses SDAIE strategies that include, but are not limited to, the use of visuals, vocabulary development, small group activities and scaffolding.

ENGLISH LANGUAGE ARTS

UC/CSU APPROVED COURSES

B REQUIREMENT

Four years of English, required for UC/CSU

ENGLISH LANGUAGE ARTS 1

UC/CSU: Fulfills B requirement

Grades: 9

Credits: 10

Prerequisites: None

Content: English I focuses on mastery of the California State Standards in Reading, Writing, Listening and Speaking, with emphasis on Essential Standards as identified by the Gonzales High School Language Arts Department. This course uses literary analysis to sharpen students' critical and analytical thinking, and exploration of different writing styles. Freshman read novels, short stories, expository pieces, poetry and drama to further explore develop cultural literacy. Core curriculum is supplemented with additional vocabulary generated from college entrance study

guides and recommendations by the California Department of Education.

ENGLISH LANGUAGE ARTS 1-HONORS

UC/CSU: Fulfills B requirement

Grades: 9

Credits: 10

Prerequisites: Grade of B or better in previous Language Arts course OR the instructor recommendation.

one period, one year course focusing on mastery of the ninth-grade California State Standards in Reading, Writing, Listening and Speaking, with emphasis on Essential Standards as identified by the Gonzales High School Language Arts Department. This course uses literary analysis to sharpen students' critical and analytical thinking, and exploration of different writing styles. Freshman read novels, short stories, expository pieces, poetry and drama to further explore develop cultural literacy. Core curriculum is supplemented with additional vocabulary generated from college entrance study guides and recommendations by the California Department of Education. ELA 1 Honors is designed with greater rigor, depth of analysis, writing, and reading. Honors students will read texts at a higher reading level, write to greater length (and depth of insight), and be assigned more homework than ELA 1. **Assigned summer reading is required and will be assessed in the first week of the school and will be an expectation for each honors student. Failure to complete assigned summer reading may result in removal from Honors.*

ENGLISH LANGUAGE ARTS 2

UC/CSU: Fulfills B requirement

Grades: 10

Credits: 10

Prerequisites: None

Content: This year-long course focuses on the California High School Exit Exam and mastery of the California State Standards in Reading, Writing, Listening and Speaking, with emphasis on Essential Standards as identified by the Gonzales High School Language Arts Department,

ENGLISH LANGUAGE ARTS 4

UC/CSU: Fulfills B requirement

Grades: 12

Credits: 10

Prerequisites: None

Content: The uses department specified core curriculum as well as the *California State University* Expository Reading and Writing Program designed for twelfth grade college preparatory students. The class reads extensively from essays across the disciplines and will write analytically and critically about what they have read. Students will study a variety of expository, analytical, and argumentative writing and the rhetorical analysis of non-fiction and fiction genres. The goal is to deepen students' critical reading, writing, and thinking skills. Independent daily reading is mandatory.

ENGLISH LANGUAGE ARTS 4-HONORS

UC/CSU: Fulfills B requirement

Grades: 12

Credits: 10

Prerequisites: Grade of B or better in previous Language Arts course OR the instructor recommendation

Content: Core curriculum is supplemented with the California State University Expository Reading and Writing Program designed for twelfth grade college preparatory students. The class reads extensively from challenging essays across the disciplines and will write analytically and critically about what they have read. Students will study a variety of expository, analytical, and argumentative writing and the rhetorical analysis of non-fiction and fiction genres. The goal is to deepen students' critical reading, writing, and thinking skills with the emphasis on fostering the ability to argue and extend understanding of complex material in writing. Students will be prepared for academic writing in college.

**Assigned summer reading is required and will be assessed in the first week of the school and will be an expectation for each honors student. Failure to complete assigned summer reading may result in removal from Honors*

AP LANGUAGE and COMPOSITION

UC/CSU: Fulfills B requirement-pending approval

Grades: 12

Credits: 10

Prerequisites: Successful completion of English Language Arts 3 or 3Honors or instructor approval

Content: AP English Language and Composition is a year-long introductory college-level course. Students study a broad range of challenging non-fiction and fiction texts to deepen their understanding of rhetoric and language skills. There is a strong writing emphasis, and the majority of the texts are from American authors and scholars. Texts are chosen for their historical and cultural relevance as well as for their complexity. Supplemental readings are used to further explore current events and controversial issues. The texts will parallel lessons introducing and practicing formal and informal writing: expository, analytical, narrative, synthesis, and argumentative. The combination of texts and writing assignments will enhance students' alertness to author's style and purpose, audience, and recognition of language. Students will develop skills in selecting syntax, word choice, and tone in order to appeal to their own audience.

**Assigned summer reading is required and will be assessed in the first week of the school and will be an expectation for each honors student. Failure to complete assigned AP*

CAHSEE ENGLISH SUPPORT

UC/CSU: Non college-prep; approved for graduation credit

Grades: 11-12

Credits: 5, may be repeated for credit

Prerequisite: Non-passing Score on CAHSEE or recommendation of counselor.

Content: This course is intended for students who have not passed the English portion of the

UC/CSU: Non college-prep; approved for graduation credit

Grades: 9 - 12

Credits: 10

Prerequisite: Failure to successfully complete ELD 3 or any level of ELA, or instructor recommendation

Content: This course offers standards-based instruction in writing and language arts for the intermediate level English learner transitioning into Language Arts. Students will continue development of English language writing skills through increasingly more difficult writing assignments with a focus on the four major essays tested on the CAHSEE (California High School Exit Exam): Biographical Narrative, Response to Literature, Expository and Persuasive. In addition, the class will have an emphasis on the CST (California Content Standards) in Writing: Written Conventions and Writing Strategies. Students will also receive instruction in the areas of vocabulary, critical thinking, literary analysis, writing, grammar, and language functions. Students may be concurrently enrolled in ELD or Language Arts for one period.

MATHEMATICS

**UC/CSU APPROVED COURSES
C REQUIREMENT**

Three years of Mathematics, starting with Algebra 1, required for UC/CSU

ALGEBRA I

UC/CSU: Fulfills C requirement

Grades: 9 - 12

Credits: 10

Prerequisites: None

Content: This course will help students understand the basic structure of algebra, use logic in applying abstract concepts, and learn the role of deductive reasoning in algebra. Topics to be studied include symbols and sets, variable expressions, equations, inequalities,

formulas, operations with real numbers, polynomials and factoring, solutions of fractional and quadratic equations, the quadratic formula, and graphing. Verbal problems are stressed.

ALGEBRA 1-SEI

UC/CSU: Fulfills C requirement

Grades: 9-12

Credits: 10

Prerequisites: None.

Content: This is a year-long course is essentially the same as Algebra 1 but is designed especially for English language learners and is taught using Specially Designed Academic Instruction in English techniques by a teacher who has a C.L.A.D. credential. This course uses SDAIE strategies that include, but are not limited to, the use of visuals, content vocabulary development, small group activities and scaffolding.

GEOMETRY

UC/CSU: Fulfills C requirement

Grades: 9 - 12

Credits: 10

Prerequisites: Successful completion of Algebra 1 or teacher recommendation

Content: The content is based on the traditional topics of Geometry; deductive reasoning and formal proofs, parallel lines and parallelograms, congruent and similar triangles, circles, constructions, coordinates, right triangles, area and volume. The course is in line with the California State Standards.

GEOMETRY-SEI

UC/CSU: Fulfills C requirement

Grades: 9 - 12

Credits: 10

Prerequisites: Successful completion of Algebra 1 or teacher recommendation

Content: This is a year-long course is essentially the same as Algebra 1 but is designed especially for English language learners and is taught using Specially Designed Academic Instruction in English techniques by a teacher who has a C.L.A.D. credential. This course uses SDAIE strategies that include, but are not

review of arithmetic skills as well as a review of Algebra I. This course does not fulfill the State's requirement that all students take an Algebra I course. Students should not be enrolled in this class until they have first attempted Algebra I.

SCIENCE

UC/CSU APPROVED COURSES

D REQUIREMENT

Two years of Laboratory Science (1 year of Life Science and 1 year of Physical Science) are required for UC/CSU, three years are recommended.)

BIOLOGY I

UC/CSU: Fulfills D requirement/Life Science

Grades: 9 -10

Credits: 10

Prerequisites: None; concurrent enrollment in Geometry is recommended.

Course Content: This Biology is a laboratory and lecture course that studies a breadth of topics that include genetics and ecosystems. The course is aligned to the California State Biology Standards.

BIOLOGY-SEI

UC/CSU: Fulfills D requirement/Life Science

Grades: 9-10

Credits: 10

Prerequisites: None; concurrent enrollment in Geometry is recommended.

Content: This year-long course is essentially the same as Biology but is designed especially for English language learners and is taught using Specially Designed Academic Instruction in English techniques by a teacher who has a C.L.A.D. credential. This course uses SDAIE strategies that include, but are not limited to, the use of visuals, content vocabulary development, small group activities and scaffolding

AGRICULTURAL BIOLOGY

UC/CSU: Fulfills D requirement/Life Science

Grades: 9-10

Credits: 10

Prerequisites: None; concurrent enrollment in Geometry is recommended.

Content: This Agriculture Biology is a one-year laboratory science designed for all students with a career interest in science and/or agriculture. This course also satisfies the Biology requirement. Using agriculture as the leaning vehicle, the course emphasizes the principles, central concepts and inter-relationships among the following topics: the molecular and cellular aspects of life, the chemical and structural basis for life, energies of life, growth and reproduction in plants and animals, evolution of agricultural plants and domestic livestock species, plant and animal genetics, taxonomy of modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases of livestock, and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications.

CHEMISTRY

UC/CSU: Fulfills D requirement/Physical Science

Grades: 10-12

Credits: 10

Prerequisites: Successful completion of Geometry and Biology or instructor approval

Content: Chemistry is a laboratory and lecture course that provides an in-depth study of matter and its properties. This course studies the facts, formulas and principles of chemistry as well as their underlying concepts. There is an emphasis on the development of critical thinking and problem solving skills. Students must have adequate reading, writing, and mathematical skills.

EARTH SCIENCE

UC/CSU: Non college-prep; approved for graduation credit

Grades: 11-12

Credits: 10

Prerequisite: None

Prerequisites: Successful completion of Chemistry and Biology or instructor approval
Content: This course is designed to prepare students to take the AP exam in May. There will be five lab sessions outside the regular school day, to complete labs designed to apply the concepts tested on the AP exam, as well as develop a complete lab notebook. There are four major topics of study to prepare students for the AP exam: Chemical Equilibrium, Thermodynamics, Electrochemistry, and Kinetics. Additional concepts addressed include bonding, periodic trends, and acid/base chemistry in conjunction with the four underlying principles. All students will participate in the Chemistry Symposium. Students should be committed to completing an hour of homework daily.

ENVIRONMENTAL SCIENCE- HONORS

UC/CSU: Fulfills D requirement

Grades: 11-12

Credits: 10

Prerequisites: Concurrent enrollment in Algebra 2 or higher recommended, successful completion of Geometry and Biology and either Chemistry or Physics.

Content: Environmental Science is designed to help students be prepared to take the Environmental Science AP Test. This course will cover topics relating to Earth Systems and Resources, Ecology and Populations, as well as Land, Water and Energy Consumption. A major component of the course discusses Pollution and Global Change. Environmental Science Honors students will use natural environments such as the Slough as ongoing research areas and outdoor classrooms. These environmental interactions will be integral to the collection of real-time data to aid in the eventual planning and execution of applications of environmental research.

SENIOR ENVIRONMENTAL SCIENCE

UC/CSU: Non college-prep; approved for graduation credit

Grades: 12

Credits: 10

Prerequisite: This class is NOT an elective and can only be taken by seniors that need a third year of science credit and have not met the prerequisites for Science 2, Chemistry or Physics.

Content: This Senior Environmental Science is a non-AG science elective course for **seniors only**. It is designed to allow all students the opportunity to meet the Gonzales High School graduation requirement of three years of science credits. The course focuses on the study of ecology as a basis for learning and practicing all the various disciplines and California Science Content Standards of Earth Systems, Biology and Chemistry.

FOREIGN LANGUAGE

UC/CSU APPROVED COURSES

E REQUIREMENT

Two years of the same language other than English (LOTE) required for UC/CSU. Three years is highly recommended for UC.

SPANISH I

UC/CSU: Fulfills E requirement

Grades: 9 - 12

Credits: 10

Prerequisites: None, intended for students with no prior experience speaking Spanish

Content: The emphases of this course are to learn to understand and speak Spanish on a basic level, to deal with practical situations often encountered in the Spanish-speaking world, and to learn about cultural differences, vocabulary, correct sentence structure, and grammar.

SPANISH II

UC/CSU: Fulfills E requirement

Grades: 9 - 12

Credits: 10

Prerequisites: Successful completion of Spanish I or instructor approval.

F REQUIREMENT

One yearlong course of Visual or Performing Arts required for UC/CSU

BEGINNING ART I-2

UC/CSU: Fulfills F requirement

Grades: 9 - 12

Credits: 10

Prerequisites: None, but students should have a desire to explore and practice art

Content: Recommended as an introductory course to all other visual arts classes. This beginning course in art fundamentals emphasizes the use of the elements and principles of design in the creation of art. Students use formal critique processes with written analysis of aesthetics, historical art, and cultural perspectives. Specific projects in drawing and painting provide students structure to build technical skills while challenging them to express individual creativity. This year long course emphasizes drawing and composition and the basic elements of art as they relate to black and white drawing.

ADVANCED ART 3-4

UC/CSU: Fulfills F or G requirement

Grades: 10 - 12

Credits: 10 (may be repeated)

Prerequisites: Art I or instructor approval based upon student art portfolio.

Content: This is an advanced course in design principles, techniques, and social historical perspectives building upon skills learned in Art I. The use of color and various painting techniques will be emphasized along with a further study of art history. In alignment with UC/CSU entrance requirements this course also engages students in written analysis of aesthetics, historical, and cultural perspectives. Projects change from year to year to make the class repeatedly challenging and interesting.

BEGINNING CERAMICS 1-2

UC/CSU: Fulfills F requirement

Grades: 9 - 12

Credits: 10

Prerequisites: None, but students should have a desire to work with clay

Content: Beginning Ceramics will concentrate on the formation of ceramic objects using the methods of pinch, slab, and coil. Decorating and glazing will also be taught.

ADVANCED CERAMICS 3-4

UC/CSU: Fulfills F requirement

Grades: 10 - 12

Credits: 10

Prerequisites: Successful completion of Beg. Ceramics or instructor approval

Content: This course builds on skills learned in Beginning Ceramics and will concentrate on the use of the potter's wheel. Students will learn to make various ceramic objects using the wheel and advanced decorating skills will also be taught. May be repeated for additional credit.

DRAMA I

UC/CSU: pending approval of F requirement

Grades: 9 - 12

Credits: 10

Prerequisites: None, but students should have a desire to explore acting and gain theatrical experience

Content: This course is designed as an introduction to theater and acting on stage. Students will study improvisation, monologues, and scenes, with emphasis on voice and diction. Students will examine scripts and evaluate characterization, themes, and plot. Although there are only a few written assignments, most homework requires memorization of lines and blocking and adequate preparation for presentation of monologues and scenes, which are videotaped and critiqued. Students are also required to attend at least one play per semester and give a written review of the performance. This is a performance based class where participation on stage is mandatory

BEGINNING GUITAR

UC/CSU: Fulfills F requirement

Grades: 9 - 12

challenging repertoire of music. Music terminology, rhythmic figures and basic reading skills will be learned to further enhance this experience. Advanced Band is considered a performing group. Students are required to participate in all performances, festivals, field trips and after school rehearsals. Instruments being offered are Flute, Clarinet, Saxophone, Trumpet, Horn, Trombone, Baritone, Tuba Electric Bass, Mallet Percussion and Combined Percussion. Renting an instrument for the class may be required. The course may be repeated for additional credit.

JAZZ BAND

UC/CSU: Fulfills F or G requirement

Grades: 9 - 12

Credits: 10

Prerequisites: Successful completion of Adv. Band or instructor approval

Content: Jazz Band is for the most advanced instrumental musicians. The Jazz Band performs intermediate to advanced level literature from various selected eras of musical histories including Ragtime, Dixieland, Swing, Big Band, Boogie-Woogie, Latin Jazz, Modern Jazz and Rock. In addition to the techniques of rehearsal and performance, the students learn the theory and history of the music performed. Jazz Band is considered a performing group. Students are required to participate in all performances, festivals and field trips. Renting an instrument for the class may be required. The course may be repeated for additional credit.

MARCHING BAND

UC/CSU: None-Graduation Credit Only

Grades: 9 - 12

Credits: 10

Prerequisites: Successful completion of Adv. Band or instructor approval

Content: Marching Band is designed for students interested in the competitive sport of marching band and color guard. This course is open to musicians and color guard artists (flag, rifle, saber, dance, drill, or banner). Other performers may be added at the discretion of the director. Students are expected to perform at a wide variety of events, including school concerts, sporting events (Fall & Spring),

parades, and regional competitions. Travel, competitions, performances and rehearsals are required and held outside of regular school hours. Students may earn 5 units per year of physical education credit toward graduation. All musicians must be concurrently enrolled in at least one of the following: Beginning, Advanced, or Jazz Band.

PHYSICAL EDUCATION and HEALTH

FRESHMAN CORE PHYSICAL EDUCATION

UC/CSU: None-Graduation Credit Only

Grades: 9

Credits: 10

Prerequisites: Required course for all freshmen.

Content: Instruction in the basic fundamentals of a variety of team or individual sports and aquatics over a period of one year. Instruction in dance is also included. Emphasis is on cooperation, coordination, getting to places on time and in proper attire for the activity, and teamwork. Units will vary from three, four or six weeks in length. Students will take the State Physical Fitness Standards Test and must pass five out of the six standards to pass the course.

PHYSICAL EDUCATION

UC/CSU: None-Graduation Credit Only

Grades: 10-12

Credits: 10

Prerequisites: Successful completion of Core PE or instructor approval

Content: This course will cover a variety of fitness disciplines designed to provide students with the knowledge and ability to maintain active and health lifestyles.

Activities will include cardio workouts, and light free weights. This class is designed to

ROP AGRICULTURE MILL & CABINET MAKING

UC/CSU: None- Graduation Credit Only

Grades: 10 - 12

Credits: 10

Prerequisites: Successful completion of Ag Construction or instructor approval

Content: Emphasis is placed on the fine-tuning and making of hand tools and developing the students sensitivity to surfaces, joinery, hand and eye coordination. The construction of a piece that utilizes the coordination of hand and machine tools.

ROP THE ART & HISTORY OF FLORAL DESIGN

UC/CSU: Meets G Requirement (pending)

Grades: 10 - 12

Credits: 10

Prerequisites: None, but students should be interested in learning and working with the history or floriculture

Content: This course provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

ROP THE ART & HISTORY OF FLORAL DESIGN 2

UC/CSU: None- graduation requirement

Grades: 10 - 12

Credits: 10

Prerequisites: Successful completion of Art & History of Floral Design 1 or instructor approval

Content: This course in floristry is for students interested in pursuing a career in floral design, flower shop management, growing field crops or other related fields. Students are taught proper identification and use of tools and equipment, the care of indoor plants, the art of floral design and basic shop management skills necessary to operate a shop. Students are taught to properly design corsages, centerpieces, everyday arrangements, wedding bouquets, funeral pieces, and the different phases of planning and staging of events or corporate parties. Flower materials to be used, but not limited to, fresh flowers and foliages, silks or dries, or other textures that may be required to complete a project. Students who are job ready and have a genuine interest in floristry will be given an opportunity to go into a community classroom setting and obtain actual job training in the floral industry. Students who are successful in the program can expect to obtain full or part time employment.

ROP VETERINARIAN SCIENCE

UC/CSU: None- Graduation Credit Only

Grades: 10 - 12

Credits: 10

Prerequisites: Successful completion of Agriculture Science and/or Agriculture Biology or instructor approval

Content: This course provides a hands on approach to study common diseases of both small and large animals along with the causes and means of prevention. Students will learn skills and scientific knowledge required for entry-level jobs in the animal services industry. Course will include anatomy and physiology of domestic animals, nutrition, parasites and diseases. Guest lectures, veterinarians, vector control officials, and animal health technicians will also be provided to add knowledge of current practices that are faced in the animal health fields. Students will gain practical

ROP ANIMAL CARE

UC/CSU: None-Graduation Credit Only

Grades: 10 - 12

Credits: 10

Prerequisites: Students will work with a care for animals and be expected to participate in a local Fair.

Content: This course will provide the student with training in skills for the targeted job classifications related to livestock production and marketing. Students will focus on basic animal care, basic animal handling, sanitation and beginning terminology used in the animal health care and services industry. Students will explore the various job opportunities available in this area. Participation in FFA activities is preferred.

ROP Customer Service Occupations

UC/CSU: None-Graduation Credit Only

Grades: 10 - 12

Credits: 10

Prerequisites: None

Content: The transitions curriculum is a student-centered curriculum based on the premises that students gain personal power when they set goals, learn employability skills, and make productive choices. The curriculum focuses on three areas: Personal management, Career management, and Life management. It provides skill development instruction and experiences for entry-level positions in office, food service, bank teller and retail settings.

ROP PROFESSIONAL ACTOR'S TRAINING:

This course is designed to provide students with thorough knowledge of the fundamentals of acting necessary for entry-level employment in all medium related to the acting business, including film, television, stage and commercials. Students

will acquire knowledge of the practical, theoretical and technical aspects of acting as well as develop strategies for marketing their talents and successfully navigating their career. Training will include in-depth character work in scene study/cold reading techniques, monologue work, improvisation and voice over. Students will gain hands-on experience by performing in front of an audience at local venues.

ROP OFFICE CAREERS

UC/CSU: None- Graduation Credit Only

Grades: 10 – 12

Credits: 10

Content: This course will enable students to learn basic skills necessary to work in a business office. Instruction includes document creation and work flow, word processing exercises, memo preparation, record-keeping, filing, records organization, customer service, sales basics, telephone answering, interpersonal skills, problem solving and basic administrative support procedures. Students learn in a variety of ways including lectures, group exercises, and individualized study presentations.

ROP YEARBOOK

UC/CSU: None- Graduation Credit Only

Grades: 10 – 12

Credits: 10

Prerequisites: Instructor's approval before enrollment. Successful completion of Computer Literacy 1 recommended.

Content: Students in this course carry the responsibility for producing the school yearbook.

Elements of production include layout, graphics, photography, copy writing, advertising, sales, and contract negotiations for publications. Dead lines must be met and students are required to attend a minimum number of extracurricular activities.

Content: Student leadership is for those interested in learning leadership skills, improving their school and community, and representing student interests. This course will assist in acquiring leadership abilities through the organization and coordination of proposed activities, which will make Gonzales High School an enjoyable and meaningful experience for the entire student body and staff.

The objective is to develop responsibility, initiative, creativity, leadership, and school pride; to allow students the opportunity to participate in and plan activities; to successfully run an effective and democratic government; to better understand the importance of good leadership; to become familiar with parliamentary procedures; to appreciate and implement legally required ASB policies.

*Students will be required to attend a minimum number of GHS activities and sports events.

TEACHER'S ASSISTANT/ OFFICE AIDE/LIBRARY AIDE

UC/CSU: None-Graduation Credit Only

Grades: 11 – 12

Credits: 5 (may not be repeated for credit)

Prerequisites: Permission of teacher and counselor or principal.

Content: Students can work as an assistant to a teacher, office personnel, or in the library for credit. Required tasks differ according to position. Students can only be a TA, OA or LA for two semesters total for credit during high school.

Appendix D.-Daily Grade Sheets

Supporting Documents

Gonzales Unified School District uses an internet based attendance and grading system called Aeries. Aeries allows for students and parents to access information about attendance and grades at any point of time. On the district website there is a direct link to the internet based system which allows for remote access.

Gradebook Summary

1 - Rop Adv Ag Mech - Y

Fontes.
L

Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Max Points:		40	40	40	40	40	40	40	40	40	40	40	40	10	10	10	
**Grading Completed:		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	35 Assmnts
	11	40	40	40	40	40	40	40	30	40	40	40	40	10	10	*NA	69.48
	11	40	40	40	40	40	35	40	25	40	40	40	40	10	10	10	111.59
	11	*NA			40	40		40	25	40	40	40	40	10	5	10	110.45
	11	40	40	35	35	30	40	35	25	40	40	40	40	10	10		92.93
	11	40	40	40	40	35	40	40	35	35	40	40	40	5	10	10	109.16
	12	40	40	30	40	30	30	30	35	25	40	40	35	10	10	10	55.12
	12	40	40	40	40	35	40	40	40		40	40	40	10	10	10	116.09
	10	40	40	40	40	40	35	35	40	*NA	40	40	40	10	10	10	108.13
	11	40	40	40	40	40	40		25	35		40	40	5	10	10	42.84
	11	40	40	40	40			40	25	40	40	40		10	0	10	63.91
	12	35	40	35	40	30		30	25	40	30	35	35	10	10	10	72.65
	11	35	40	35	40	30	40	40	40	40	25	40	40	10	10	10	48.07
	11	40	40	40	40	40	40	35	25	40	40	40	40	10	10	10	112.00
	11	40		40	35	35	*NA	40	40	40	35	25	40	10	10	10	107.49
	11	40	40	35	35	40	35	35	25	40	40	40	35	10	10	10	54.79
	12	40	40	40	40	40	40	30	25	*NA	*NA	40	40	10	5	10	81.52
	11	40	40	40	40	40	40	40	40	40	40	40	40	10	10	10	110.58
	10	40	40	40	40	40	40	40	25		40	40	40	10		10	84.06
	10	40	40	40	40	35	30	35	40		35	40	40	10	10	10	47.46
	10	40	40	30	35	40	35	30	30		30	35	40	10	10	10	39.41
	12	40	40	0	40	35	35	35	25			35	40	10	10	10	68.16
	10				40	40	40	40	35		40	40	40	10	10	10	111.22

Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

Gradebook Summary

1 - Rop Adv Ag Mech - Y

Fontes.

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Student Name	Grd	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Perc
Max Points:	10	100	8	8	40	40	100	40	40	6	1	30	40	40	40		
**Grading Completed:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	35 Assmnts
	11	*NA		*NA	*NA	*NA	40	0	40	40	6	1	*NA	40	40	40	69.48
	11	10	50	8	8	40	40	0	40	40	6	5	14	40	40	40	111.59
	11	10	150	0	3	35	35	90	40	40	6	5	8	40	40	40	110.45
	11	10	150	*NA	*NA	0	40	85	40	*NA	6	5	0	40	40	40	92.93
	11	10	50	8	8	35	40	80	40	40	6	5	14	40	40	40	109.16
	12	10		8	3	0	35	90	40	35	6	1	0	35	35	35	55.12
	12	10	100	8	8	40	40	100	40	40	6	5	10	40	40	40	116.09
	10	10		3	7	40	40	0	40	40	6	5	0	40	40	40	108.13
	11			0	0	0		0		35	4	1	0	35	40	35	42.84
	11	10		0	0	40	40	0	35	40	6	1	0	40		40	63.91
	12	10		3	8	35	40	90	35	35	4	1	22	35		35	72.65
	11	10		3	8	0	*NA	75	40	35	4	1	0	40	40	40	48.07
	11	10	50	6	7	40	40	88	40	40	6	5	10	40	40	40	112.00
	11	10	150	0	0	*NA	35	75	40	35	4	5	26	40	40	40	107.49
	11			8	8	0	40	75	40	35	6	1	0	40	40	40	54.79
	12	10		4	4	*NA	40	0	40	40	6	1	25	40	40	40	81.52
	11	10	150	*NA		30	35	88	40	40	6	5	30	40	40	40	110.58
	10	10	150	8	8	0	40	0	40	40	6	5	30	40	40	40	84.06
	10	10	50	8	8	0	40		35	35	6	1	30	40	40	40	47.46
	10	10		3	8	0	40		40			1	16	40	35	40	39.41
	12	10	50	8	8	30		0	35	*NA	6	1	24	40		40	68.16
	10	10	150	*NA	*NA	40	40	0	40	40	6	5	26	40	40	40	111.22
Student Name	Grd	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

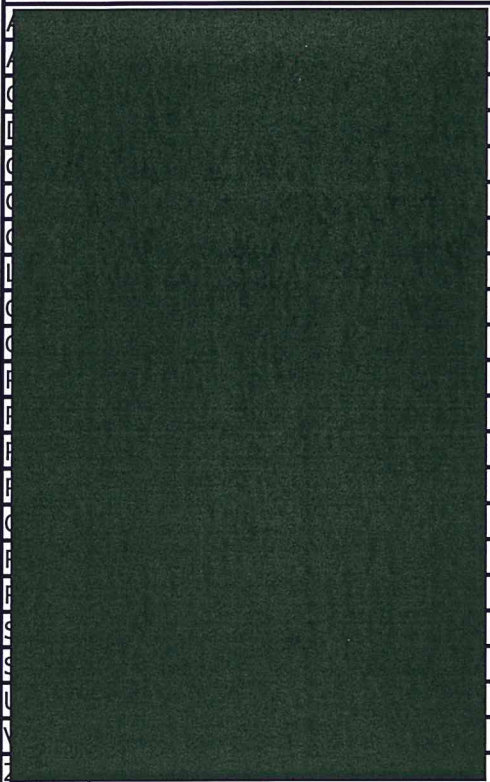
Page: 3

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Gradebook Summary

1 - Rop Adv Ag Mech - Y

Fontes.
L

Student Name	Grd	31	32	33	34	35	36	37	Perc
Max Points:		10	20	100	40	40	20	0	
**Grading Completed:		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	35 Assmnts
	11	10	10		40	40	10	*	69.48
	11	10	5	50	30	40	15	*	111.59
	11	10	10	50	40	40	20	*	110.45
	11	10	20	50	30	0	20	*	92.93
	11	10	10	50	35	40	15	*	109.16
	12	10	20		35	40	15	*	55.12
	12	10	20	50	40	40	18	*	116.09
	10	10	20		40	40	18	*	108.13
	11	10	5		40	0	10	*	42.84
	11	10	10		40	40		*	63.91
	12	10	10		40	40	15	*	72.65
	11	10	20		30	*NA		*	48.07
	11	10	10	50	40	40	15	*	112.00
	11	10	*NA	50	30	20	15	*	107.49
	11	0	5		30	35	14	*	54.79
	12	10	10		36	40	18	*	81.52
	11	10	20		35	35	15	*	110.58
	10	0	*NA	50	40	35		*	84.06
	10	10	10		0			*	47.46
	10	0	10		0			*	39.41
	12	10	10		35	35	15	*	68.16
	10	10	20	50	40	40	14	*	111.22
Student Name	Grd	31	32	33	34	35	36	37	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

Gradebook Summary

1 - Rop Adv Ag Mech - Y

Fontes.

L

Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Max Points:		10	10	10	10	10	20	20	20	15	40	40	40	40	100	40	
** Grading Completed:		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30 Assmnts
	11	*NA	*NA	10	10	10	20	20	20	15	40	40	40	40	50	40	85.98
	11	10	10	10	8	10	20	20	20	11	40	40	40	40	100	40	93.31
	11	10	10	10	10	10	*NA	*NA	20	15	40	40	40	40		40	72.47
	11	*NA	*NA	10	12	10	*NA	*NA	20	15	40	40		40	150		87.15
	11	*NA	*NA	10	10	*NA	20	20	20	15	40	40	40	40	25	40	92.01
	12	10	10	8	10	10	20	20	20	11	35	35	40	35			67.65
	12	10	10	8	12	10	*NA	*NA	20	15	40	40	40	40	150		95.26
	12	10	*NA	10	12	*NA	20	20	20	15	40	40	40	40	100	40	79.34
	10	10	10	10	12	10	20	20	20	10	40	40		40		40	86.61
	11	10	10	10	10	10	20	20	20		40	40	40	40			63.60
	11	*NA	*NA	10	10	*NA	20	20	20	15	40	40	40	40		40	80.92
	12	10	10	10		10	20	20	17		40	30	40	40	100	40	82.56
	11	10	10	10	10	10	20	20	20		40	40	40	40		30	75.98
	12	10	10	10	10	10	20	20	20	15	40	40	40	40		40	82.22
	11	10	10	10	10	10	20	20	20	15	40	40	40	40		40	79.79
	11	10	*NA	8	10	10	20	20	20	11	30	0	40	40	50	40	76.78
	11	10	10	10	10	10	20	20	20		40	40		35		40	75.35
	12	10	10	10	10	10	20	20	20	15	40	40	40	40		40	84.55
	11	10	10	10	12	10	20	20	20	15	40	40	40	40		40	84.30
	10	10	10	10	10	10	20	20	20	15	40	40		40	100	40	85.50
	10	*NA	*NA	10	10	*NA	20	20	20		40	40	40	40		40	82.08
	10	10	10	10	8	10	20	20	20	11	40	30		40		40	66.89
	12	10	*NA	10	12	10	20	20	20		40	35	40	40		40	80.99
	10	10	10	10	10	10	20	20		15	40	40	*NA	40	150	40	95.17

Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
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Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

Gradebook Summary

1 - Rop Adv Ag Mech - Y

Fontes.

L

Student Name	Grd	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Perc
Max Points:		0	40	40	40	40	40	40	10	80	40	40	40	40	40	100	
**Grading Completed:		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30 Assmnts
A A C C E P T E D F O R G R A D E B O O K S	11	*	40	40	40	40			8	55		35		30	30	50	85.98
	11	*10	40	30	45	40	40	40	8	30	35			30	30	100	93.31
	11	*	40	40	40		40		7	60				30	35	0	72.47
	11	*10	35	40	35	40	30	35		50		35	40	30	30	50	87.15
	11	*2	40	40	40	40	35		9	70		40	40	30	35	100	92.01
	12	*	35	40	35	40			7	56				30		0	67.65
	12	*5	40	40	35	40	40	35	10	64	40	40	40	35	40	50	95.26
	12	*5	40	40	35	40	40	40				40		35	40	50	79.34
	10	*	40	40	40	40	35		8	50	35	40	40	35	40	100	86.61
	11	*		35	40				9			40		25	25	0	63.60
	11	*	40	40	40		40		7	70		40	35	35	40	0	80.92
	12	*10	35	35	35	40	35		6	50		40		25	40	0	82.56
	11	*	35	40	35	40		35	9	50	35	35		30	40	0	75.98
	12	*	40	40	35	40		35	10	64	40	40	40	40	40	100	82.22
	11	*	40	40	40		35	35	8	70				30	40	0	79.79
	11	*	35	40	40	40			3	50			35	25	35	50	76.78
	11	*		40	40	40	40	35	8	64	30		35	35	35	0	75.35
	12	*	40	40	40	35	30	30	7	60		40		30	30	50	84.55
	11	*	40	40	40	40	35	40	10	70	40	40	40	35	35	50	84.30
	10	*	40	40	40	40	35	35	10	50			40	30	35	0	85.50
	10	*	40	40	40	40	40	30	9	60		35		30	40	50	82.08
	10	*	35	40	35	40		40	7		40	40	35	35	40	0	66.89
	12	*	40	40	35	40	40	35	6	60				30	37	50	80.99
	10	*10	40	40	40	40	35	40	10	50	40	40	40	30	30	150	95.17
Student Name	Grd	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Perc
Scores Based Upon Graded Assignments 1 - 999																	
* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.																	

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Gradebook Summary

1 - Rop Adv Ag Mech - Y

Fontes.
L

Student Name	Grd	31	32	33	34	Perc
Max Points:		50	100	40	40	
**Grading Completed:		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	30 Assmnts
	11	46	100	40	40	85.98
	11	39	100	40	40	93.31
	11	40	100			72.47
	11	42	95	40	40	87.15
	11	45	100	40	40	92.01
	12	0	100	40	35	67.65
	12	45	100	40	40	95.26
	12	0	100			79.34
	10	48	100	40	40	86.61
	11	39	100	40	40	63.60
	11	48	100	40	40	80.92
	12	40	100	35	40	82.56
	11	39	100	35	40	75.98
	12	45	100			82.22
	11	39	100	40	40	79.79
	11	39	100	40		76.78
	11	39	100	40	40	75.35
	12	48	100	40	40	84.55
	11	0	100	40	40	84.30
	10	39	100	40	40	85.50
	10	0	100	40	40	82.08
	10	0	100	40	35	66.89
	12	0	100	40	35	80.99
	10	39	100			95.17
Student Name	Grd	31	32	33	34	Perc
Scores Based Upon Graded Assignments 1 - 999						
* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.						

Gradebook Summary

4 - P-Ag. Biology - Y

Fontes.
L

Student Name	Grd	1	2	3	4	6	7	8	9	10	11	12	13	14	15	16	Perc
Max Points:	10	10	5	20	10	20	20	10	10	10	20	10	30	10	20		
**Grading Completed:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	59 Assmnts
	9	10	10	5	20	10	20	18	0	7	0	20	10	21	10		48.13
	9	10	10	0	15	5	20	20	*NA	0	0	*NA	*NA	21	*NA	10	71.36
	9	10	10	5	20	7	20	18	0	0	10	20	10	15	10		54.26
	9	10	10	5	20	10	0	0	0	10	10	20	10	*NA	10	20	81.99
	9	*NA	*NA	5	20	10	20	20	7	8	10	20	10	5	10	20	72.54
	9	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	36.72
	9																0.00
	9	10	*NA	5	20		20	20	10	8	8	20	10	22	10	20	73.49
	9	10	10	5	20	10	20	20	7	8	10	20	0	21	10	20	85.58
	9	*NA	*NA	5	20	10	20	20	8	8	6	20	0	21	10	20	49.11
	9	10	10	5	20	10	20	20	10	10	8	20	10	22	10	20	64.69
	9	10	10	0	20		20	20	10	10	8	20	0	30	10	20	58.45
	9	10	10	5	20	8	15	15	10	10	8	20	10	27	10	20	91.63
	9	10	10	5	20		18	20	7	7	10	20	0	0	10	20	73.24
	9	*NA	*NA	5	20	8	20	18	10	7	6	20	10	27	10	20	65.71
	9	10	10	5	20		20	20	10	7	0	20	0	28	0	20	65.63
	9	10	10	0	20		20	20	7	10	8	20	10	21	10	20	36.78
	9	10	10	0	20		0	20	7	10	0	20	10	21	0	20	55.98
	9	*NA	10	0	20		0	20	7	10	10	20	0	24	10	20	59.86
	9	10	*NA	5	20	7	18	18	7	7	0	20	10	21	10	20	77.61
	9																13.46
	9		*NA	5	20		20	20	8	10	10	20	10	21	10		67.84
	9	10	10	5	20	10	20	20	8	0	10	20	10	0	10	20	75.18
	9	*NA	*NA	5	20	12	0	20	8	9	10	20	0	22	10	20	61.28
	9	*NA	*NA	*NA	15		0	20	*NA	0	0	*NA	*NA	15	*NA	15	37.38
	9	10	*NA	5	20		20	20	8	9	10	20	0	0	10	20	55.58
	9	10	*NA	5	20	8	20	20	8	10	9	20	10	30	10	20	82.47
Student Name	Grd	1	2	3	4	6	7	8	9	10	11	12	13	14	15	16	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

Gradebook Summary

4 - P-Ag. Biology - Y

Fontes.
L

Student Name	Grd	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Perc	
Max Points:		10	10	40	10	10	10	20	20	5	10	10	20	10	27	18		
** Grading Completed:		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	59 Assmnts	
	9	10	10	40	0	10	10	0	0	5	10	0	10	0	7	7	48.13	
	9	10	0	40	0	10	10	0	0	5	10	5	10	0	5	10	71.36	
	9	10	10	25	0	10	10	0	15	3	10	0	0	10	9	0	54.26	
	9	10	10	40	0	10	10	10	15	5	10	0	0	0	15	0	81.99	
	9	10	10	40	10	0	10	10	18	5	10	10	20	10	9	18	72.54	
	9	*NA	*NA	*NA	*NA	*NA	*NA	*NA			*NA	*NA	*NA	*NA	*NA	*NA	36.72	
	9																0.00	
	9	10	10	40	10	10	10	16	18	5	10	0	0	10	9	0	73.49	
	9	10	10	25	10	10	10	10	15	5	10	0	0	10	13	18	85.58	
	9	10	10	0	0	10	10	0	0	5	10	0	0	10	11	0	49.11	
	9	10	10	40	10	10	10	0	0	0	10	0	0	0	12	0	64.69	
	9	10	10	40	10	10	10	0	15	5	10	0	0	10	14	0	58.45	
	9	10	10	40	10	10	10	10	15	5	10	0	20	10	11	18	91.63	
	9	10	10	40	10	10	10	16	0	0	10	0	20	10	9	0	73.24	
	9	10	10	25	10	10	10	0	20	5	10	0	0	10	9	18	65.71	
	9	10	10	40	10	10	10	15	0	3	10	10	0	0	11	18	65.63	
	9	10	0	0	0	0	10	10	14	0	10	0	0	0	4	0	36.78	
	9	10	10	25	10	10	10	0	0	5	10	0	0	10	8	0	55.98	
	9	10	10	0	*NA	10	10	10	15	0	10	0	0	*NA	11	18	59.86	
	9	10	10	40	10	10	10	10	0	0	10	0	20	10	18	18	77.61	
	9																	13.46
	9	10	10	0	10	10	10	0	15	5	10	0	0	10	12	0		67.84
	9	10	10	40	10	10	10	0	15	0	10	10	20	10	18	0		75.18
	9	10	10	40	10	10	10	0	20	0	10	0	0	10	7	0		61.28
	9	10	0		0	10	9	0	0	0	10	0	0	10	7	0		37.38
	9	10	10	40	10	10	10	0	20	0	10	0	0	10	8	18		55.58
9	10	10	40	10	10	10	0	15	5	10	0	20	0	15	0		82.47	
Student Name	Grd	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Perc	

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

Gradebook Summary

4 - P-Ag. Biology - Y

Fontes.

L

Student Name	Grd	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	Perc
Max Points:	20	10	10	14	10	10	20	10	100	20	10	10	110	0	45		
**Grading Completed:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	59 Assmnts	
	9	0			7	10		20	5			0	10	15	*	13	48.13
	9	0			7	10	10	22	10	150		10	10	60	*	35	71.36
	9	20	10	10	0	10	10	20	5	50		0	10	70	*5	25	54.26
	9	10	10	10	0	10	10	20	10	150		10	10	90	*	29	81.99
	9	20	10	10	14	10	10	20	5	100	20	10	10		*10	21	72.54
	9	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*	*NA	36.72
	9														*		0.00
	9	20	10	10	14	10	10	20	5	100		0	10	80	*10	18	73.49
	9	10	10	10	0	10	10	20	10	150	20	10	10	70	*10	36	85.58
	9	0	10	10	0	10		18	10	50	20	10	10	70	*	17	49.11
	9	0	10	10	0	10	10	16	5	50		10	10	50	*	22	64.69
	9	0	10	10	0	10	10	20	10	50		0	10		*	25	58.45
	9	18	10	10	14	10	10	20	10	150	20	10	10	100	*15	27	91.63
	9	20			0	10		20	5	50		10	10	85	*	31	73.24
	9	20	10	10	14	10	10	20	10		20	10	10	75	*	36	65.71
	9	20			0	10	10	20	5			0	10		*	32	65.63
	9	0			0	0		22	5			0	10		*	26	36.78
	9	0	10	10	0	10		20	5	100	20	10	0	45	*10	18	55.98
	9	20	10	10	14	10		18	10	50	20	10	10	90	*	33	59.86
	9	20	10	10	0	10	10	18	10	100	20	10	10	80	*	28	77.61
	9														*		13.46
	9	0	10	10	0	10	10	20	10	150		10	0	95	*5	27	67.84
	9	20	10	10	14	10	10	20	10	50	20	10	10	100	*5	28	75.18
	9	0			0	*NA		18	10	50		0	10	80	*5	22	61.28
	9	0			0	10	10	16	5	50		0	10	60	*	28	37.38
	9	0	10	10	14	10	10	20	5	50	20	0	10		*	22	55.58
9	0	10	10	0	10		20	5	100	20	0	10	90	*5	41	82.47	
Student Name	Grd	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

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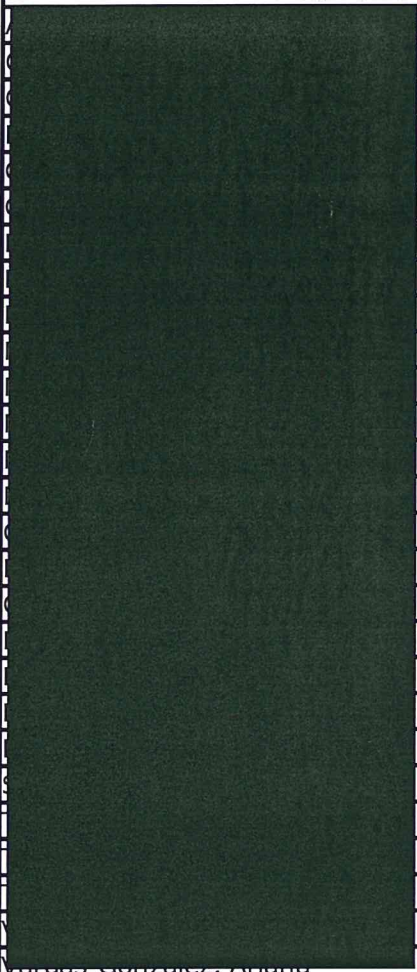
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Gradebook Summary

4 - P-Ag. Biology - Y

Fontes.

L

Student Name	Grd	63	Perc
Max Points:		35	
**Grading Completed:		<input checked="" type="checkbox"/>	59 Assmnts
	9	10	48.13
	9	25	71.36
	9	6	54.26
	9	25	81.99
	9	18	72.54
	9	21	36.72
	9		0.00
	9	0	73.49
	9	26	85.58
	9	10	49.11
	9	21	64.69
	9	17	58.45
	9	25	91.63
	9	18	73.24
	9	24	65.71
	9	22	65.63
	9	18	36.78
	9	14	55.98
	9	14	59.86
	9	15	77.61
	9	17	13.46
	9	23	67.84
	9	22	75.18
	9	13	61.28
	9	15	37.38
	9	16	55.58
Vargas-Gonzalez, Ariana	9	29	82.47
Student Name	Grd	63	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

Gradebook Summary

4 - P-Ag. Biology - Y

Fontes.
L

Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc
Max Points:	20	40	5	5	5	40	10	5	10	5	9	5	5	40	5		
**Grading Completed:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	38 Assmnts
	9	20	15	0	0	0	30	0	5	5	5	6	0	0	30	5	50.79
	9	20	15	0	0	0	0	10	0	9	5	9	5	0	40	0	62.89
	9	20	15	5	5	5	30	0	5	10	5	4	5	0	30	5	60.77
	9	20	30	5		5	40	10	5	10	5	8	5	5	40	0	81.01
	9	20	15	5	5	0	30	10	5	10	5	6	0	0		5	66.10
M	9	20		5	0		0	0	0	8	5	8	0	0	35	0	53.99
	9	*NA	35	*NA	*NA	*NA	35	10	*NA	10	5	9	*NA	*NA	35	*NA	78.96
	9			0	0	0	35	0	0	10	5	5	0	0	35	5	51.45
	9	20		5	5	5	30	10	5	10	5	8	5	5	40	5	82.25
	9	20	15	0	0	5	30		0	9	5	7	5	5	40	0	61.45
	9	20	30	5	5	0	35	10	5	10	5	8	0	0	40	5	76.42
	9	20	35	5	5	0	30	10	5	10	5	6	0	5		5	59.27
	9	*NA	30	5	5	5	40	10	5	10	5	8	5	5	40	5	74.09
	9	20	35	5	5	0	30	0	0	5	5	5	5	5	35	5	67.09
	9		25	5	5	5	35	10	5	10	5	7	5	5	35	0	60.69
	9	20	28	0	5	0	35		5	10	0	8	0	5	35	5	76.46
	9	20	15		0		0		0	10	0	5	0	0	40	5	54.81
	9	20	25	0		0	30	10	0	10	0	8	0	0	35	0	60.73
	9	20	30	0		0	30	0	0	8	5	8	0	5	30	0	81.38
	9	20	30	5	5	0	35	5	0	5	5	7	5	5	40	0	75.25
	9	20	30	0	5	0	30	10	5	10	5	7	0	0	35	0	62.75
	9	15	25	0	5	5	40	0	0	10	0	7	0	0	40	0	84.91
	9	20	30	5	5	0	30	10	5	10	5	8	5	5	40	5	76.68
	9	20	25	5	0	0	30	0	5	10	5	4	0	5	30	0	75.80
	9	20	15	0	5	0	0	0	0	*NA	5	7	0	0	30	5	60.88
	9			0	0	0	30	10	5	10	5	2	0	0	35	5	38.12
	9	*NA	*NA	0	0	5	30		5	10	5	8	5	5		5	85.85
Student Name	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

Gradebook Summary

4 - P-Ag. Biology - Y

Fontes.

L

Student Name	Grd	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Perc
		Max Points:	82	5	100	5	80	50	80	8	50	50	10	5	10	10	20
		**Grading Completed:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	38 Assmnts
A	9		5		5	0	0	60	0	11		10	5	0	10	20	50.79
A	9	68	0	100	0	0	0	60	8	28	17		5	0	10	20	62.89
A	9	16	5	100	5	*NA	0	60	8	16	14	10	5	2	8	20	60.77
A	9	56	0	150	5	80	0	80	8	21	50	10	3	5	10	20	81.01
A	9	6	5	50	5	75	50	60	0	21	6	10	5	7	10	20	66.10
A	9	22	0	50	0	*NA	0	68	8	14	89	10	*NA		10		53.99
A	9	22	*NA	100	*NA	70	35	80	8	26	50	10	5	10		20	78.96
A	9	28	0	50	0	65	0	60	8	18	30	10	5	10		20	51.45
A	9	40	5	150	0	65	0	68	7	32	58	10	5	0	8	20	82.25
A	9	26	5	50	5	0	0	60	8	17	16	10	5	10	10	20	61.45
A	9	24	0	100	5	70	50	80	8	20	50	10	5	10	10	20	76.42
A	9	24	5		5	0	0	60	3	22	37	10	5	0	10	20	59.27
A	9	28	5	50	5	77	50	68	8	19	30	10	5	10	10	20	74.09
A	9	70	0	100	5	0	0	60	0	23	0	10	3	0	10	20	67.09
A	9	16	5	100	5	65	35		8	19	18	10	5	5	10	20	60.69
A	9	20	0	150	5	75	50	80	7	21	43	10	5	5	10	20	76.46
A	9	58	0		0	0	0	60	8	21		10	5	0		20	54.81
A	9	8	0		0	50	0	60	7	20	29	10	5	0	10	20	60.73
A	9	22	5	100	5	70	0	80	8	23	198	10	5	0	10	20	81.38
A	9	42	0	100	0	77	40	80	8	18	15	10	3	10	10	20	75.25
A	9	60	0	50	5		0	60	8	20	41		5	10	10	20	62.75
A	9	22	5	100	0	77	30	60	8	25	195	10	5	10	10	20	84.91
A	9	18	5	100	5	70	30	68	8	26	29	10	5	10	10	20	76.68
A	9	22	0		0	65	50	60	8	*NA	185	10	5	0	10	20	75.80
A	9	22	0	100	5	0	0	60	0	21		10	3	0	10	20	60.88
A	9	24	0		5	65	40	60	3	12	42	10	5		*NA		38.12
A	9	20		50	5	75	50	68	8	29	205	10	5	10	10	20	85.85
Student Name	Grd	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

Gradebook Summary

4 - P-Ag. Biology - Y

Fontes.
L

Student Name	Grd	31	32	33	34	35	36	37	38	Perc
Max Points:		100	10	50	15	10	15	40	40	
**Grading Completed:		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	38 Assmnts
	9	100	0	0	0	10	0	32	29	50.79
	9	100	10	50	0	0	0	0	0	62.89
	9	100	10	0	0	0	0	0	0	60.77
	9	100	10	0	15	10	0	36	32	81.01
	9	100	0	50	15	10	0	25	0	66.10
	9	100	*NA	50	0	10	15	28	0	53.99
	9	100	*NA	0	*NA	0	0	35	32	78.96
	9	100	0	50	0	0	0	0	0	51.45
	9	100	0	50	0	10	0	35	32	82.25
	9	100	10	50	0	0	0	27	0	61.45
	9	100	*NA	50	0	0	0	0	26	76.42
	9	100	0	0	0	10	15	25	0	59.27
	9	100	0	50	0	10	0	35	0	74.09
	9	100	0	50	0	0	0	35	0	67.09
	9	100	0	50	15	10	15	35	26	60.69
	9	100	0	0	0	0	0	30	30	76.46
	9	100	0	50	0	0	0	0	0	54.81
	9	100	0	0	0	0	0	35	30	60.73
	9	100	0	50	0	0	0	30	0	81.38
	9	100	0	50	0	10	15	33	26	75.25
	9	100	0	50	0	10	0	30	26	62.75
	9	100	10	50	15	10	15	35	32	84.91
	9	100	0	50	0	10	0	33		76.68
	9	100	10	50	0	0	0	30	26	75.80
	9	100	10	50	0	10	0	30		60.88
	9	100	0	0	0	5	0	28	26	38.12
	9	100	*NA	50	0	0	0	37	30	85.85
Student Name	Grd	31	32	33	34	35	36	37	38	Perc

Scores Based Upon Graded Assignments 1 - 999

* Indicates Max Values of 0 (zero). ** Assignments are not counted until graded.

Appendix E.-Project Visitation

Supporting Document

In prior years the Gonzales Agriculture Department did not have a project visitation form. When I was planning for SAE projects I felt it was extremely necessary to have a project visitation form to ensure student success. Together my teaching partner and I came up with a half sheet duplicate form for project visits. When designing the project visit form I felt it was imperative to have the form universal for SAE projects. The project visit forms were very successful for my students swine projects. The students enjoyed the forms because they had written directions of what they needed to work on as well as feed instructions. I found the students kept the forms and then when the students were working on their record books the students would use the project visit form to add information into their journal such as their animals weight and showmanship practices and showmanship practices.

Gonzales High School Agriculture Department Project Form

Date_____

Student Name_____ Grade_____

Notice to Parents: This report is being sent to you to keep you informed about your son or daughter. We appreciate your continued cooperation in helping your son/daughter make appropriate corrections in regards to their actions and care of their supervised agricultural experience.

Species: ☐ Beef ☐ Sheep ☐ Swine ☐ Other:_____

Project Weight:_____

Feed Instructions:

Special Instructions/ Recommendations:

Student Signature

FFA Advisor Signature

**Gonzales High School Agriculture Department
Infraction & Strike Form**

Date _____

☐ 1st Infraction ☐ 2nd Infraction ☐ 3rd Infraction

☐ 1st Strike ☐ 2nd Strike ☐ 3rd Strike

Student Name _____ Grade _____

Notice to Parents: This report is being sent to you to keep you informed about your son or daughter. We appreciate your continued cooperation in helping your son/daughter make appropriate corrections in regards to their actions and care of their supervised agriculture experience.

Please explain the reason for the infraction or strike: _____

Actions to be taken: _____

Student Signature

Parent Signature

FFA Advisor Signature

Appendix F.-SOE Wall Chart

Supporting Document

At Gonzales High School there is no specific SOE wall chart, instead advisors are responsible for scheduling visitation of their supervising SAE projects. This past year I was in charge of the swine project. We at Gonzales are very lucky to have a school farm close to the high school. All of the twenty-nine hogs were housed at the farm which is nice from a management aspect. To ensure students knew when we were having showmanship practice students were given a calendar with all showmanship times and days for the duration of the project.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15 Swine Meeting	16	17 3:30pm - Money Due	18	19
20	21	22	23	24	25	26
27	28 4pm - Swine	29	30	31	1	2

Gonzales Swine Show Calendar

Feb 2013 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28 4 pm - Swine	29	30	31	1	2
3	4 3:30pm - Livestock 4 pm - Swine	5	6	7	8	9
10	11 4 pm - Swine	12	13	14	15	16
17	18 4 pm - Swine	19	20 4 pm - Swine	21	22	23
24	25	26 4 pm - Swine	27	28	1 All FFA Jackets	2

Sun	Mon	Tue	Wed	Thu	Fri	Sat
24	25	26	27	28	1	2
			4pm - Swine		All FFA Jackets	
3	4	5	6	7	8	9
	4pm - Swine		4pm - Swine		3:30pm - Grade 3:30pm - SVF Entry	
10	11	12	13	14	15	16
	4pm - Swine					
17	18	19	20	21	22	23
	4pm - Swine		4pm - Swine			
24	25	26	27	28	29	30
	4pm - Swine					
31	1	2	3	4	5	6
			4pm - Swine			

Gonzales Swine Show Calendar

Apr 2013 (Pacific Time)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
			4pm - Swine			
7	8	9	10	11	12	13
	4pm - Swine		FFA Officer		4pm - Farm Clean	Community Fair
14	15	16	17	18	19	20
			4pm - Swine	6pm - MCF	3:30pm - MCFApplc	
21	22	23	24	25	26	27
			4pm - Swine		3:30pm - Species	
28	29	30	1	2	3	4
	4pm - Swine		4pm - Swine			

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1	2	3	4
	4 pm - Swine		4 pm - Swine			
5	6	7	8	9	10	11
	4 pm - Swine		4 pm - Swine			
12	13	14	15	16	17	18
	4 pm - Swine		Salinas Valley Fair @ Salinas			
19	20	21	22	23	24	25
Salinas Valley Fair						
26	27	28	29	30	31	1
					Pick Up Pigs	Pick Up Pigs

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1 Pick Up Pigs
2	3	4	5	6	7	8
9	10	11 5pm - Practice	12 5pm - MANDATORY	13 9am - Practice	14	15
16	17	18 8:30am - Pick up 5pm - Practice	19 5pm - MANDATORY	20 9am - Practice	21	22
23	24	25	26 5pm - MANDATORY	27	28	29
30	1	2 5pm - MANDATORY	3	4	5	6

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	1	2 5pm - MANDATORY	3	4	5	6
7	8	9	10 5pm - MANDATORY	11	12	13
14	15	16	17 5pm - MANDATORY	18	19	20
21	22	23 5pm - MANDATORY	24	25	26	27
28	29	30 5pm - Practice	31 5pm - MANDATORY	1 9am - Practice	2	3

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1 9am - Practice	2	3
		5pm - Practice	5pm - MANDATORY			
4	5	6	7	8	9	10
		5pm - Practice	5pm - MANDATORY			
11	12	13	14	15	16	17
		5pm - Practice	5pm - MANDATORY			
18	19	20	21	22	23	24

Appendix G.-SOE Summary

Supporting Documentation

Student enrolled in my class are required to submit portions of the proficiency application at the end of each semester. The application is submitted electronically and stored on file in my school email.

SAE Project

Students enrolled in an agriculture class at Gonzales High School must complete a minimum of 10 hours of agriculture related work. (The project that you choose to do in FFA must be different than the project you have in 4-H. The project will not count otherwise. It should be something that you are not entering into your 4-H record book.) Those of you more interested in science may choose to complete an agri-science research project instead. If you are interested, please see me for further information.

Note: This is supposed to be something you ENJOY or WANT to learn more about. Take advantage of the fact that a portion of your grade comes from something you GET to do outside of class that is INTERESTING to you! To make sure this happens....start thinking about what you want to do NOW!

SAE Project Due Dates

1st Semester- December 13

2nd Semester-May 30

Requirement for the project are as follows:

Updated Electronic FFA Record Book

Proficiency Application (Page 2 and 3)

6 Pictures with captions (4 complete sentences) of YOU working on your SAE Project

The SAE project is worth 5% of your Final Grade in this class. It can be turned in at any time during the semester; however, LATE reports will NOT be accepted. Any excuse will not be accepted. DO NOT PROCRASTINATE! If the report is not submitted on time, it will result in a 5% drop in your overall class grade. For ideas visit <https://www.ffa.org/About/WhoWeAre/SAE/Pages/SAEResources.aspx>

Please complete the bottom portion of this sheet and obtain the required signatures.

PROPOSED SAE: _____

Student Signature

Parent Signature

SAE PROJECT DUE DATES

December 13, 2013

May 30, 2014

Appendix H.-Board SAE Policy

Supporting Document

The Gonzales Unified School Board fully recognizes the SAE projects as a co-curricular element to the agriculture classes. Students work with their SAE project accounts for 10% of the students overall grade in the class. Students must complete 10 hours per semester to receive full credit for their grade which is documented in the modified proficiency application they turn in electronically.

Instruction

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Eligibility to Participate in Extra-Curricular Activities

The Gonzales Unified School Board encourages student participation in extra-curricular activities. However, such participation is secondary to regular class participation and performance. The Principal or his designee will be responsible for the administration of the student activity program, assuring pupils are afforded a wholesome experience which promotes individual and group excellence, and encourages personal development.

Definitions

For purposes of applying eligibility criteria for student participation, extra-curricular and co-curricular shall be defined as follows: (Education Code 35160.5)

1. Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, do not take place during classroom time, and have all of the following characteristics:

- a. The program is supervised or financed by the school district.
- b. Students participating in the program represent the school district.
- c. Students exercise some degree of freedom in the selection, planning or control of the program.
- d. The program includes both preparation for performance and performance before an audience or spectators.

2. Co-curricular activities are programs that may be associated with the curriculum in a regular classroom.

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

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

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES (continued)

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

Eligibility Standards

The grade point average (GPA) used to determine eligibility for extracurricular and co-curricular activities shall be based on grades of the last previous grading period during which the student attended class at least the majority of the time. If the student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code 35160.5)

(cf. 5113 – Absences & Excuses)

- a. Student shall achieve an overall 2.0 grade point average in the previous grading period passing five (5) classes with no more than one (1) F.
- b. Eligibility shall be declared at the beginning of each grading period (the first Monday after teachers submit grades to the registrar)
 - a. A mark of “Incomplete” shall be calculated as an “F” for GPA calculations. Students shall have two (2) weeks from the time they return to school or the end of the grading period to clear the incomplete. Incomplete grades may be considered in the re-calculation of eligibility as determined by the Principal.
 - b. All Freshman shall be eligible for the 1st quarter of the 9th grade year.
 - c. Summer School grades may be used in the calculation of eligibility for the fall term. If a student re-takes a course during the summer that he/she failed during the regular school year, the summer school grade will replace the failing grade. If the student takes a different course than the one failed, the summer school grade can be added to the grades used to calculate eligibility but no grades will be replaced.
 - d. Students are subject to school rules regarding discipline and attendance. Any student suspended from school is not eligible for participation in or attendance at extracurricular activities during the time of suspension. Students on the school exclusion list due to discipline or attendance issues are not eligible to participate in or attend extra-curricular activities until the issues have been cleared by site administration. Repeated offenses may render a student ineligible for the season.
 - e. Once declared eligible, a student is eligible for participation until the next grading period, unless on the Exclusion List due to discipline or attendance issues. If ineligible, a student

EXTRACURRICULA AND CO-CURRICULAR ACTIVITIES (continued)

- f. may not practice or participate in any extra curricular events until the next grading period.
- g. Students must be in attendance for at least four (4) periods with no unexcused absences on the day of the event or the last day prior to the event if it occurs on a nonschool day.

**** Attendance**

Students must maintain a 95% period attendance rate each quarter. All absences/tardies, excused and unexcused, are considered for attendance rate purposes. Two tardies are considered one period absence. As soon as a student's attendance rate drops below the required 95% period attendance rate, he/she loses the privilege of participating in school-related activities for that quarter (sports, clubs, dances, field trips, prom, graduation, and other activities designated by school administration). This loss of privilege continues into the following quarter until the time is made up. If a student becomes ineligible in the spring, he/she will also be ineligible the next fall until the time is made up. (All freshmen are eligible their first quarter at GHS.) Ineligibility will continue as long as a student's period attendance rate is below 95%.

A student may make up missed periods by attending Saturday school (if offered). One hour of Saturday school will equal one missed period. However, a student's eligibility will only be reinstated once in a quarter. If a student falls below 95% more than once in a quarter, the student will remain ineligible until the beginning of the next quarter. Saturday school must be attended to regain eligibility for next quarter. Under extreme circumstances a student may request an appeal to the Principal the second time he or she becomes ineligible in a quarter.

Appeal Process

The Principal or designee shall determine academic eligibility at the beginning of each new grading period. In the event that the student is declared ineligible, this decision may be appealed to the Principal.

Supervision

All extracurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531)

EXTRACURRICULA AND CO-CURRICULAR ACTIVITIES (continued)

Any noncertificated person working with students in a district-sponsored extracurricular student activity program shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 – Temporary Athletic Team Coaches. (Education Code 49024

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

The Governing Board recognizes that extracurricular and co-curricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and co-curricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 – Use of School Facilities)

(cf. 5137 – Positive School Climate)

(cf. 6145.2 – Athletic Competition)

(cf. 5148.2 – Before/After School Programs)

No extracurricular or co-curricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or co-curricular activity be required or refused, based on those bases. Prerequisites for student participation in extracurricular and co-curricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity (5 CCR 4925)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6145.5 – Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in the district's extracurricular and co-curricular programs or activities shall be filed in accordance with BP/AR 1312.3 – Uniform Complaint Procedures.

(cf. 1312.3 – Uniform Complaint Procedures)

Unless specifically authorized by law, no fee shall be charged to students for participation in extracurricular and co-curricular activities related to the educational program, including materials and equipment related to the activity.

(cf. 3260 - Fees and Charges)

(cf. 3452 – Student Activity Funds)

Eligibility Requirements

To be eligible to participate in extracurricular and co-curricular activities, students in grades 7 – 12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes.
2. Maintenance of minimum progress toward meeting high school graduation requirements

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

3. Be in good standing with school attendance

(cf. 5121 – Grades/Evaluation of Student Achievement)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 – High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the requirement standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of any child in foster care or a child of an active duty military family for extracurricular or co-curricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

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

Student Conduct at Extracurricular/Co-curricular Events

When attending or participating in extracurricular and/or co-curricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

Legal Reference:

EDUCATION CODE

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

48850 Participation of foster youth in extracurricular activities and interscholastic sports

48930-48938 Student organizations

49024 Activity Supervisor Clearance Certificate

49700-49704 Education of children of military families

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CSBA PUBLICATIONS

Student Fees Litigation Update, ELA Advisory, May 20, 2011

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits, or Other Charges, Fiscal Management Advisory 11-01, November 9, 2011

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010

WEB SITES:

CSBA: <http://www.csba.org>

California Association of Directors of Activities: <http://www.cadal.org>

California Department of Education, Educational <http://www.cde.ca.gov/ls/pf/mc>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy

adopted: May 24, 2005

Revised: June 14, 2005, May 24, 2011, August 14, 2012

GONZALES UNIFIED SCHOOL DISTRICT

Gonzales, California

REGIONAL OCCUPATIONAL CENTER/PROGRAM

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The Gonzales Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Governing Board desires to provide opportunities for district students to receive specialized training and career technical skills through a regional occupational center or program (ROC/P) that prepares them for employment, advanced training, or postsecondary education.

(cf. 6112 - School Day)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work Experience Education)

The district shall jointly operate an ROC/P with one or more other school districts in accordance with the terms of a joint powers agreement (JPA). The Board shall select one or more members of the Board to represent the district on the governing board of the ROC/P. (Education Code 52301, 52310.5)

Board members selected to represent the district on the governing board of the ROC/P shall communicate to that body the district Board's positions on matters pertaining to ROC/P program development, budget adoption, program evaluation, and other issues as directed by the Board.

When specified in the JPA, the district may provide teachers, student support services, facilities, or other services to students enrolled in the ROC/P.

The Superintendent or designee shall maintain effective communications with the administrator and staff of the ROC/P and shall ensure that the district is fulfilling its responsibilities as delineated under the JPA.

Student Eligibility and Participation

To enroll in the ROC/P on a part-time or full-time basis, a district high school or adult student must have his/her admittance approved by the ROC/P based on a determination that he/she will benefit from the program. To be eligible, a student must be at least 16 years of age, unless he/she meets one of the conditions specified in Education Code 52314. (Education Code 52314, 52314.5, 52315)

(cf. 5147 - Dropout Prevention)

(cf. 6200 - Adult Education)

REGIONAL OCCUPATIONAL CENTER/PROGRAM (continued)

Adult students may have access to ROC/P classes offered on high school campuses during the school day.

Credits earned from courses completed in an ROC/P may be applied toward fulfillment of high school graduation course requirements. (Education Code 51225.3, 52310)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

Student Services

The district may provide or arrange for transportation to the ROC/P in accordance with law, Board policy, and administrative regulation.

(cf. 3250 - Transportation Fees)

(cf. 3260 - Fees and Charges)

(cf. 3541 - Transportation Routes and Services)

The district's academic counseling program shall be designed to increase students' awareness of available educational options aligned with their career goals, including, as appropriate, career technical programs offered through the ROC/P.

(cf. 6164.2 - Guidance/Counseling Services)

Program Evaluation

The Board also shall review student achievement data for participating district students.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Legal Reference: (see next page)

REGIONAL OCCUPATIONAL CENTER/PROGRAM (continued)

Legal Reference:

EDUCATION CODE

1205 Classification of counties
37223 Weekend classes
39807.5 Transportation to ROC/P, parent/guardian payment
41850 Transportation to ROC/P, apportionments
44910 Permanent employment status; preclusion of ROC/P service
46140 Attendance credit
46300 Computation of average daily attendance
48410 Exemption from compulsory continuation education
48430-48433 Continuation education, ROC/P classes
51225.3 Requirements for graduation
52300-52335.6 Regional occupational centers/programs
52378 Supplemental school counseling program, grades 7-12
60850-60859 High school exit examination
60900 California longitudinal student achievement data system

GOVERNMENT CODE

6500-6536 Joint powers agreements

LABOR CODE

3368 Workers' compensation, responsibility in jointly operated ROC/P

UNEMPLOYMENT INSURANCE CODE

15037.1 Education and job training, performance accountability

CODE OF REGULATIONS, TITLE 5

10080-10092 Community classrooms
10100-10111 Cooperative vocational education
11500-11508 Regional occupational centers and programs

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006
6319 Highly qualified teachers

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education

Regional Occupational Centers and Programs Operations Handbook March 2008

Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

WEB SITES

CSBA: <http://www.csba.org>

Association for Career and Technical Education: <http://www.acteonline.org>

California Association of Regional Occupational Centers and Programs: <http://www.carocp.org>

California Department of Education, ROC/P: <http://www.cde.ca.gov/ci/ct/rp>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Appendix I.-Program of Work

Supporting Documents

Gonzales FFA Program of Work is compiled by the chapter officers. Specific FFA Officers have an assigned section of the Program of Work assigned to them. Those sections are updated yearly at the officer retreat. The Chapter Secretary is responsible for compiling the updated sections and submitting the document to the advisors for approval. Once approved the Program of Work is published digitally and posted on the Gonzales FFA website for students, parents, and community members to view.

Gonzales FFA

Program Of Activities

2013-2014



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Gonzales FFA

Officer Team 2013-2014



President: Luis Sanchez, Vice-President (Membership): Miguel Rodriguez, Vice-President (Social Media): Jeffrey Alvarez, Secretary: Luis Morales, Treasurer: Alma Rodriguez, Reporter: Hugo Rico, Sentinel: Angelica Virgen (not pictured), Historian: Maria Duran, Parliament: Vanessa Arroyo (not pictured)

Advisors:

Mrs. Birmingham, Miss Fontes, Mr. Morasca

President's Welcome

I welcome each of you to a new and enthusiastic year filled with activities, fun events, and motivational conferences. This year the Gonzales FFA Officer team plans to make a successful year for everyone. We are looking forward to serving, and helping you throughout the year. The FFA has many opportunities to offer and many challenges that will help you succeed in life.

Our goal is to make you feel welcome and get you out of your comfort zone. We want more members participating in competitions, meetings, and events. I encourage you to take that extra step and start taking the advantage of the opportunities FFA can offer you. These memorable experiences are filled with exciting moments that will be beneficial in the future. The skills you acquire in the FFA will help you throughout life such as, job interviews, hands on experience, and public speaking.

Start planning and preparing your future for the upcoming events that will leave remarkable experiences. We will need your help and your support to make the Gonzales FFA the best Chapter in the FFA! We are looking forward to helping you and seeing you grow throughout the year.

Sincerely,

Luis Sanchez
Gonzales FFA President
2013-2014

Introduction of Gonzales FFA Officers

President- Luis Sanchez

Hello Gonzales FFA! My name is Luis Sanchez serving as your 2013-2014 President. I am also the treasurer for the South Coast Region. I was born on December 12, 1995. I am a senior and this is my fourth year in FFA and it has been a lifetime experience. In the past, I have shown market lambs, hogs, chickens, rabbits and a steer. I have shown at Salinas Valley Fair, Monterrey County Fair, and Santa Cruz Fair. FFA has given me many opportunities that have open new doors for me. Outside of the FFA, I like playing sports. My favorite sport is soccer. I also like hanging out with friends and meeting new people. I look forward to meeting you and working with you this year!



Vice-President (Membership)-Miguel Rodriguez

Welcome Gonzales FFA to a new year! My name is Miguel Rodriguez and I will be serving this year as your 2013-14 Chapter Vice President. Last year I got the privilege to serve as the 2012-13 Chapter Treasurer. During the past years I have competed in both sectional and regional competitions as well as attended many leadership conferences. While having the opportunity to raise and show market lambs, market hogs, and steer a market steer. Apart from the FFA I enjoy spending time with friends and family, playing soccer, and enjoying every aspect of life.



Vice-President (Social Media)-Jeffrey Alvarez

Your 2013-2014 chapter Vice President of social media, Jeffrey Alvarez is currently a junior at Gonzales High School. Throughout his first year in Ag education, Jeffrey has been actively involved in various FFA activities including competing in opening and closing, job interview, and raising livestock animals. Other than FFA, Jeffrey is involved in a plethora of other activities. Jeffrey is a part of the InterAct club, which is focused on cleaning our environment and hoping/ working for



a better future; M.E.S.A, Mathematics, Engineering, Science, and Achievement; C.S.F, California Scholarship Federation; N.H.S, National Honors Society; ASB, Associated student body, and of course FFA, Future Farmers of America.

Secretary-Luis Morales

Luis Morales your chapter secretary is pumped to invest his junior year at Gonzales High School to serve as the 2013-2014 secretary. This will be Luis's 3rd year enrolled in agricultural education. Throughout the past three years, he has competed in creed, opening and closing, and impromptu. Luis has also attended the 84th and 85th state conference, Chapter Officer Leadership Conference, Greenhand conference, and the Made for Excellence conference. In his free time, Luis enjoys raising market steers and lambs for three county fairs. Luis also enjoys wearing the number 21 jersey on the soccer field as well as in the volleyball court. Luis previously served as the 2012-2013 chapter secretaries as well, and now hopes to have an unforgettable year along with his new officer team.



Treasurer- Alma Rodriguez

Hi my name is Alma Rodriguez I am a junior and I am 16 years old. This year I am serving as your 2013-2014 Chapter Treasurer. I have been very involved in the FFA Chapter, I've competed in as many competitions that I am able to. I've shown market lambs at SVF and MCF, and will also be showing at SCCF as well as a chicken for the same fairs. I was your 2012-2013 Chapter Reporter last year and I truly enjoyed it. I have also attended MFE, State conference 2012 and 2013, Greenhand conference, and COLC last year. Besides being in FFA I also play soccer and I love to hangout with my friends. I look forward to a great year with all the FFA members and serving as treasurer for the Gonzales FFA chapter!



Reporter- Hugo Rico

Greetings Gonzales FFA! My names Hugo Rico and I am your 2013-2014 Gonzales FFA chapter reporter. This is my second year in FFA; FFA has taught me how to be responsible and how to manage time. Some activities that I do during school are hanging out with my friends and my AG teachers. The activities that I do after school are a bit more complicated. After school I like to spend time on my S.A.E project which is showing market hogs. I have attended two fairs so far, which



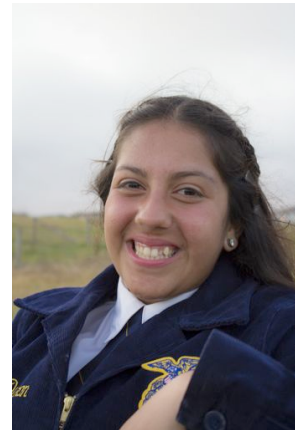
are the Salinas Valley fair and the Monterey county fair. I also like to play soccer and I love to play the trumpet. Hope we can get to know each other more and let's have a wonderful year!

Sentinel-Angelica Virgen

Hello Gonzales FFA my name is Angelica Virgen and I will serve this year as your 2013-2014 Gonzales Chapter FFA Sentinel. This past year my sophomore year was my first year being part of the FFA. Being part of the FFA gave me the opportunity to raise livestock and complete in different public speaking contest. I am looking forward to serving as your sentinel this year!

Historian-Maria Duran

Hey there! My name is Maria Duran, I am currently a sophomore and I'll be serving this year as your 2013-14 Historian. Last year was my first year in FFA, I competed in many competitions such as Opening and Closing, Creed, and B.I.G. besides competing in Public Speaking I attended leadership conferences the Greenhand Conference and State Conference which were super fun! I'm every spontaneous, outgoing, and funny. My ultimate goal as a chapter officer is to serve the Gonzales FFA and its members by being a role model that members choose to be like. I'm looking forward for this school year! Don't be shy and say hi!



Parliament-Vanessa Arroyo

My name is Vanessa Arroyo; I am currently a junior at Gonzales High School. I am 17 years old and this year's Parliamentarian. This is my 3rd year in the Gonzales FFA. I've raised market hogs since my freshman year for the Salinas Valley Fair, Monterey County Fair, and Santa Cruz County Fair. I love playing basketball. I do other activities besides FFA like MESA, The Real Club, ASB and AFS. Since being in the FFA I have learned how to manage my time, responsibility, meeting new people, and also traveling to new places with our agriculture advisers.

Chapter Goals

- 1) Add nametags for each meeting to help members feel more comfortable. For each meeting there will be different themes with will be reflected by the nametags.
- 2) Plan and execute a Greenhand Bash and Chapter commencement ceremony.
- 3) Gonzales FFA would like to increase the participation by their members. Based off the first meeting the Gonzales FFA Officer team wants to increase chapter meeting by 2% each meeting.

Budget

Category	Expense	Income
BBQ	1,200	4,000
Shirts	2,000	2,000
Ewes	400	600
Potatoes Sales	300	7,000
Retreat	800	
Meetings	550	
Conferences	3,000	
Firework Sales		1,200
Total	\$4,350.00	\$14,800.00

Point Award System

The Gonzales FFA point award system rewards those members who are most active in various FFA activities throughout the year. The top highly active members are invited to participate in a point awards trip sponsored by the Gonzales FFA.

The FFA Emblem

The National Emblem of the FFA is significant and meaningful in every detail. It is made up of five symbols: the owl, the plow, and the rising sun, within the cross section of an ear of corn, which is surrounded by the American eagle. Upon the face of the emblem appear the words “Agricultural Education” and the letters “FFA”. The owl is symbolic of wisdom and knowledge; the plow is the symbol of labor and tillage of the soil, the rising sun is emblematic of the progress and the new day that will dawn when all farmers are trained and have learned to cooperate; the cross section of the ear of corn represents common agricultural interests since corn is native to America and grown in every state; and the eagle is indicative of the national scope of the organization.



Chapter Officers

Chapter officers serve a vital function in the FFA organization. By taking a major leadership role, these students grow from the experience and benefit the chapter. It should be the officers' goal to lead by example and encourage other members to participate in chapter activities. The following are general duties expected of all officers.

- Participate on the Officer Opening and Closing Ceremonies Team
- Attend Chapter Officer Leadership Conference.
- Design Monthly calendars in Vocational Agricultural Classroom.
- Attend all pre and post officer meetings.
- If not able to go to a officer meeting or chapter meeting, officer needs to write out a valid excuse with minimum 48 hours ahead of time and put in advisors box.
- Attend chapter meetings
- Expected to participate in either prepared speaking or extemporaneous speaking.
- Participate in monthly newsletter.
- Must have a 2.0 G.P.A and must be passing with a "C" in their Agriculture class.
- The officer will be given a 3-strike policy if officer is not able to fulfill their duties from the chapter they will be asked to leave.
- If the officer resigned they will not be able to be slated back to any office.
- The officer will reimburse the FFA for the cost of the officer shirt.

Specific Duties for Each Office:

President

- Preside over meetings according to accepted rules of parliamentary procedure.
- Appoint committees and serve on them as an ex-officio (non-voting) member.
- Coordinate the activities of the chapter and evaluate the progress of each division of the Program of Activities.
- Represent the chapter in public relations and official functions.

Vice President

- Assume all duties of the president if necessary.
- Develop the Program of Activities and serve as an ex-officio (non-voting) member of the POA committees.
- Coordinate all committee work.
- Work closely with the president and advisor to assess progress toward meeting chapter goals
- Establish and maintain a chapter resource file.

Secretary

- Prepare and post the agenda for each chapter meeting.
- Prepare and present the minutes of each chapter meeting.
- Place all committee reports in the designated area in the Official FFA Chapter Secretary's Book.
- Be responsible for chapter correspondence.
- Maintain member attendance and activity records and issue membership cards.
- Keep the POA wall chart up-to-date.
- Have on hand for each meeting:
- Official FFA Chapter Secretary's Book including minutes of the previous meeting.
- Copy of the POA including all standing and special committees.

- Official FFA Manual and Student Handbook.
- Copies of the chapter constitution and bylaws.

Treasurer

- Receive, record and deposit FFA funds and issue receipts.
- Present monthly treasurer's reports at chapter meetings.
- Collect dues and special assessments.
- Maintain a neat and accurate Official FFA Chapter Treasurer's Book.
- Prepare and submit the membership roster and dues to the National FFA Organization in cooperation with the secretary.
- Serve as chairperson of the earnings and savings committee.

Reporter

- Plan public information programs with local radio, television, and newspaper and service clubs and make use of other opportunities to tell the FFA story.
- Release news and information to local and regional news media.
- Publish a chapter newsletter.
- Prepare and maintain a chapter scrapbook.
- Send local stories to area, district and state reporters.
- Send articles and photographs to FFA New Horizons and other national and/or regional publications.
- Work with local media on radio and television appearances and FFA news.
- Serve as the chapter photographer.

Sentinel

- Assist the president in maintaining order.
- Keep the meeting room, chapter equipment and supplies in proper condition.
- Welcome guests and visitors.
- Keep the meeting room comfortable.
- Take charge of candidates for degree ceremonies.

- Assist with special features and refreshments.

Parliamentarian

- Be proficient with parliamentary procedure.
- Rule on all questions of parliamentary conduct at chapter meetings.
- Serve as a participant or an ex-officio member of the parliamentary procedure team.
- Conduct parliamentary procedure workshops at the chapter level.
- Chair or serve as ex-officio member on the conduct of meetings committee.

Historian

- Develop and maintain a scrapbook of memorabilia in which to record the chapter's history
- Research and prepare items of significance of the chapter's history.
- Prepare displays of chapter activities and submit stories of former members to the media.
- Assist the reporter in providing photography for chapter needs.

Advisor

- Supervise chapter activities year-round.
- Inform prospective students and parents about the FFA.
- Instruct students in leadership and personal development.
- Build school and community support for the program.
- Encourage involvement of all chapter members in activities.
- Prepare students for involvement in contests and awards programs.

National FFA Mission Statement

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

Gonzales FFA Mission Statement

Gonzales FFA Chapter is dedicated to developing cooperative leadership, encouraging career success, and achieving agriculture literacy and perseverance.

We will teach the true essence of agriculture life, business, science, mechanics and leadership, striving towards a better future in our community, country, and world through everyday duties and teamwork.

FFA Aim and Purposes

The primary aim of the FFA is the development of agricultural leadership, cooperation, and citizenship. The specific purposes for which this organization was formed are as follows:

- To develop competent and assertive agricultural leaders.
- To develop an awareness of the global importance of agriculture and its contribution to our well-being.
- To strengthen the confidence of agricultural students and their work.
- To promote the intelligent choices and establishment of an agriculture career.
- To stimulate development and encourage achievement in individual agricultural experience programs.
- To improve the economic, environmental, recreational, and human resources of the community.
- To develop competencies in communications and human relations.
- To develop character, train for useful citizenship, and foster patriotism.
- To build cooperative attitudes among agricultural students.
- To encourage management of resources.
- To encourage higher education.
- To provide organized recreational activities for agriculture students.

FFA Motto

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

The FFA Code of Ethics

We will conduct ourselves at all times in order to be a credit to our organization, chapter, school and community by:

- Dressing neatly and appropriately for the occasion.
- Respecting the rights of others and be courteous at all times.
- Being honest and not taking unfair advantage of others.
- Respecting the property of others.
- Refraining from loud talking, swearing & other unbecoming conduct.
- Demonstrating sportsmanship in the show ring, judging contests and meetings. Being modest in winning and generous in defeat.
- Attending meetings promptly and respecting the opinion of others in discussion.
- Taking pride in our organization, activities, supervise experience program, exhibits, and the occupation of agriculture.
- Sharing with others experiences and knowledge gained by attending national and state meetings.
- Striving to establish and enhance my skills through agricultural education in order to enter a successful career.

The FFA Creed

Written by E. M. Tiffany

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 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.

Official FFA Dress

Dress and act professionally at all times!

Gonzales FFA leaders are expected to remain in their full uniform at all times. Wearing sunglasses or having them placed on the top of ones head is just “to cool to be cool” and not part of the uniform. Always wear your shoes!

Girls- black skirt, white-collared blouse with official FFA blue scarf, black dress shoes with a closed heel and toe, sheer nylons and official FFA jacket zipped to the top. The skirt is to be at least knee length, hemmed evenly across the bottom, with a slit no longer than two inches above the knee, excluding the kick pleat. Black slacks may be appropriate for traveling for traveling and out-door activities.

Boys- black slacks, a white-collared shirt with official FFA tie, black dress shoes black socks and an official FFA jacket zipped to the top.

Proper Use of the FFA Jacket

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

- The jacket is to be worn only by members.
- The jacket should be kept clean and neat.
- The jacket should have only a large emblem on the back and a small emblem on the front. It should carry the name of the State Association and the name of the local chapter district or area on the back and the name of the individual and one office or honor on the front.
- 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 to or sold to a non-member.
- A member acts like a lady or gentleman when wearing the jacket.
- Members should refrain from the use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.

All chapter degrees, 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.

Requirements for FFA Degrees

Greenhand Degree

- Be regularly enrolled in an agriculture course for SOE project.
- Learn and explain the FFA creed, motto and salute.
- Describe the FFA emblem, colors and symbols.
- Explain the proper use of the FFA jacket.
- Have satisfactory knowledge of the history of the organization.
- Know the duties and responsibilities.
- Personally own or have access to the Official FFA Manual.

Chapter FFA degree

- Must have held the degree of Greenhand for at least one complete semester of instruction.
- Must have satisfactorily completed one year of instruction in agricultural education with a "C" or better.
- Must have a Supervised Occupational Experience project.
- Must be regularly enrolled in an agriculture education class.
- Must have participated in three FFA activities.
- Earned and invested \$150.00
- Demonstrate five Parliamentary Procedures.
- Have a 2.0 GPA satisfactory scholastic record.

State FFA Degree

- Must have held the Chapter FFA degree for one year and be an active
- Member for two years.
- Must have completed two years of instruction in agriculture and be enrolled in an agriculture education or have graduated.
- Be familiar with state and national FFA constitutions.
- Demonstrate proficiency in parliamentary procedure.

- Lead a group discussion for 40 minutes or give a 6-minute speech.
- Must have a satisfactory scholarship record.
- Must have earned and invested \$1000 from his/her SOE program.
- Show outstanding ability in his/her leadership and chapter program.
- Participate in five distinctly different activities at the chapter level and five activities above the chapter level.
- Must have participated in at least two distinctly different community improvement activities.
- Must have recorded 500 hours or self-labor on your S.O.E.P.
- Have record books to verify your meeting of the requirements and
- Receive a score of at least 70% on the record book score.

American FFA Degree

- Must have held the State FFA degree for a year and have been an active FFA member for three years.
- Must have completed at least three years of instruction in agriculture.
- The SOE program must show comprehensive planning, continuation, and growth.
- Must have earned by his/her own effort and least \$7500 from SOE.
- Show outstanding leadership ability as evidenced by his/her leadership and cooperation in student, chapter, and community activities.
- Have graduated from high school.

Competitive Teams

Judging teams are a great way for members to get involved in the FFA. The Gonzales FFA has several teams that members can be a part of. The teams participate in competitions at UC Davis, CSU Fresno, and Cal Poly San Luis Obispo! Students get the opportunity to learn more about the FFA, develop leadership skills, make new friends, have fun, and gain beneficial information that can be valuable in the future.

Best Informed Greenhand – in this contest all first year sophomores and freshmen new to the FFA will take a test that will judge their knowledge of the FFA.

Job Interview- students will compete at their ability to successfully complete a job interview.

Opening & Closing Ceremony – students will be in a team of 6 and will be judged on how well they know how to run a FFA meeting using the parliamentary procedure.

Parliamentary Procedure and Debate (Novice and Advanced)- students will be in teams of 6 and will be judged on how well they are able to demonstrate their knowledge of how to use Roberts Rules of Order in a mock FFA meeting.

Public Speaking: Prepared Public Speaking, & Extemporaneous Speaking- for prepared public speaking the students will have the chance to pick a topic to speak on and will have to memorize their speech. With extemporaneous the students will be given a list of about 20 topics that they must be familiar with before going to the contest. At the contest they will pull a topic from a “hat” that they will then have 30 minutes to write a 4-minute speech on that topic.

Livestock Judging – student will have to judge 3 groups of market hogs, 3 groups of market lambs, and 3 groups of market beef

Vegetable Crops Judging- much like the livestock the students will be shown a couple groups of different vegetables and will have to place them.

Creed- this contest is open to all ninth graders in the FFA. They will be judged on their ability to recite the FFA creed.

Marketing (Co-Op) – see Ag. teacher

Ornamental Horticulture- this contest consists of pruning, tree judging, plant I.D., transplanting, and a general knowledge.

Poultry Judging- consists of judging live birds, eggs, ready to cook birds, further product managements.

Dairy Cattle Judging- students will be shown different dairy cows and they will have to place them.

Meat Judging- consists of judging carcasses, cuts, meat i.d., and beef grading.

Chapter Scrapbook- The chapter reporter will make a chapter scrapbook that will be entered into a contest and will be judged on the creativity and organization

Small Engines- students will be given a small engine that they will have to repair in a given time limit.

Agricultural Mechanics- consists in six areas tools I.d., written test, arc welding, electrical, plumbing, and woodworking.

Light Horse Judging- Students will learn to judge and place horses.

Floriculture – Consists of three areas cut flowers, flowering potted plants, and floral design.

Farm Record Book- students will be judged on how well they have completed their record book for their SOE projects.

Novice Farm Record Book- first time ag. students will submit their first record book and it will be judged on completeness, and that it is properly filled out.

Farm Power & Machinery- consists of parts and tool i.d., general information test, tractor operation and safety, and trouble shooting of tractors.

Specialty Animal Judging-consists of general knowledge, rabbits, and i.d. of breeds, and equipment.

Supervised Agricultural Experience (SAE) Projects:

Students that are part of the Gonzales FFA chapter have the opportunity to have an SAE project if they are in good standing with the chapter. Members must have an SAE project to get their Chapter degree, State degree, and American Farmer degree. The SAE projects take a lot of time but are very fun and give you a chance to learn a lot.

Market Beef
Market Lamb
Market Hog
Meat Goats
Dairy Goats
Poultry
Rabbits
Breeding Ewe
Breeding Swine
Small Animal Production
Gardens
Crops
Ag Mechanics
Ag Construction
Fruit Tree
Vegetable
Ornamental Horticulture
Agri-Science Project

Gonzales FFA Show Team

Application

The criterion for being selected is based on academic eligibility, attendance/discipline, and participation in the FFA organization.

Name _____ Grade _____ GPA _____

Species Preference (circle the species you want to show)

Goats

Hogs

Lambs

Which FFA activities have you participated in since April of 2013? (LIST ALL OF THEM)

Please describe your previous SAE's

What other commitments do you have during the year?

How do you plan on managing other time commitments and raising your project?

How do you plan on financing your project?

How much time are you willing to dedicate every day? _____

What do you hope to accomplish by the end of this project?

Student Signature _____ Parent Signature _____

Market Sheep Project/Goat

Expenses:

Market Sheep/Goat: \$300

Feed: \$220

Insurance: \$20

Miscellaneous: \$50

Total Expenses \$590 Minimum

Income:

Sale of Project: Auction prices will vary.

Average price:

140 lb. lamb at \$6.00/lb \$840

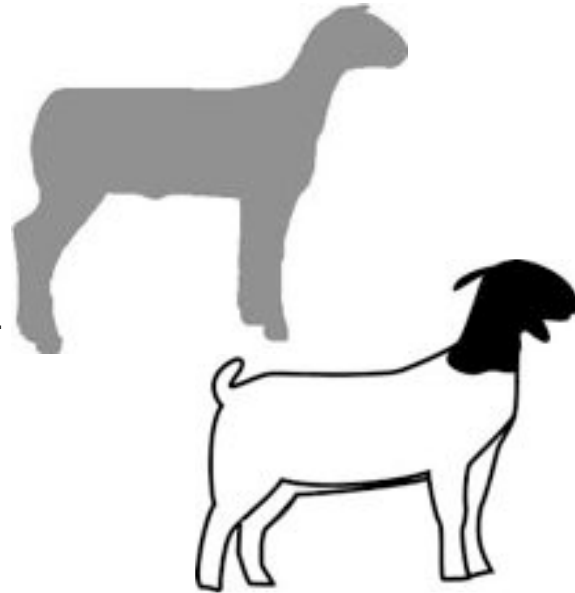
90 lb. goat at \$8/lb \$670

(Based on last year's average)

Facilities:

Facilities are available at the school farm for those without space at home. Students who keep animals at the school farm will be required to sign a contract for care and management of their project, which must be signed by their parents. If animal is kept at home, the student must arrange to bring the animal to the school farm for a minimum 3 show practices before fair.

A schedule of practices will be given out, students will be required to attend the twice a week practice for the duration of the project. This is mandatory for all students.



Market Hog Project

Expenses:

Market Hog: \$300
Feed: \$220
Insurance: \$20
Miscellaneous: \$50
Total Expenses \$590 Minimum



Income:

Sale of Hog: Auction prices will vary.
Average price: 240 lb. Hog at \$4.00/lb \$960
(Based on last year's average)

Facilities:

Facilities are available at the school farm for those without space at home. Students who keep animals at the school farm will be required to sign a contract for care and management of their project, which must be signed by their parents. If animal is kept at home, the student must arrange to bring the hog to the school farm for a minimum 3 show practices before fair.

A schedule of practices will be given out, students will be required to attend the twice a week practice for the duration of the project. This is mandatory for all students.

2014 FFA Proficiency Awards

There are many areas in which members may compete in the development of specialized skills and abilities in an agricultural career. The proficiency awards are based primarily upon the individual SOE project and career objectives.

- | | |
|---|--|
| 1. Agricultural Communications | 24. Environmental Science and Natural Resources Management |
| 2. Agricultural Education | 25. Equine Science - Entrepreneurship |
| 3. Agricultural Mechanics Energy Systems | 26. Equine Science - Placement |
| 4. Agricultural Mechanics Fabrication and Design | 27. Fiber and/or Oil Crop Production |
| 5. Agricultural Mechanics Repair and Maintenance Entrepreneurship | 28. Food Science and Technology |
| 6. Agricultural Mechanics Repair and Maintenance - Placement | 29. Forage Production |
| 7. Agricultural Processing | 30. Forest Management |
| 8. Agricultural Sales - Entrepreneurship | 31. Fruit Production |
| 9. Agricultural Sales Placement | 32. Goat Production |
| 10. Agricultural Services | 33. Grain Production - Entrepreneurship |
| 11. Agriscience Research - Animals Systems | 34. Grain Production - Placement |
| 12. Agriscience Research - Integrated Systems | 35. Home and/or Community Development |
| 13. Agriscience Research - Plant Systems | 36. Landscape Management |
| 14. Beef Production - Entrepreneurship | 37. Nursery Operations |
| 15. Beef Production - Placement | 38. Outdoor Recreation |
| 16. Dairy Production - Entrepreneurship | 39. Poultry Production |
| 17. Dairy Production - Placement | 40. Sheep Production |
| 18. Diversified Agriculture Production | 41. Small Animal Production and Care |
| 19. Diversified Crop - Entrepreneurship | 42. Specialty Animal Production |
| 20. Diversified Crop - Placement | 43. Specialty Crop Production |
| 21. Diversified Horticulture | 44. Swine Production - Entrepreneurship |
| 22. Diversified Livestock Production | 45. Swine Production - Placement |
| 23. Emerging Agricultural Technology | 46. Turf Grass Management |
| | 47. Vegetable Production |
| | 48. Veterinary Science |
| | 49. Wildlife Management |

Gonzales High School FFA

Chapter Constitution

Article one: Name and Purpose

Section A: The name of this organization shall be the Gonzales High School Chapter of FFA, members are here in after referred to as “FFA”, and the letters “FFA”, may be used to designate the Chapter, its activities or members thereof.

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

- To develop competent and aggressive agricultural leadership.
- To create and nurture a love of agricultural life.
- To strengthen the confidence of students of vocational agriculture in themselves and their work.
- To create more interest in the intelligent choice of agricultural options.
- To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
- To encourage members to improve the home and its surroundings.
- To participate in worthy undertakings for the improvement of the industry of agriculture.
- To develop character, train for useful citizenship and foster patriotism.
- To participate in cooperative effort.
- To encourage practice and thrift.
- To provide and encourage the development of organized recreational activities.

Article Two: Organization

Section A: The Gonzales Chapter of FFA is an association qualifying for federal reimbursement under the Vocational Act of 1968 (Public Law 90-576).

Section B: The advisor(s) of this chapter must be a qualified vocational agriculture teacher(s) currently teaching reimbursable vocational agriculture at this school.

Section C: The chapter accepts in full the provisions in the constitution and by-laws of the California Association of FFA as well as the national organization of FFA.

Article Three: Membership

Section A: membership in the chapter will be of four kinds: (1) Active, (2) Alumni, (3) Collegiate, and (4) Honorary, as defined by the national FFA constitution.

Section B: the regular work of the chapter shall be carried on by the active chapter membership.

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

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

- He/she attends local meetings with reasonable regularity.
- He/she shows an interest in, and takes part in the affairs of the chapter.
- He/She are academically eligible to participate in activities according to the policies as established by the Gonzales High School District Board of Trustees

Section E: any students enrolled in a Vocational Agriculture class are automatically members of the FFA.

Section F: all advanced members (enrolled in more than two consecutive terms) must have plans for a SAEP.

Article Four: Emblems

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

Section B: emblems used by the members shall be designated by the national organization of the FFA.

Article Five: Membership Degrees & Privileges

Section A: There shall be four degrees of active membership in this chapter. These are:

The Greenhand Degree

The Chapter FFA Degree

The State FFA Degree

The American FFA Degree

All Greenhands are entitled to wear the regulation bronze emblem pin.

All members holding the Chapter FFA Degree are entitled to wear the silver pin.

All members holding the State FFA Degree are entitled to wear the regulation golden pin or charm.

All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B: Greenhand degree, Minimum qualifications for election:

- Be regularly enrolled in a class in vocational agriculture and have acceptable plans for a program of supervised farming.
- Be familiar with the purposes of FFA and the program of activities of the local chapter.
- Have a firm understanding of the FFA Creed.

Section C: Chapter FFA Degree, minimum qualifications:

- Must have the degree of Greenhand and a record of satisfactory participation in chapter activities.
- Must have completed one term of instruction in vocational agriculture, and have a SAEP in progress, and be enrolled in an agriculture class.
- Be familiar in the activities and programs at the state and national level.
- Be familiar in Parliamentary Procedures.
- Be familiar with the chapter constitution.
- Must have productively earned or invested from SAEP projects at least \$150.00.
- Receive a majority vote of members present at a regular meeting.

Section D: State FFA Degree, minimum qualifications:

- Must have held the Chapter FFA degree for one year and be an active member for two years.
- Must have completed two years of instruction in agriculture and be enrolled in agriculture or have graduated.
- Be familiar with state and national FFA constitutions.
- Demonstrate proficiency in parliamentary procedure.
- Lead a group discussion for 40 minutes or give a 6-minute speech.
- Must have a satisfactory scholarship record.
- Must have earned and invested \$1000 from his/her SOE program.
- Show outstanding ability in his/her leadership and chapter program.
- Participate in five distinctly different activities at the chapter level and five activities above the chapter level.
- Must have participated in at least two distinctly different community improvement activities.
- Must have recorded 500 hours or self-labor on your S.O.E.P.
- Have record books to verify your meeting of the requirements and receive a score of at least 70% on the record book score

Section E: American FFA Degree, minimum qualifications:

- Must have held the State FFA degree for a year and have been an active FFA member for three years.
- Must have completed at least three years of instruction in agriculture.
- The SOE program must show comprehensive planning, continuation, and growth.
- Must have earned by his/her own effort and least \$7500 from SOE.
- Show outstanding leadership ability as evidenced by his/her leadership and cooperation in student, chapter, and community activities.
- Have graduated from high school.

Article Six: Officers

Section A: The officers shall be elected annually by majority vote of the members present at a regular chapter meeting.

Section B: The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, and if needed Historian. The local advisor

shall be the teacher of vocational agriculture. The following are general duties expected of all officers.

- Participate on the Officer Opening and Closing Ceremonies Team
- Attend Chapter Officer Leadership Conference.
- Design Monthly calendars in Vocational Agricultural Classroom.
- Attend all pre and post officer meetings.
- If not able to go to an officer meeting or chapter meeting, officer needs to write out a valid excuse with minimum 48 hours ahead of time and put in advisors box.
- Attend chapter meetings.
- Expected to participate in either prepared speaking or extemporaneous speaking.
- Participate in monthly newsletter.
- Must have a 2.0 G.P.A and must be passing "C" in their Agriculture class.
- The officer will be given a 3-strike policy if officer is not able to fulfill their duties from the chapter they will be asked to leave.
- If the officer resigns or decides to leave the officers and advisers will determine if the candidate will be slated for the following year.
- The officer will reimburse the FFA for the cost of the officer shirt.

President

- Preside over meetings according to accepted rules of parliamentary procedure.
- Appoint committees and serve on them as an ex-officio (non-voting) member.
- Coordinate the activities of the chapter and evaluate the progress of each division of the Program of Activities.
- Represent the chapter in public relations and official functions.

Vice President

- Assume all duties of the president if necessary.
- Develop the Program of Activities and serve as an ex-officio (non-voting) member of the POA committees.
- Coordinate all committee work.
- Work closely with the president and advisor to assess progress toward meeting chapter goals
- Establish and maintain a chapter resource file.

Secretary

- Prepare and post the agenda for each chapter meeting.
- Prepare and present the minutes of each chapter meeting.

- Place all committee reports in the designated area in the Official FFA Chapter Secretary's Book.
- Be responsible for chapter correspondence.
- Maintain member attendance and activity records and issue membership cards.
- Keep the POA wall chart up-to-date.
- Have on hand for each meeting:
- Official FFA Chapter Secretary's Book including minutes of the previous meeting.
- Copy of the POA including all standing and special committees.
- Official FFA Manual and Student Handbook.
- Copies of the chapter constitution and bylaws.

Treasurer

- Receive, record and deposit FFA funds and issue receipts.
- Present monthly treasurer's reports at chapter meetings.
- Maintain a neat and accurate Official FFA Chapter Treasurer's Book.
- Prepare and submit the membership roster and dues to the National FFA Organization in cooperation with the secretary.

Reporter

- Plan public information programs with local radio, television, and newspaper and service clubs and make use of other opportunities to tell the FFA story.
- Release news and information to local and regional news media.
- Publish a chapter newsletter.
- Prepare and maintain a chapter scrapbook.
- Send local stories to area, district and state reporters.
- Send articles and photographs to FFA New Horizons and other national and/or regional publications.
- Serve as the chapter photographer.

Sentinel

- Assist the president in maintaining order.
- Keep the meeting room, chapter equipment and supplies in proper condition.
- Welcome guests and visitors.
- Keep the meeting room comfortable.
- Take charge of candidates for degree ceremonies.
- Assist with special features and refreshments.

Historian

- Develop and maintain a scrapbook of memorabilia in which to record the chapter's history.

- Research and prepare items of significance of the chapter's history.
- Prepare displays of chapter activities and submit stories of former members to the media.
- Assist the reporter in providing photography for chapter needs.

Section C: The officers of the chapter shall constitute the chapter executive committee.

Section D: Chapter officers must hold the degree or be applying for the degree of Chapter Farmer, except during the first year of the chapters' organization.

Section E: Anyone running for office must attend Gonzales high School while serving his/her office and enrolled in vocational agriculture, or an agriculture course approved by the advisor.

Section F: If any officer resigns for any reason, the executive committee shall have the right to hold elections.

Section G: Concerning the election of officers, the President is to be at least a junior when elected, and the Vice President is to be a junior or sophomore or a better qualified freshman (in the eyes of the executive committee). All potential officers must go through a screening committee that will consist of the six officers and the advisor. If any officer is returning, a senior will replace him/her. The screening committee reserves the right to offer a slate to the qualified candidates.

Article Seven: Meetings

Section A: Regular meetings shall be held once a month during the school year. Special meetings may be called at any time including the summer.

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

Section C: Delegates for the State Convention will be chosen from those members that have attended the most sectional and regional meetings. If more than two members attend all meetings, the delegates will be elected. By the discretion of the advisor, ½ the fee will be paid.

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

Section F: Conduct shall be in an orderly fashion. All members attending the meeting must be properly dressed by school dress code. The meeting will be called to order on time. If the member does not come to order on the second offense, then the sentinel will escort the member out of the meeting, and no credit will be given.

Article Eight: Amendments

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

Section B: A bylaw may be adopted to fit the needs of the chapter at any regular chapter meeting by two-thirds vote of the active members present providing such bylaw conflicts in no way with the constitution and bylaws of either the State Association or the National Organization.

Gonzales FFA History

State Degrees

1930-31	Lewis Scatini	1965-66	Gordon Vosti
1931-32	Lewis Jones	1966-67	Earl Albertson
1933-34	Raymond Doda	1966-67	John Boekenoogen
1938-39	Fred Bontadelli	1966-67	Allen Duckworth
1940-41	Reno Broschini	1967-68	John Knudtson
1941-42	Valerio Franscioni	1968-69	John Guidotti
1941-42	William Whitney	1968-69	Donald Ostini
1942-43	Arthur Casacca	1968-69	John Tankersley
1942-43	Sergio Casacca	1969-70	Don Franscioni
1945-46	Raymond Gularte	1969-70	Ron Hooks
1947-48	William Nunes	1969-70	Mike Tankersley
1947-48	Elmer Rianda	1970-71	David Bettencourt
1948-49	Richard Gularte	1970-71	Richard Breschini
1948-49	John Nunes	1970-71	Steve Luchessa
1950-51	Milton Guidotti	1970-71	David Morisoli
1950-51	Alva Rodrigues	1970-71	Curtis Vaughn
1951-52	Roy R. Fellows	1971-72	Allan Panziera
1951-52	William Gularte	1971-72	Bruno Vanoli
1952-53	Eugene McRae	1972-73	John Domingos
1959-60	Primo Baggiolini	1972-73	Melvin Elias
1959-60	Phil Bassetti	1972-73	Charles Gularte
1959-60	Bob Saunders	1972-73	George Jaeger
1960-61	Severo Baggiolini	1972-73	Bill Vaughan
1960-61	Emile Rianda	1972-73	Kirk Violini
1961-62	Michael Franscioni	1973-74	Richard Domingos

1961-62	Louis A. Ortali, Jr.	1973-74	John Metzger
1961-62	Lee Twisselman	1973-74	Tim Vaughan
1961-62	Leland Vosti	1973-74	Alan Wallin
1962-63	Larry Rodriquez	1974-75	Mike Gouidotti
1962-63	Larry Weigel	1974-75	Kevin T. Piearcy
1963-64	Jim Force	1975-76	Gary Caraccioli
1963-64	Jim Guidotti	1975-76	David Costa
1963-64	Robert Madsen	1975-76	Roberta Firoved
1963-64	Pat Polastro	1975-76	Ken Ripley
1965-66	George W. Beach	1977-78	Lisa Alderete
1965-66	Terry Drake	1977-78	Michael Costa
1965-66	Ray Franscioni	1977-78	Richard Delgado
1965-66	Richard Roddick	1977-78	Fred Fontanilla
1977-78	Robert Gularte	1989-90	Felipe Maturino
1977-78	Ted Johnson	1989-90	Michelle L. Wells
1978-79	James Uchida	1990-91	Thomas J. Barrett
1979-80	Brian Albertoni	1990-91	Christopher M. Cable
1979-80	Darla Duckworth	1991-92	Gloria M. Acosta
1979-80	Ricardo Fontanilla, Jr.	1991-92	Devry S. Boughner
1979-80	Leigh Griffin	1991-92	Jeremy Calabro
1979-80	Wayne Gularte	1991-92	Shane Calabro
1979-80	Eric Ichikawa	1991-92	Levi Latta
1979-80	Glen Kyutoku	1991-92	Connie Noriega
1980-81	Brian G. Albertoni	1991-92	Willie Pantoja
1980-81	Victor Allen	1991-92	Felipe F. Melchor, Jr.
1980-81	Nancy Gillott	1992-93	Jennifer Barrett
1980-81	Lee Ann Ivy	1992-93	Carissa Jung
1980-81	Rhonda Whitlock	1992-93	Chad M. Lindley
1981-82	Jim Gillott	1992-93	Jennifer Lorenti

1981-82	Paul Guidotti	1992-93	Nichole Lugo
1981-82	John Heess	1992-93	Jason Muscio
1981-82	Everett Jung	1993-94	Robert Guillen
1981-82	Roy Kurano	1994-95	Garlin Kaupp
1981-82	John Oliveira	1994-95	Cecillio O. Mendoza
1981-82	Brian Robinson	1994-95	Daniel Rodriguez
1982-83	Michael Borchard	1995-96	Rebecca Ann Kaupp
1982-83	Ronald Kyutoku	1996-97	Larry Bettencourt
1982-83	Donald Yoshimura	1996-97	Donald Brown
1983-84	Mike Blomquist	1996-97	Jose Manuel Fausto
1983-84	Tim Mathein	1996-97	Romelia Guiller
1983-84	Casey Panziera	1996-97	Nathan Jung
1983-84	David Robinson	1996-97	John Kaupp
1983-84	Mike Treleven	1996-97	Bobbi Litwiler
1984-85	Matthew Guidotti	1996-97	Chris Miller
1984-85	Rhonda Guidotti	1996-97	Carlos Oliva
1984-85	Richard Kyutoku	1996-97	Gabriel Ramirez
1984-85	Robin Lindley	1996-97	Jesus Leon Valdez
1985-86	Tina Blomquist	1997-98	Chip Birmingham
1985-86	Kim Rodrigues	1997-98	Cecilia Guzman
1985-86	Jason Twisselmann	1997-98	Amanda L. Kaupp
1986-87	Scharleen M. Twisselmann	1997-98	Frank Martinez
1987-88	Tony Marci	1997-98	Cody Skinner
1987-88	Curtis Nelson	1997-98	Jesus Uribe
1988-89	Kelly M. Calabro	1997-98	Jorge Uribe
1988-89	Gina Guidotti	1997-98	Juan Uribe
1998-99	Rafael Albarran	2006-07	Samantha Hathcock
1998-99	Erik Bettencourt	2006-07	Alyssa Martinez
1998-99	Luis Jimenez	2007-08	Kyler Monares

1998-99	Curtis Miller	2007-08	Andres Sarabia
1998-99	Alex Oliva	2008-09	Fernando Ochoa
1998-99	Alejandro Ramirez	2008-09	Vanessa Perez
1998-99	German Rios	2008-09	Francisco Rios
1999-00	Gloria Adame	2008-09	Gerardo Villegas
1999-00	Cindy Avalos	2009-10	Mario Flores
1999-00	Dario Camargo	2009-10	Scott Gardoni
1999-00	Arturo Contreras	2009-10	Omar Juarez
1999-00	Javier Escobar, Jr.	2010-11	Lucio Garcia
1999-00	Aurio Esparza	2010-11	Jose Ochoa
1999-00	Araceli Fausto	2010-11	Alejandro Rosas
1999-00	Oscar Guillen	2010-11	Noe Vasquez
1999-00	Sandra Leon	2011-12	Dianey Duran
1999-00	Thomas Madrid	2011-12	Peter Guillen
1999-00	Robert Mendoza	2011-12	Natalie Leyva
1999-00	Eduardo Ramirez	2011-12	Michael Lorente
1999-00	Rebecca Sisneros	2011-12	Valerle Pacheco
1999-00	Spencer Tracy	2011-12	Gerardo Rodriguez
1999-00	Antonio Zavala	2011-12	Julissa Rosas
1999-00	Maria Zepeda	2011-12	Karina Salomon
2000-01	Cody Rubbo	2011-12	Cole Twisselmann
2002-03	Regina Basaldua	2011-12	Jorge Zarate
2002-03	Evette Hernandez	2012-13	Cornelio Alfaro
2002-03	Beatriz Plazola	2012-13	Josie Amador
2002-03	Mario Rodriguez	2012-13	Reynaldo Duran
2003-04	Rachel De Hoyos	2012-13	Rigoberto Morales
2003-04	Rafael Guzman	2012-13	Georgina Politron
2003-04	Ruby Hernandez	2012-13	Juan Ramirez
2003-04	Sarah Martinez	2012-13	Jose Rodriguez

2003-04	Melissa McGeorge	2012-13	Luis Sanchez
2005-06	April Bigham	2012-13	Dillon Smith
2005-06	Stacey Caldwell	2012-13	Shania Spears
2005-06	Daisy Cisneros	2012-13	Daniel Talley
2005-06	Krystal Lazcano		
2005-06	Elvis Partida		
2006-07	Manuel Basladua		
2006-07	Alejandro Carranza		
2006-07	Oscar Fausto		
2006-07	Shelia Hammond		

Gonzales FFA History

American Degrees

1962-63	Primo Baggiolini	1997-98	Daniel Rodriguez
1963-64	Michael Franscioni	1998-99	Jose Manuel Fausto
1978-79	David Costa	1998-99	Rebecca Ann Kaupp
1978-79	Kevin T. Piearcy	1999-00	Larry Bettencourt
1979-80	Michael Costa	1999-00	Carlos Oliva
1982-83	Brian G. Albertoni	1999-00	Cody Skinner
1983-84	John Heess	1999-00	Juan Uribe
1984-85	Paul Guidotti	1999-00	Jesue Leon Valdez
1985-86	Michael Borchard	2000-01	Jesus Uribe
1986-87	Richard Kyutoku	2001-02	Erik Bettencourt
1986-87	David Robinson	2001-02	Dario Camargo
1987-88	Matthew Guidotti	2001-02	Cecilia Guzman
1990-91	Tony Marci	2001-02	Curtis Miller
1993-94	Christopher M. Cable	2001-02	Alejandro Ramirez
1993-94	Shane Calabro	2001-02	German Rios
1994-95	Devry S. Boughner	2001-02	Maria Zepeda
1994-95	Jeremy Calabro	2002-03	Sandra Leon
1995-96	Robert Guillen	2005-06	Sarah Martinez
1995-96	Chad M. Lindley	2007-08	Rafael Guzman
1996-97	Cecillio O. Mendoza		

Gonzales Honorary Chapter Farmer Member

Mr. Pete Pedrazzi	1958	Mr. Bob Heuvel	1981
Mr. Don Raines	1958	Mr. Fred Hooker, Jr.	1982
Mr. Al Clark	1959	Mrs. Barbara Robinson	1983
Mr. Lester Franscioni	1960	Ms. Lisa Zanetta	1984
Mr. Paul Franscioni	1960	Mr. Bob Rodriguez	1984
Mr. Clinton Bryner	1961	Mrs. Rosemary Guidotti	1985
Mr. Francis Rianda	1961	Mr. Gary Robinson	1985
Mr. Anthony Vosti	1961	Mr. Ray Latta	1986
Mrs. Earl Penix	1962	Mrs. Joan Calabro	1987
Mrs. Hamilton Baldwin	1962	Mr. Albert Patina	1987
Mr. Silvio Franscioni	1963	Mrs. Mary Hooker	1988
Mr. Art Bayer	1963	Mrs. Dia Rianda	1988
Mr. Steve White	1964	Mrs. Jesse Zuniga	1989
Mr. Carnell Upton	1965	Mr. Bob Land	1989
Mr. Achille Maestri	1965	Mr. Lynn Miller	1990
Mr. Bob Bianchi	1966	Mrs. Monika Meinders	1990
Mr. Earl Penix	1966	Mr. Bill Osterbranch	1991
Mrs. Evelyn Lanini	1967	Mr. Butch Lindley	1991
Mr. Dick Ripley	1967	Mr. Ko Cooper	1992
Mr. Lester Weigel	1968	Mrs. Kathy Cornwell	1992
Mr. Drury Tankers	1968	Mrs. Libby Jung	1993
Mr. Mike Franscioni	1969	Mr. Wayne Gularte	1993
Mr. Jim Muscio	1969	Mr. Dave Little	1994
Mr. Jim Patterson	1970	Mr. John Kinnear	1995
Mr. Adolph Decoto	1971	Mr. Homero Cantu	1996
Mr. Gene Deleissegues	1972	Mr. Joe Perez	1996
Mr. Pete Vermillion	1972	Mr. Dave Kaupp	1997
Mr. Endo Rubbo	1973	Mr. Tom Rianda	1998
Mr. Richard Ripley, Jr.	1974	Mr. Homero Cantu	1999
Mr. Larry Sonnickson	1975	Mrs. MikelAnn Miller	2000
Mr. Bob Firoved	1975	Mr. Dennis Caprara	2000
Mr. Bill Callahan	1976	Mr. Jesus Zepeda	2001
Mr. Richard Piffero	1976	Mrs. Yolanda Zepeda	2001
Mr. John Gardoni	1977	Mr. Dennis Caprars	2002
Mr. & Mrs. Tony Costa	1978	Mrs. Pat Almans	2003
Mr. Wade Anderson	1979	Mrs. Carre Askew	2004
Mr. & Mrs. Ray Gularte	1980	Ms. Joann Nissen	2005
Mrs. Cindy Perez	1980	Miss Tina Reader	2012
Mrs. Phyliss Albertoni	1981	Mrs. Barbara Lawrence-Emanuel	2013

Appendix J.-Board FFA Policy

Supporting Documents

The Gonzales Unified School Board fully recognizes the FFA program as a co-curricular element to the agriculture classes. Students involvement in the FFA organization accounts for 10% of the students overall grade. Students must complete four FFA activity points per semester to receive full credit for their grade. These activity points are earned outside of instructional time.

STUDENT ORGANIZATIONS AND EQUAL ACCESS

Because the district has established a limited open forum, the principal or designee shall not deny any student-initiated school group access to school facilities during noninstructional time on the basis of religious, political, philosophical, or any other content of speech to be addressed at such meetings. (20 USC 4071)

Such meetings shall not interfere with regular school activities. The Superintendent or designee shall identify the noninstructional time period(s) set aside for meetings of student groups either before or after actual classroom instruction times.

Meetings may also be held during the lunch period.

Meetings held within the limited open forum shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. (20 USC 4071)

Students shall leave the meeting place in a clean, orderly, and secure condition after their meetings. The Superintendent or designee may deny the use of facilities to any group that he/she believes will materially disrupt the school program or threaten the health and safety of students and staff. (20 USC 4071)

Authorization for Student Groups

Any student wishing to create either a curriculum- or noncurriculum-related student group shall first request authorization from the principal or designee. The group shall provide the principal or designee with the following information:

1. Name of the organization and names of student contacts
2. A statement of the organization's purposes, objectives, and activities
3. A copy of the proposed bylaws of the student group, including a description of how officers will be selected, as well as the bylaws of any off-campus organization with which the group may be affiliated
4. The name of the proposed faculty advisor, if any
5. The proposed dates, times, and location of meetings
6. Any special equipment to be used
7. A description of the qualifications for membership, if any

STUDENT ORGANIZATIONS AND EQUAL ACCESS (continued)

8. If a curriculum-related group, a statement of the relation of the club to the curriculum and/or instructional program

The principal or designee may establish school rules governing the meetings of curriculum-related groups, such as attendance or grade requirements. Such rules may vary depending on the group, such as whether or not academic credit is given for participation in the group.

Role of Staff Adviser

For any curriculum-related student group, the staff adviser shall provide guidance and teaching to students to ensure that the group's activities are aligned to the district's goals and objectives and shall provide supervision and leadership of the group. The principal shall have final authority in determining the assignment and role of the staff adviser.

For noncurriculum-related student groups, a staff adviser may be assigned voluntarily to observe meetings for purposes of maintaining order and protecting student safety. Staff advisers and other school employees shall not promote, lead, or participate in the meetings. (20 USC 4071, 4072)

A school employee may refuse to attend a meeting of a student group if the content of the speech at the meeting is contrary to the employee's beliefs. (20 USC 4071)

Hazing

Any student who engages in hazing may be subject to discipline including, but not limited to, suspension or expulsion. *Hazing* means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by the district, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. (Education Code 48900)

(cf. 5131 - Conduct)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Instruction

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Eligibility to Participate in Extra-Curricular Activities

The Gonzales Unified School Board encourages student participation in extra-curricular activities. However, such participation is secondary to regular class participation and performance. The Principal or his designee will be responsible for the administration of the student activity program, assuring pupils are afforded a wholesome experience which promotes individual and group excellence, and encourages personal development.

Definitions

For purposes of applying eligibility criteria for student participation, extra-curricular and co-curricular shall be defined as follows: (Education Code 35160.5)

1. Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, do not take place during classroom time, and have all of the following characteristics:
 - a. The program is supervised or financed by the school district.
 - b. Students participating in the program represent the school district.
 - c. Students exercise some degree of freedom in the selection, planning or control of the program.
 - d. The program includes both preparation for performance and performance before an audience or spectators.
2. Co-curricular activities are programs that may be associated with the curriculum in a regular classroom.

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

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

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES (continued)

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

Eligibility Standards

The grade point average (GPA) used to determine eligibility for extracurricular and co-curricular activities shall be based on grades of the last previous grading period during which the student attended class at least the majority of the time. If the student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code 35160.5)

(cf. 5113 – Absences & Excuses)

- a. Student shall achieve an overall 2.0 grade point average in the previous grading period passing five (5) classes with no more than one (1) F.
- b. Eligibility shall be declared at the beginning of each grading period (the first Monday after teachers submit grades to the registrar)
 - a. A mark of “Incomplete” shall be calculated as an “F” for GPA calculations. Students shall have two (2) weeks from the time they return to school or the end of the grading period to clear the incomplete. Incomplete grades may be considered in the re-calculation of eligibility as determined by the Principal.
 - b. All Freshman shall be eligible for the 1st quarter of the 9th grade year.
 - c. Summer School grades may be used in the calculation of eligibility for the fall term. If a student re-takes a course during the summer that he/she failed during the regular school year, the summer school grade will replace the failing grade. If the student takes a different course than the one failed, the summer school grade can be added to the grades used to calculate eligibility but no grades will be replaced.
 - d. Students are subject to school rules regarding discipline and attendance. Any student suspended from school is not eligible for participation in or attendance at extracurricular activities during the time of suspension. Students on the school exclusion list due to discipline or attendance issues are not eligible to participate in or attend extra-curricular activities until the issues have been cleared by site administration. Repeated offenses may render a student ineligible for the season.
 - e. Once declared eligible, a student is eligible for participation until the next grading period, unless on the Exclusion List due to discipline or attendance issues. If ineligible, a student

EXTRACURRICULA AND CO-CURRICULAR ACTIVITIES (continued)

- f. may not practice or participate in any extra curricular events until the next grading period.
- g. Students must be in attendance for at least four (4) periods with no unexcused absences on the day of the event or the last day prior to the event if it occurs on a nonschool day.

**** Attendance**

Students must maintain a 95% period attendance rate each quarter. All absences/tardies, excused and unexcused, are considered for attendance rate purposes. Two tardies are considered one period absence. As soon as a student's attendance rate drops below the required 95% period attendance rate, he/she loses the privilege of participating in school-related activities for that quarter (sports, clubs, dances, field trips, prom, graduation, and other activities designated by school administration). This loss of privilege continues into the following quarter until the time is made up. If a student becomes ineligible in the spring, he/she will also be ineligible the next fall until the time is made up. (All freshmen are eligible their first quarter at GHS.) Ineligibility will continue as long as a student's period attendance rate is below 95%.

A student may make up missed periods by attending Saturday school (if offered). One hour of Saturday school will equal one missed period. However, a student's eligibility will only be reinstated once in a quarter. If a student falls below 95% more than once in a quarter, the student will remain ineligible until the beginning of the next quarter. Saturday school must be attended to regain eligibility for next quarter. Under extreme circumstances a student may request an appeal to the Principal the second time he or she becomes ineligible in a quarter.

Appeal Process

The Principal or designee shall determine academic eligibility at the beginning of each new grading period. In the event that the student is declared ineligible, this decision may be appealed to the Principal.

Supervision

All extracurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531)

EXTRACURRICULA AND CO-CURRICULAR ACTIVITIES (continued)

Any noncertificated person working with students in a district-sponsored extracurricular student activity program shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 – Temporary Athletic Team Coaches. (Education Code 49024

Approved: July 13, 1999

Revised: May 24, 2005, September 23, 2008, August 14, 2012

GONZALES UNIFIED SCHOOL DISTRICT

Gonzales, California

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

The Governing Board recognizes that extracurricular and co-curricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and co-curricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 – Use of School Facilities)
(cf. 5137 – Positive School Climate)
(cf. 6145.2 – Athletic Competition)
(cf. 5148.2 – Before/After School Programs)

No extracurricular or co-curricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or co-curricular activity be required or refused, based on those bases. Prerequisites for student participation in extracurricular and co-curricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity (5 CCR 4925)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 6145.5 – Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in the district's extracurricular and co-curricular programs or activities shall be filed in accordance with BP/AR 1312.3 – Uniform Complaint Procedures.

(cf. 1312.3 – Uniform Complaint Procedures)

Unless specifically authorized by law, no fee shall be charged to students for participation in extracurricular and co-curricular activities related to the educational program, including materials and equipment related to the activity.

(cf. 3260 - Fees and Charges)
(cf. 3452 – Student Activity Funds)

Eligibility Requirements

To be eligible to participate in extracurricular and co-curricular activities, students in grades 7 – 12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes.
2. Maintenance of minimum progress toward meeting high school graduation requirements

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

3. Be in good standing with school attendance

(cf. 5121 – Grades/Evaluation of Student Achievement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 – High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the requirement standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of any child in foster care or a child of an active duty military family for extracurricular or co-curricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

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

Student Conduct at Extracurricular/Co-curricular Events

When attending or participating in extracurricular and/or co-curricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Annual Policy Review

The Board shall annually review this policy and implementing regulations.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

Legal Reference:

EDUCATION CODE

35145 *Public meetings*

35160.5 *District policy rules and regulations; requirements; matters subject to regulation*

35179 *Interscholastic athletics; associations or consortia*

35181 *Students' responsibilities*

48850 *Participation of foster youth in extracurricular activities and interscholastic sports*

48930-48938 *Student organizations*

49024 *Activity Supervisor Clearance Certificate*

49700-49704 *Education of children of military families*

CALIFORNIA CONSTITUTION

Article 9, Section 5 *Common school system*

CODE OF REGULATIONS, TITLE 5

350 *Fees not permitted*

4900-4965 *Nondiscrimination in elementary and secondary education programs receiving state financial assistance*

5531 *Supervision of extracurricular activities of pupils*

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 *Title IX, 1972 Education Act Amendments*

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CSBA PUBLICATIONS

Student Fees Litigation Update, ELA Advisory, May 20, 2011

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits, or Other Charges, Fiscal Management Advisory 11-01, November 9, 2011

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 *Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC)*, July 20, 2010

WEB SITES:

CSBA: <http://www.csba.org>

California Association of Directors of Activities: <http://www.cadal.org>

California Department of Education, Educational <http://www.cde.ca.gov/ls/pf/mc>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy

adopted: May 24, 2005

Revised: June 14, 2005, May 24, 2011, August 14, 2012

GONZALES UNIFIED SCHOOL DISTRICT

Gonzales, California

Appendix K.-Recruitment Program

Last year, Gonzales High School held a high school preview. The high school preview was designed for eighth grade students and their parents to check out the different classes offered at the high school. We had tables set out that displayed students work as well as multiple pictures of students participating in classroom activities and FFA events. Along with the pictures and the student work we asked our FFA Officers as well as students in our classes to help talk to the eighth grade parents and students about the program and classes.

Currently Gonzales Agriculture Department does not have any recruitment paraphernalia, which I am planning on creating within the year. I think it is very powerful to have something to pass out with information about the program. The recruitment brochure is going to include courses offered, SAE projects, pictures, FFA activities and Career Development Events, and as contact information.

Appendix L.-Chapter Scrapbook

In past years the Gonzales FFA has not compiled a FFA scrapbook. This year I have complied a scrapbook committee which is organized by the Chapter Historian to make sure a chapter scrapbook is completed and submitted in the South Coast Region scrapbook contest.

Appendix M.-Summer Activities Schedule

Supported Documents

Summertime is an extremely busy time that includes project supervision for Monterey County Fair and Santa Cruz County Fair, attending CATA conference, as well as attending an eleven day C.A.S.E Institute in Corvallis, Oregon along with getting ready for the school year.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1	2	3	4
			4pm - Swine	6pm - Project	3pm - Juan D.	
5	6	7	8	9	10	11
3:10pm - Anahy Ru 4pm - Swine 6pm - SVF Parent	3:30pm - Cupcake 5pm - GYF Senior	12:30pm - Cupcake 3:30pm - Cupcake 4pm - Swine	12:30pm - Cupcake 3:30pm - Cupcake 4pm - Swine			
12	13	14	15	16	17	18
	2pm - Zachariah E. 4pm - Swine		Salinas Valley Fair @ Salinas Salinas Valley Fair @ Salinas			
			10:51 am - GHS	10:38am - GHS	11:27am - GHS	
19	20	21	22	23	24	25
Salinas Valley Fair Salinas Valley Fair				BTSA Meeting	4pm - End of the	
26	27	28	29	30	31	1
Alma and Miguel	Monterey Bay			3:30pm - FFA/4H	Pick Up Pigs 7:30pm - Bye Bye	Pick Up Pigs

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26 Alma and Miguel	27 Monterey Bay	28	29	30 3:30pm - FFA/4H	31 Pick Up Pigs 7:30pm - Bye Bye ?	1 Pick Up Pigs
2	3	4	5 4pm - Planning	6 Last Day of School	7 FFA Officer Planning	8
9	10	11 5pm - Practice	12 5pm - MANDATORY	13 9am - Practice	14	15
16	17	18 8:30am - Pick up 5pm - Practice	19 5pm - MANDATORY	20 9am - Practice	21	22
23	24	25	26	27	28	29
CATA Conference						
30	1	2 5pm - MANDATORY	3 5pm - MANDATORY	4	5	6

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	1	2 5pm - MANDATORY	3	4	5	6
7	8	9	10	11	12	13
CASE Conference						
			5pm - MANDATORY			
14	15	16	17	18	19	20
CASE Conference						
			Mid-State Fair			
			5pm - MANDATORY			
21	22	23	24	25	26	27
Mid-State Fair						
		5pm - MANDATORY	FFA Retreat			
28	29	30 5pm - Practice	31 5pm - MANDATORY	1 9am - Practice	2	3
Mid-State Fair						
						Monterey Bay

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<div>28</div> <div>Mid-State Fair</div>	<div>29</div>	<div>30</div> <div>5pm - Practice</div>	<div>31</div> <div>5pm - MANDATORY</div>	<div>1</div> <div>9am - Practice</div>	<div>2</div>	<div>3</div> <div>Monterey Bay</div>
<div>4</div>	<div>5</div>	<div>6</div>	<div>7</div>	<div>8</div>	<div>9</div>	<div>10</div>

Appendix N.-Follow Up Survey

The Gonzales Agriculture Department currently does not have a formal follow up survey. Information is gathered by the department head asking senior students their plans for the upcoming year. Those students who are out of school, the department head will make verbal contact with them to see what they are doing.

Appendix O.-Graduate Status

Supporting Documentation

Utilizing the R2 information from CalAgEd.org students graduation status is updated based on the information gathered. The department head Eric Morasca, is in charge of updating the status of past gradates as Eric knows all of the past graduates on a more personal basis because I have only been at Gonzales High School one year.

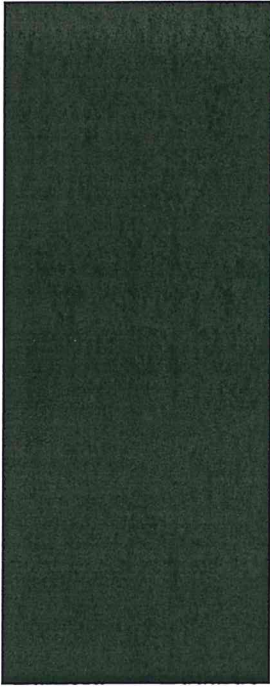
[Home](#) [CalAgEd.org](#) [R2 Home](#) [Main Menu](#) [Roster](#) [Teachers](#) [Graduates](#) [FAQ](#) [Help](#) [Logout](#)

Graduate Follow-up

CA0098 Gonzales
Gonzales UHS
Gonzales, CA 93926

Graduates for Spring:

Last Name	First Name	Graduate Status
-----------	------------	-----------------

	Two Year College-Ag Major
	Two Year College-Non-Ag Major
	Two Year College-Ag Major
	Two Year College-Ag Major
	Two Year College-Ag Major
	Employed - Fulltime-Ag Job
	Two Year College-Non-Ag Major
	Employed - Fulltime-Ag Job
	Employed - Parttime-Ag Job
	Location or Position Unknown-
	Two Year College-Ag Major
	Two Year College-Ag Major
	Two Year College-Non-Ag Major
	Two Year College-Non-Ag Major
	Two Year College-Non-Ag Major
	Two Year College-Ag Major
	Two Year College-Non-Ag Major

Printed: 12/5/2013 4:32:09 PM
Count: 17

Site developed and maintained by the California FFA Association.

Appendix P.-Comprehensive Plan

Currently, Mr. Greg Beard has the Gonzales Comprehensive Program Binder. The last time this binder was updated was in 2010. As a part of completing my documents for my Masters project, I have complied and updated our comprehensive binder. In years past Mr. Beard was the only one who had the comprehensive program binder which makes it hard to update. I have created an additional binder which will be housed at the Gonzales Agriculture department to be updated on a yearly basis.

Appendix Q.-Advisory Agendas

Supporting Documentation

The Gonzales Agriculture Advisory Committee meet twice a year once in the fall and once in the spring. Meetings occur at the Gonzales High School Agriculture Department. Meetings are held on weekdays and last for approximately one hour.

Gonzales FFA Advisory Meeting

November 19, 2013

6:00pm



Gonzales Agriculture Advisory Meeting
November 19, 2013

1. Introduction of Members and Teachers

2. Introduction of FFA Officers
Officer Presentation

3. R2

- a. Membership
- b. Courses/student numbers

4. South Coast Region Data Review

5. FFA Events this school year

- a. Monterey County Fair
 - i. 4 Market Steers
 - ii. 17 Market Lambs
 - iii. 32 Market Hogs
 - iv. 8 poultry
- b. Santa Cruz County Fair
 - i. 4 market lambs
 - ii. 6 market hogs
 - iii. 5 poultry

c. Opening/Closing

30 Gonzales High School students participated in the Opening Closing Contest, which included 2 Novice teams, and 3 Advanced Teams. From the five teams, Gonzales FFA brought home first place advanced team, 3rd and 6th place.

d. COLC

The 9 Chapter Officers had the opportunity to participate in the conference, participate in team building activities, officer specific sessions and of course planning. This was a two-day conference on October 12th and 13th.

e. Greenhand Conference

The Gonzales FFA brought freshman to participate in the Greenhand Conference in Paso Robles and came back energetic and excited about being apart of the FFA.

f. BIG and Co-Ops

In the month of November, Gonzales FFA traveled to Salinas High School to participate in the BIG and Co-Ops Contest. The BIG contest is a contest for freshman to test their knowledge on the FFA Organization and history. The Co-Ops

Contest is about farming cooperatives. The Gonzales Co-ops team brought home third place!

g. National Convention

Mr. Morasca had the opportunity to take four of the FFA Officers to the National Convention this year. During their trip students got to hear inspiring keynote speakers and mingle with FFA members from across the United States. This year Gonzales FFA also had Luis Sanchez, as a National Delegate. Luis traveled with the State Association.

h. Chapter participation

During the monthly FFA meetings, there have been an average of 230 students in attendance. Each meeting has a pre social and an activity after the meeting for students to participate in.

6. Fundraising

a. Fall BBQ took place in the month of October, where the FFA pre sold more than 650 Chicken BBQ's! The Gonzales Young Farmers cooked for the event!

b. Potato Sales took place at the last two home football games. Students help sale the potatoes to fundraise for FFA meetings and activities.

Gonzales UHS
R2 Student Report
Year:2012

Gender

Schnum	ProgName	Male	Female
40	Ag Bus Mgt	1	0
40	Ag Mech.	66	7
40	Agriscience	46	27
40	An. Science	21	12
40	Forestry/NR	0	1
40	O.H.	30	58

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	1	0
Ag Mech.	70	3
Agriscience	71	2
An. Science	30	3
Forestry/NR	1	0
O.H.	85	3

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	0	0	0	0	0	0	1
Ag Mech.	2	1	0	0	0	1	67
Agriscience	7	0	0	0	0	2	63
An. Science	1	2	0	0	0	1	29
Forestry/NR	0	0	0	0	0	0	1
O.H.	5	0	0	1	1	0	77

Grade Level

Year In	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Grade 14	Grade 15	Grade 16	Total
2	0	28	13	15	0	0	0	0	0	56
3	0	0	18	5	0	0	0	0	0	23
4	0	0	1	8	2	2	0	0	0	13
5	0	0	0	0	2	2	0	0	0	2

Gonzales UHS
R2 Student Report
Year:2013

Gender

Schnum	ProgName	Male	Female
40	Ag Bus Mgt	1	0
40	Ag Mech.	87	13
40	Agriscience	50	53
40	An. Science	16	19
40	O.H.	40	68

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	1	0
Ag Mech.	98	2
Agriscience	99	4
An. Science	33	2
O.H.	104	4

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	0	0	0	0	0	0	1
Ag Mech.	4	1	0	2	2	1	91
Agriscience	9	2	0	1	1	1	86
An. Science	4	1	0	1	1	0	28
O.H.	3	0	0	0	0	1	101

Grade Level

Year In	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13	Grade 14	Grade 15	Grade 16	Total
1	126	22	41	21	0	0	0	0	210
2	0	36	24	24	3	0	0	0	87
3	0	0	18	18	1	0	0	0	39
4	0	0	0	0	5	1	1	0	7
5	0	0	0	0	0	1	0	0	1
6	0	0	0	0	0	1	0	0	1
Total	126	58	84	64	12	2	1	0	347
									Total 9-12 332

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

R2 Teacher Information
Gonzales UHS,Gonzales
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
Morasca	Eric	C	Male	White	7	Agriculture Specialist					N
Fontes	Lauren	N	Female	White	2	Agriculture Specialist					N
Birmingham	Cecilia		Female	White	5	Agriculture Specialist					N

Birmingham, Cecilia

Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	800	Ag Biology	22	Ag Biology
1	2	907	Ag Biology	28	Ag Biology
1	3	1023	Ag Biology	28	Ag Biology
1	4	1127	Ag Biology	25	Ag Biology
1	5	1306	PREP	0	Prep
1	6	1410	Ag Chemistry	26	Other Ag

Fontes, Lauren

Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0800	ROP Ag Mechanics	19	Ag Mechanics
1	2	0907	ROP Ag Mechanics	22	Ag Biology
1	3	1023	Intro to Ag Mechanics	28	Ag Mechanics
1	4	1127	Prep	0	Prep
1	5	1306	Ag Wood	28	Ag Mechanics
1	6	1410	Intro to Ag Mechanics	25	Ag Mechanics

Morasca, Eric

Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	0800	Prep	0	Prep
1	2	0907	Advanced Floral Design	25	O.H./Floral
1	3	1023	The Art and History of Floral design	32	O.H./Floral
1	4	1127	The Art and History of Floral design	33	O.H./Floral
1	5	0106	The Art and History of Floral Design	32	O.H./Floral

1	6	0210	Vet Science	34	Animal Science
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2012- 2013 SOUTH COAST FFA ACTIVITY CHART

	13 St.Conf	COLC	GHConf	ALA	MFE	O/C	BIG	P.Pro	Prep. Spk	Imprompt	
LOS ANGELES:											
Canoga Park	X	X				X	X				
North Hollywood	X	X				X	X				
Sylmar	X	X				X					
MONTEREY BAY:											
Alvarez	X	X	X	X	X	X	X	X	X	X	
Gonzales	X	X	X	X	X	X	X		X	X	
Greenfield	X	X	X			X	X			X	
King City	X	X	X	X	X	X	X		X	X	
North Salinas	X	X	X	X	X	X	X		X	X	
Salinas	X	X	X	X	X	X	X	X	X	X	
Soledad	X	X	X	X	X	X	X			X	
Soquel	X	X	X			X				X	
Watsonville	X	X									
SAN LUIS OBISPO:											
Atascadero	X	X	X	X	X	X	X			X	
Coast Union	X	X		X	X						
Morro Bay	X	X	X	X	X	X					
Paso Robles	X	X	X	X	X	X	X		X	X	
San Luis Obispo	X	X	X	X	X	X	X	X	X	X	
Shandon	X	X	X	X	X	X	X				
Templeton	X	X	X	X	X	X	X		X		
SANTA CLARA:											
Campbell	X	X				X	X				
Gilroy	X	X	X	X	X	X	X		X	X	
Hollister	X	X	X	X	X	X	X			X	
Morgan Hill	X	X	X	X	X	X	X			X	
Sobrato	X	X	X	X	X	X	X		X		
SANTA BARBARA:											
Arroyo Grande	X	X	X	X	X	X	X	X		X	
Cuyama	X			X			X				
Lompoc	X	X	X	X	X						
Nipomo	X	X	X	X	X	X	X	X	X	X	
Pioneer Valley	X	X	X	X	X	X	X		X		
Righetti	X	X	X	X	X	X	X	X	X		
Santa Maria	X	X	X	X	X	X	X		X	X	
Santa Ynez	X	X	X	X	X	X	X		X		
VENTURA:											
Camarillo	X	X				X			X		
Carpinteria	X	X	X	X	X	X	X			X	
Fillmore	X	X		X	X	X	X		X		
Santa Paula	X	X				X	X			X	
Ventura	X	X				X	X		X		

XDNV = Did Not Vote

NE = Not Eligible

St. Conf = State Conference

Fall Reg. Conf = Fall Regional Conference

GH Conf = Greenhand Conference

MFE/ALA Conf = Made for Excellence/Advanced Leadership Academy

SLE = Sacramento Leadership Experience

O/C = Opening/Closing

BIG = Best Informed Greenhand

NNN = Novice Novice Novice Parliamentary Procedure

P.Pro = Parliamentary Procedure

Prep. Spk = Prepared Public Speaking

Imprompt = Impromptu Speaking

	Extemp	Creed	JI	Sp. Mtg.	Co-op	StDeg	AmDeg	ProfApp	Superior Ch.	P.Comp	
LOS ANGELES:											
Canoga Park				X							
North Hollywood				X		X					
Sylmar						X					
MONTEREY BAY:											
Alvarez	X	X	X	X	X	X	X				
Gonzales	X	X	X	X	X	X		X	X	X	
Greenfield	X	X	X	X	X						
King City	X	X	X	X	X	X	X	X	X	X	
North Salinas	X	X	X	X	X			X		X	
Salinas	X	X	X	X	X	X	X	X		X	
Soledad	X	X	X	X	X	X				X	
Soquel		X		X						X	
Watsonville											
SAN LUIS OBISPO:											
Atascadero		X	X	X		X			X	X	
Coast Union		X		X?						X	
Morro Bay			X	X		X	X				
Paso Robles	X	X	X	X		X		X			
San Luis Obispo	X	X	X	X	X	X	X	X	X	X	
Shandon		X	X	X		X	X	X	X	X	
Templeton		X	X	X		X	X	X	X	X	
SANTA CLARA:											
Campbell				X	X						
Gilroy	X	X	X	X	X						
Hollister	X	X	X	X	X	X	X	X	X		
Morgan Hill	X	X	X	X	X	X	X		X	X	
Sobrato	X	X	X	X	X	X	X	X		X	
SANTA BARBARA:											
Arroyo Grande		X	X	X		X	X	X		X	
Cuyama		X	X			X		X		X	
Nipomo	X	X	X	X		X	X	X	X	X	
Lompoc		X	X	X		X	X		X	X	
Pioneer Valley	X	X	X	X	X	X	X	X	X	X	
Righetti	X	X	X	X	X	X		X		X	
Santa Maria	X	X	X	X	X	X	X	X	X	X	
Santa Ynez		X	X	X		X	X	X		X	
VENTURA:											
Camarillo	X	X	X	X	X	X	X				
Carpinteria		X	X	X	X	X	X		X	X	
Fillmore		X	X	X	X	X	X		X		
Santa Paula		X	X			X					
Ventura	X	X	X	X	X						

Sp.Mtg = Spring Regional FFA Meeting

Extemp = Extemporaneous Speaking

Creed = Creed JI= Job Interview

P.Comp = Project Competition

Co-op = Cooperative Marketing

StDeg = State Degree

AmDeg = American Degree

ProfApp = Proficiency Applicant

2012-2013 SOUTH COAST REGION PROFESSIONAL DEVELOPMENT

			SECTION MEETINGS	FALL MTG HOLLISTER	ROAD SHOW CAL POLY	SPRING MTG SLO	STATE CATA
LOS ANGELES							
Ishida	Sarah	Canoga Park	S M			X	
Bledsoe	Carrie	Canoga Park	M	X		X	X
List	Steve	Sylmar					
Sampang	Herb	Sylmar	S M	X	X	X	
Krueger	Rose	North Hollywood	S M	X	X	X	X
Beard	Greg	CDE	S M	X	X	X	X
MONTEREY BAY							
Souza	Janice	Everett Alvarez	N J	X		X	X
Wyrick	Travis	Everett Alvarez	S N J	X	X	X	X
Barrientos	Felipe	Everett Alvarez	S N J		X	X	
Fontes	Lauren	Gonzales	S N J	X	X	X	X
Morasca	Eric	Gonzales	S N J	X	X	X	X
Villasenor	Daniel	Greenfield	S N J	X	X	X	X
Benson	Debbie	King City	S N J	X	X	X	X
Traini	Nick	King City	S N J	X	X	X	X
Souza	Jessica	King City	S N J	X	X	X	X
Boldgett	Stephanie	N. Salinas	S N J	X	X	X	X
Jones	Tom	N. Salinas	J		X		
Noroian	Margaret	N. Salinas	S N J	X	X		
Almond	Lindsay	Salinas	S N J		X	X	
Aguilar	Shannon	Salinas	S N J	X	X	X	X
Tefertiller	Megan	Salinas	S N J	X	X	X	X
Birmingham	Cecilia	Soledad	S N J	X	X	X	X
Ruiz	Marcos	Soledad	S N J	X	X	X	X
Clark	Grace	Soquel					
Johnson	Lezlie	Soquel					
Kaplan	Miriam	Soquel	S	X	X	X	
Kuntz	Ryan	Watsonville	S	X			X
Beard	Greg	CDE	S N J	X	X	X	X
SANTA BARBARA							
Carney	Sara	Arroyo Grande	M	X	X	X	X
Ermis	Grant	Arroyo Grande	S N J M	X	X	X	X
DeRose	Steve	Arroyo Grande	S N M	X	X	X	X
Sparks	Connie	Arroyo Grande	S N J M	X	X	X	X
Clifford	Mike	Lompoc	S N J M	X	X	X	X
Flaherty	Gretchen	Lompoc	J M	X	X	X	X
Callaway	Julie	New Cuyama	S N J M	X	X	X	
Cummings	Rosemary	Nipomo	S N J M	X	X	X	X
Lemons	Shannon	Nipomo	S N J M		X	X	X
Rodrigues	Josh	Nipomo	S N J M	X		X	
Linne	Christine	Pioneer Valley	S N J M	X	X	X	X
Wonnell	Scott	Pioneer Valley	S N J M	X	X	X	X
Guerra	Hector	Pioneer Valley	S N J M	X	X	X	X
English	Jim	Righetti	S N J M		X	X	X

				FALL MTG HOLLISTER	ROAD SHOW CAL POLY	SPRING MTG SLO	STATE CATA
SANTA BARBARA CONTINUED							
Guerra	Guillermo	Righetti	SNJM	X	X	X	X
Guerra	Miguel	Righetti	SNJ	X	X	X	X
Ayon	Clemente	Santa Maria	SNJM	X	X	X	X
DeBernardi	Marc	Santa Maria	SNJM	X	X	X	X
Guerra	Luis	Santa Maria	SNJM	X	X	X	X
Guerra	Melissa	Santa Maria	SNJM	X	X	X	X
Powell	Mark	Santa Maria	SNJM	X	X	X	X
Rodriguez	Amanda	Santa Maria	SNJM	X	X	X	X
Clement	Heather	Santa Ynez	SNJM	X	X	X	
Bibby	Kathy	Santa Ynez	NJ	X		X	
Beard	Greg	CDE	SJM	X	X	X	X
SANTA CLARA							
Duarte	David	Campbell		X	X	X	X
Wallace	Randy	Campbell	A	X	X	X	X
Nolan	Heather	Gilroy	AJ	X	X	X	
White	Amanda	Gilroy	AJ	X	X	X	X
Larrus	Erin	Morgan Hill	AJ	X	X	X	
Lomeli	Matt	Morgan Hill	AJ	X	X	X	
Bianchi	Kelly	San Benito	AJ	X	X	X	X
Brown	Sharon	San Benito	A	X			
Martin	Joe	Sobrato	AJ	X	X	X	X
Krafft	Myndi	Sobrato	AJ	X	X	X	X
Salo	Tanya	Sobrato	AJ	X	X	X	X
Silveira	Nicole	Sobrato	AJ	X	X	X	
Beard	Greg	CDE	AJ	X	X	X	X
SAN LUIS OBISPO							
Dadson	Kyle	Atascadero	ANJJ	X	X	X	X
Weatherly	Andrew	Atascadero	AJJ	X	X	X	X
Wilson	Cyndie	Coast Union	ANJJ	X	X	X	X
Dobrec	Darcy	Coast Union	AJ	X	X		X
Flynn	Peggy	Morro Bay	ANJJ	X	X	X	X
Todd	Linda	Morro Bay	ANJJ	X	X	X	X
Clark	Theresa	Paso Robles	ANJ	X			X
Clement	Mark	Paso Robles	ANJJ	X	X	X	X
Hopkins	Lisa	Paso Robles	ANJJ	X			
Pickard	Justin	Paso Robles	ANJJ	X			
Bates	Anna	SLO	ANJJ	X	X	X	X
Evans	Jodi	SLO	ANJJ	X	X	X	X
Smith	Patrick	SLO	ANJJ		X	X	X
Morton	Deanna	Shandon	ANJJ	X	X	X	X
Fuller	Jon	Shandon	ANJJ	X		X	X
Hildebrand	Chris	Templeton	ANJJ	X	X	X	X
Thompson	Erin	Templeton	ANJJ	X	X	X	
Beard	Greg	CDE	AJ	X	X	X	X
VENTURA							
Ritchey	Bruce	Camarillo	SJM	X		X	X
Swanson	Sam	Camarillo	S		X	X	
Smith	Holly	Carpinteria	SJM	X	X	X	X
Avila	John	Carpinteria	SJM	X		X	X
Ricards	Joe	Fillmore	SJM	X	X	X	X
Flores	Alex	Santa Paula	SJM	X	X	X	X
Lewandoski	Amy	Ventura	SM	X	X		
Moreno	Andrew	Ventura	S	X		X	
Beard	Greg		SJM	X	X	X	X

SOUTH COAST REGION FFA

SECTIONAL PARTICIPATION

2012-2013

Contest	LA	MB	SLO	SB	SC	V	2012-13	2011-12	2010-11
Best Informed Greenhand	8	38	24	72	13	33	188	230	273
COOP Quiz	0	48	16	26	42	20	152	120	132
Creed Recitation	0	28	38	29	16	16	127	131	105
Extemporaneous Speaking	2	11	4	5	12	6	40	37	50
Job Interview	10	15	16	18	12	18	89	97	104
Opening/Closing	48	240	336	320	90	123	1157	833	779
Parli Pro Advanced	0	6	13	18	0	0	37	24	42
Parli Pro Novice	0	6	13	6	0	0	25	24	24
Impromptu Speaking	3	20	11	30	8	10	82	82	N/A
Prepared Speaking	2	11	12	10	5	5	45	28	51
Project Competition	0	60	30	40	6	6	142	118	135
Proficiency Award	0	26	36	35	3	14	114	108	132
State Degree	2	69	49	81	30	26	257	243	198
American Degree	0	7	23	37	11	3	81	50	41
TOTAL:	75	585	621	727	248	280	2536	2125	2066

2012-13 SECTIONAL STUDENT ACHIEVEMENT

<u>STATE DEGREE</u>	<u>AMERICAN DEGREE</u>	<u>PROFICIENCY APPLICATIONS</u>
1 Santa Barbara	1. Santa Barbara	1 San Luis Obispo
2 Monterey Bay	2. San Luis Obispo	2 Santa Barbara
3 San Luis Obispo	3. Santa Clara	3 Monterey Bay
4 Santa Clara	4. Monterey Bay	4 Ventura
5 Ventura	5. Ventura	5 Santa Clara
6 Los Angeles	6. Los Angeles	6 Los Angeles
<u>PROJECT COMPETITION</u>	<u>SPEAKING/JI CONTESTS</u>	<u>STUDENT ACHIEVEMENT/TEACHER</u>
1. Monterey Bay	1 Santa Barbara	1. San Luis Obispo
2. Santa Barbara	2 Monterey Bay	2. Ventura
3. San Luis Obispo	3 San Luis Obispo	3. Monterey Bay
4. Santa Clara	4 Ventura	4. Santa Barbara
5. Ventura	5 Santa Clara	5. Santa Clara
6. Los Angeles	6 Los Angeles	6. Los Angeles
<u>ACHIEVEMENT/CHAPTER</u>	<u>OVERALL</u>	<u>SECTION STATISTICS</u>
1. Santa Barbara	1. Santa Barbara	Los Angeles: 3 Chapters/5 Teachers
2. San Luis Obispo	2. San Luis Obispo	Monterey Bay: 9 Chapters/19 Teachers
3. Monterey Bay	3. Monterey Bay	San Luis Obispo: 7 Chapters/17 Teachers
4. Ventura	4. Ventura	Santa Barbara: 8 Chapters/24 Teachers
5. Santa Clara	5. Santa Clara	Santa Clara: 5 Chapters/12 Teachers
6. Los Angeles	6. Los Angeles	Ventura: 5 Chapters/8 Teachers

SOUTH COAST REGION

2013-14 NEW AND RELOCATED TEACHERS (as of 8/21)

New Teachers

Christine Woodman	Nipomo High School	Addition
Genevieve Phillips	Santa Ynez High School	Addition
Michelle Cote	Greenfield High School	Addition
Julie Laughton	Salinas High School	Replacement
Lauren Carminati	Alvarez High School	Replacement
Adeline Amador	Sobrato High School	Replacement
Georgia Edmundson	Soledad High School	Replacement
Cherie Cohen	Sobrato High School	Replacement

Teachers Relocating Within The Region

Michelle Roth-Daniels	Verdugo Hills High School	New Program
Shannon Aguilar	Santa Maria High School	Addition
Gabe Ponce	Pioneer Valley High School	Addition
Bobbi Roderick	Fillmore High School	Addition
Chloe Smith	Gilroy High School	Replacement
Patrick Smith	King City High School	Replacement
Cecilia Birmingham	Gonzales High School	Replacement Addition
Amie Mertz	Arroyo Grande High School	Replacement
Myndi Krafft	San Benito (Hollister) High School	Replacement
Jeremy Monn	Paso Robles High School	Replacement
Robin Word	Soledad High School	Replacement
Laura Taylor	Soquel High School	Part-time Replacement

Teachers Leaving, Changing Positions or Relocating outside of the Region

Nick Traini	King City High School	Turlock
Heather Nolan	Gilroy High School	Turlock
Nicole Silveira	Sobrato High School	Turlock-Pittman
Grant Ermis	Arroyo Grande High School	Santa Rosa -Elsie Allen
Lisa Hopkins	Paso Robles High School	Motherhood
Marcos Ruiz	Soledad High School	Science/Ag: New School
Felipe Barrientos	Alvarez High School	Parlier
Holly Smith	Carpinteria High School	
Matt Lomelli	Live Oak (Morgan Hill) High School	Food Safety Auditor

Student Teachers

Cassie Burrows	Nipomo High School
Brandi Crivello	Templeton High School
Luke Goeke	Santa Maria High School

Regional Recap

- 1 New Program
- 6 New Positions (Additions)
- 1 Part-Time Position (Replacement)
- 12 Replaced Positions
- 4 Positions Closed/Lost

Gonzales FFA Agriculture Advisory Meeting Spring Meeting



April 16, 2012
6:00pm
Agriculture Department

Gonzales FFA Advisory Meeting
April 16, 2013
6:00pm

Introduction of members (around the table)

Welcome from the FFA Officers

South Coast Region Data Review

Gonzales FFA Events/Activities

1. Salinas Valley Fair (majority of students participated in GYF Community Fair this past Saturday. Students competed against Gonzales 4H and Soledad FFA members)

22 Market Lambs

27 Market Hogs

3 Market Steers

2 Rabbits

Numerous Ag Mechanic Projects

Numerous OH/Floral Projects

2. Salinas Valley High School Ag, Inc

Purchased, installed walk in floral cooler

3. Chapter Officer Elections

15 Students turned in applications, and came to officer screening

Candidates prepared speeches and presented them at the April meeting where when we held the election

4. Regional Officer Candidates

Miguel Rodriguez, Alma Rodriguez and Luis Sanchez were all Regional Officer Candidates

Luis Sanchez was slated and elected for the 13/14 South Coast Regional Treasurer

5. State Conference

14 students attending the 85th California State FFA Conference on April 20-23

6. New Courses

Agriculture Chemistry

a. course description

7. Monterey County Fair

Interest meeting this week

Projected to be larger than SVF

Industry Comment

1. New information/tools in industry that could be beneficial in courses?
2. Data pertaining to industry sectors. (Job needs, skills, ect)
3. What is the best way to help with expansion?

RETENTION OF FRESHMEN

(2009-2012)

South Coast	100.00%	43.49%	23.82%	16.24%
Ann Sobrato HS	100.00%	51.61%	28.23%	16.13%
Arroyo Grande HS	100.00%	46.10%	28.37%	17.02%
Atascadero HS	100.00%	50.72%	24.64%	20.29%
Camarillo HS	100.00%	17.07%	9.76%	9.76%
Canoga Park HS	100.00%	67.27%	56.36%	45.45%
Carpinteria HS	100.00%	55.22%	31.34%	26.87%
Coast UHS	100.00%	68.29%	29.27%	14.63%
Cuyama Valley HS	100.00%	44.44%	22.22%	16.67%
Everett Alvarez HS	100.00%	25.35%	13.62%	11.74%
Fillmore HS	100.00%	66.67%	42.42%	36.36%
Gilroy HS	100.00%	5.00%	5.00%	5.00%
Gonzalès UHS	100.00%	43.28%	19.40%	10.45%
Greenfield HS	100.00%	33.33%	2.22%	6.67%
King City HS	100.00%	38.10%	28.57%	22.62%
Live Oak HS	100.00%	36.75%	17.09%	7.69%
Lompoc HS	100.00%	47.86%	20.51%	8.55%
Morro Bay HS	100.00%	41.94%	20.43%	7.53%
Nipomo HS	100.00%	35.90%	23.93%	22.22%
North Salinas HS	100.00%	3.03%	1.82%	1.21%
Paso Robles HS	100.00%	34.98%	12.17%	10.65%
Pioneer Valley HS	100.00%	91.67%	66.67%	28.57%
Righetti HS	100.00%	46.51%	27.13%	16.28%
Salinas HS	100.00%	59.52%	33.33%	23.81%
San Benito Jt. UHS	100.00%	40.63%	21.88%	18.75%
San Luis Obispo HS	100.00%	82.35%	42.16%	26.47%
Santa Maria HS	100.00%	41.08%	21.08%	18.38%
Santa Paula UHS	100.00%	64.00%	44.00%	40.00%
Santa Ynez Valley UHS	100.00%	66.67%	25.00%	19.44%
Shandon HS	100.00%	95.24%	76.19%	47.62%
Soledad HS	100.00%	28.30%	11.32%	4.72%
Soquel HS	100.00%	32.00%	4.00%	0.00%
Sylmar HS	100.00%	66.67%	66.67%	23.81%
Templeton HS	100.00%	45.56%	30.00%	25.56%
Ventura HS	100.00%	15.38%	0.00%	0.00%
Watsonville HS	100.00%	0.00%	0.00%	0.00%
Westmont HS	100.00%	90.70%	53.49%	41.86%
CALIFORNIA	100.00%	47.21%	26.41%	18.12%

Look at the calaged.org website under "School At A Glance" for individual school reports.
<https://calaged.csuchico.edu/r2/Scripts/Reports/SchoolAtAGlance.asp>

School	2012-2013					2010-2011					2009-2010				
	4th	3rd	2nd	1st		4th	3rd	2nd	1st		4th	3rd	2nd	1st	
	8% of 4th year members					8% of 4th year members					7% of 4th year members				
San Luis Obispo Section															
Atascadero	6%	12%	23%	59%		3%	11%	17%	69%		9%	14%	27%	52%	
Coast Union	5%	16%	16%	63%		13%	8%	27%	52%		0%	19%	26%	55%	
Morro Bay	7%	12%	25%	56%		8%	10%	32%	50%		4%	12%	25%	58%	
Paso Robles	5%	5%	11%	79%		4%	10%	18%	68%		6%	10%	27%	57%	
San Luis Obispo	10%	19%	40%	31%		6%	22%	32%	40%		8%	14%	41%	37%	
Shandon	17%	10%	23%	50%		19%	31%	27%	23%		13%	26%	35%	26%	
Templeton	9%	13%	29%	49%		5%	17%	23%	55%		6%	12%	32%	50%	
Santa Barbara Section															
Arroyo Grande	8%	6%	14%	72%		18%	20%	31%	31%		5%	12%	20%	63%	
Cuyama	4%	17%	30%	49%		3%	10%	40%	47%		6%	4%	23%	67%	
Lompoc	6%	6%	23%	65%		7%	12%	33%	48%		8%	9%	17%	66%	
Nipomo	9%	13%	25%	53%		7%	9%	24%	60%		7%	11%	22%	60%	
Pioneer Valley	8%	20%	36%	36%		6%	20%	43%	31%		3%	14%	39%	44%	
Ripgett	8%	5%	22%	65%		3%	10%	39%	48%		5%	7%	16%	72%	
Santa Maria	7%	13%	25%	55%		6%	12%	31%	51%		11%	8%	34%	47%	
Santa Ynez	4%	12%	22%	62%		6%	9%	19%	66%		8%	14%	16%	62%	
Ventura Section															
Camarillo	2%	2%	12%	84%		2%	5%	22%	71%		2%	4%	13%	82%	
Carpinteria	8%	16%	33%	43%		6%	12%	29%	53%		9%	15%	22%	54%	
Fillmore	14%	11%	28%	47%		8%	13%	30%	49%		9%	13%	17%	61%	
Santa Paula	9%	20%	31%	40%		8%	28%	23%	41%		19%	13%	37%	31%	
Ventura	0%	5%	8%	87%		1%	2%	7%	90%		5%	5%	13%	86%	
Santa Clara Section															
Campbell	10%	7%	41%	42%		8%	13%	30%	49%		4%	19%	31%	46%	
Gilroy	1%	7%	22%	70%		3%	2%	8%	87%		2%	8%	13%	77%	
Hollister	2%	8%	16%	74%		10%	14%	16%	60%		7%	13%	15%	65%	
Morgan Hill	4%	9%	21%	66%		4%	15%	24%	57%		4%	9%	26%	61%	
Sobrato	4%	9%	25%	62%		5%	9%	19%	67%		4%	8%	24%	64%	
Monterey Bay Section															
Everett Alvarez	7%	9%	16%	68%		4%	14%	22%	60%		3%	10%	23%	64%	
Gonzalez	3%	9%	21%	67%		1%	6%	22%	71%		2%	14%	34%	50%	
Greenfield	0%	1%	26%	73%		3%	5%	53%	39%		1%	5%	29%	65%	
King City	5%	13%	13%	69%		18%	11%	25%	46%		4%	26%	25%	45%	
North Salinas	1%	4%	23%	72%		1%	3%	10%	86%		2%	1%	25%	72%	
Salinas	4%	6%	17%	73%		3%	6%	19%	72%		6%	13%	31%	50%	
Soledad	2%	15%	16%	67%		5%	8%	15%	72%		4%	12%	34%	50%	
Soquel	0%	2%	17%	81%		1%	1%	10%	88%		0%	3%	13%	84%	
Watsonville	0%	4%	10%	86%		1%	8%	25%	66%		1%	2%	29%	68%	
Los Angeles Section															
Canoga Park	13%	13%	19%	55%		16%	15%	24%	45%		1%	29%	24%	46%	
North Hollywood	TBA	TBA	TBA	TBA		TBA	TBA	TBA	TBA						
Sylmar	5%	9%	4%	82%		1%	3%	33%	63%		2%	7%	15%	76%	
South Coast Region Total:	5%	10%	21%	64%		6%	10%	25%	59%		5%	11%	23%	61%	
California State Total:															

*This report only includes students enrolled in High School grades 9 -12

SOUTH COAST REGION

2013 State Degree Report

2015 State Degree Report													
Section	School	# of teachers	2013		2012		2011		2010		2009		
			State Degrees	# of 3rd & 4th Year Eligible	State Degrees	# of 3rd & 4th Year Eligible	State Degrees	# of 3rd & 4th Year Eligible	State Degrees	# of 3rd & 4th Year Eligible	State Degrees	# of 3rd & 4th Year Eligible	
MONTEREY BAY	Everett Alvarez*	3	10	58	3	60	5	63	7	52	13	30	
24.1% of members in Monterey Bay	Gonzales* *	2	11	32	10	31	4	20	3	41	4	29	
	Greenfield*	1	0	1	1	7	4	6	1	12	1	15	
Increased by 5.6% from 2012	King City*	3	30	83	14	47	16	63	23	104	14	40	
	North Salinas	3	0	12	2	14	2	13	1	6	2	8	
	Salinas*	3	12	37	9	30	8	33	5	23	11	20	
	Soledad*	2	6	53	3	29	2	48	0	58	5	59	
	Soquel	3	0	4	0	1	0	13	0	5	0	5	
	Watsonville	1	0	6	0	8	0	22	0	12	0	4	
Section Total		21	69	286	42	227	41	281	40	313	50	210	
* Used E-Record Books			18.5%		14.6%		12.8%		23.8%				
SANTA BARBARA	Arroyo Grande*	4	4	49	16	90	9	160	12	71	6	47	
21.3% of members in Santa Barbara	Cuyama	1	1	9	1	3	0	5	0	5	0	6	
	Lompoc*	2	7	29	6	42	9	51	7	63	12	90	
Decreased by 1.2% from 2012	Nipomo*	3	17	61	16	48	11	38	19	44	14	49	
	Pioneer Valley*	3	7	82	6	92	12	83	4	41	1	38	
	Righetti*	3	14	38	23	66	17	42	11	39	15	48	
	Santa Maria*	6	25	80	24	61	14	66	16	61	23	58	
	Santa Ynez*	2	6	32	3	21	4	25	6	30	11	29	
Section Total		24	81	380	95	423	76	470	75	351	82	365	
* Used E-Record Books			22.5%		16.2%		21.4%		22.5%				
VENTURA	Camarillo*	2	1	11	5	8	3	14	2	12	1	13	
19.8% of members in Ventura	Carpinteria*	2	10	51	13	51	10	38	3	45	5	38	
	Fillmore*	2	3	22	8	23	6	20	3	19	10	29	
Decreased by 6.6% from 2012	Santa Paula*	1	12	35	6	38	15	40	8	36	11	39	
	Ventura	2	0	12	0	1	1	5	1	2	0	1	
Section Total		9	26	131	32	121	35	117	17	114	27	120	
* Used E-Record Books			26.4%		29.9%		14.9%		22.5%				
SANTA CLARA	Campbell	2	0	32	2	27	1	29	7	22	0	22	
17% of members in Santa Clara	Gilroy	2	0	11	1	4	5	8	1	14	1	10	
	Hollister	2	6	29	4	21	9	35	16	42	13	39	
Increased by 4.2% from 2012	Morgan Hill	2	12	33	5	35	9	41	8	31	6	37	
	Sobrato	3	12	71	6	54	10	59	9	42	13	16	
Section Total		11	30	176	18	141	34	172	41	151	33	124	
* Used E-Record Books			12.8%		19.8%		27.2%		26.6%				
SAN LUIS OBISPO	Atascadero*	2	4	44	7	41	7	45	4	50	6	56	
15.4% of members in San Luis Obispo	Coast Union	2	0	26	0	16	0	25	0	18	0	6	
	Morro Bay*	1	3	16	1	26	4	25	0	32	3	36	
Decreased by 4% from 2012	San Luis Obispo*	3	17	104	21	81	17	98	8	73	8	76	
	Shandon*	2	1	16	5	21	2	42	6	33	5	27	
	Paso Robles*	4	11	60	4	56	9	87	2	102	8	52	
	Templeton*	2	13	52	18	48	28	57	4	56	9	31	
Section Total		16	49	318	56	289	67	379	24	364	39	284	
* Used E-Record Books			19.4%		17.7%		6.6%		13.7%				
LOS ANGELES	Canoga Park	2	1	53	0	61	0	59	1	53	1	24	
	N.Hollywood	1	1	N/A	0	1	0	N/A	0	N/A	0	0	
	Sylmar	2	0	14	0	29	0	4	0	7	0	30	
Section Total		5	2	67	0	91	0	63	1	60	1	54	
Region Total			86	257	1358	243	1292	253	1482	198	1353	232	1157
Increased by 0.1% from 2012			18.90%		18.8%		17.1%		14.6%		20.1%		

Highest percentage of eligible members receiving the degree

2013	2012	2011	2010	2009
1. Monterey Bay	1. Ventura	1. Ventura	1. Santa Clara	1. Monterey Bay
2. Santa Barbara	2. Santa Barbara	2. Santa Clara	2. Santa Barbara	2. Ventura
3. Ventura	3. San Luis Obispo	3. San Luis Obispo	3. Ventura	3. Santa Barbara
4. Santa Clara	4. Monterey Bay	4. Santa Barbara	4. Monterey Bay	4. Santa Clara
5. San Luis Obispo	5. Santa Clara	5. Monterey Bay	5. San Luis Obispo	5. San Luis Obispo
6. Los Angeles	6. Los Angeles	6. Los Angeles	6. Los Angeles	6. Los Angeles

Record Books Denied:
 2013- 1 Book
 2012- 1 Book
 2011- 3 Books
 2010- 7 Books
 2009- 5 Books
 2008- 3 Books

SOUTH COAST REGION

2013 SAE (PROFICIENCY AWARD) REPORT

Section	School	# of Sectional and Regional Winners
SANTA BARBARA – (35 Applications) 35 Sectional Winners/11 Regional Winners		
(-5 Applications from 2012)	Arroyo Grande	1 Sectional Winner/ 1 Regional Winner
	Cuyama	2 Sectional Winners/ 1 Regional Winner
	Lompoc	No Applications
	Nipomo	10 Sectional Winners/ 2 Regional Winners
	Pioneer Valley	4 Sectional Winners/ 3 Regional Winners
	Righetti	3 Sectional Winners/ 2 Regional Winners
	Santa Maria	12 Sectional Winners/ 1 Regional Winner
	Santa Ynez	3 Sectional Winners/ 1 Regional Winner
VENTURA – (14 Applications) 14 Sectional Winners/5 Regional Winners		
(+0 Applications from 2012)	Camarillo	No Applications
	Carpinteria	9 Sectional Winners/ 5 Regional Winners
	Fillmore	5 Sectional Winners
	Santa Paula	No Applications
	Ventura	No Applications
SAN LUIS OBISPO – (36 Applications) 36 Sectional Winners/24 Regional Winners		
(+8 Applications from 2012)	Atascadero	No Applications
	Shandon	1 Sectional Winner/1 Regional Winner
	Paso Robles	1 Sectional Winner/ 1 Regional Winner
	Templeton	19 Sectional Winners/13 Regional Winners
	San Luis Obispo	15 Sectional Winners/9 Regional Winners
	Morro Bay	No Applicants
	Coast Union	No Applications
SANTA CLARA – (3 Applications) 3 Sectional Winners/3 Regional Winners		
(-8 Applications from 2012)	Campbell	No Applications
	Gilroy	No Applications
	Morgan Hill	No Applications
	Morgan Hill-Sobrato	1 Sectional Winner/ 1 Regional Winner
	Hollister	2 Sectional Winners/ 2 Regional Winners
MONTEREY BAY- (26 Applications) 26 Sectional Winners/5 Regional Winners		
(+11 Applications from 2012)	Alvarez	No Applications
✕	Gonzales	2 Sectional Winners ✕
	Greenfield	No Applications
	King City	19 Sectional Winners/ 5 Regional Winners
	North Salinas	1 Sectional Winner
	Salinas	4 Sectional Winners
	Soquel	No Applications
	Soledad	No Applications
	Watsonville	No Applications
LOS ANGELES – (0 Applications) (+0 Applications from 2012)	Canoga Park	No Applications
	North Hollywood	No Applications
	Sylmar	No Applications
SOUTH COAST REGION – 48 Regional Winners/ 6 Areas Not Filled		

Gonzales High School Ag Dept

Course Title: Agriculture Chemistry

Prerequisites: Agriculture Biology with a "C" or better and Algebra

Grade Level:10-12

Course Description

Agriculture Chemistry is a laboratory science course designed for the college bound student with career interests in agriculture. Students will be involved in hands on laboratory study and receive in-depth look at various concepts in chemistry including: chemistry and its relationship to agriculture, matter and energy, the periodic table, bonding, chemical reactions, moles, gases and gas laws.

A. Instructional material:

Text: California Chemistry Holt 2007

B. California State Standards and Major Course Goals and Objectives:

Atomic and Molecular Structure

1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.
 - a. *Students know* how to relate the position of an element in the periodic table to its atomic number and atomic mass.
 - b. *Students know* how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.
 - c. *Students know* how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trend in ionization energy, electronegativity, and the relative sizes of ions and atoms.
 - d. *Students know* how to use the periodic table to determine the number of electrons available for bonding.
 - e. *Students know* the nucleus of the atom is much smaller than the atom yet contains most of its mass.
 - f. *Students know* how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.

C. Course Outline

1. Introduction to Chemistry
 - a. Scientific Method and Agricultural Problems
 - b. Accuracy and precision
 - c. Safety in the Lab
 - d. Chemistry and its relationship to Agriculture
2. Matter and Energy
 - a. Properties of Matter SS# 1-a
 - b. Chemical and Physical Change SS#1-a,b

- c. Atoms, Electrons, Compounds and Ions SS# 1-a,c
3. The Atom
 - a. Proton SS#1-e
 - b. Neutrons SS#1-e
4. Electrons and the Periodic Table
 - a. Electron Energy Levels SS#2-a
 - b. Electron Configuration SS#1-f
 - c. Arrangement of Periodic Table SS#1-b,c
 - d. Chemical Elements and Agriculture Products SS#1-b
5. Bonding
 - a. Covalent and Ionic Bonding SS #2-a
 - b. Electron Dot Structure SS #2-e
 - c. Octet Rule SS #2
 - d. Formulas SS #2-g
6. Chemical
 - a. Conservation of mass and Atom SS# 3
 - b. Writing Equation and Balancing Equations SS# 3-a
 - c. Types of Reactions SS# 3-g
 - d. Predictions of Reactions SS# 8-a,b,c
 - e. Dangerous Reactions in an Agriculture Environment SS# 8-d
 - f. Acids and Bases SS# 5-a,b,c,d
 - g. Thermodynamics SS# 7-a,b,c
 - h. Chemical Equilibrium SS# 9-a,b,c
7. Moles and Stoichiometry
 - a. How many is a Mole? SS# 3-b,c
 - b. Molecular Mass SS#3-c,d
 - c. Mole Relationships SS# 3-c,d
 - d. Empirical and Molecular Formulas SS# 3-e
 - e. Stoichiometry SS#3-e
 - f. Mole- Mass Calculations SS# 3-d,f
 - g. Mass- Mass Calculations SS#3-g
 - h. Reactions in excess SS#3-g
8. Gases and Gas Laws
 - a. Solids, Liquids and Gases SS# 4-a,b
 - b. Pressure of Gases SS# 4-c
 - c. Dalton's Law SS#-c,I
 - d. Charles's Law SS# 4-d,e,f
 - e. Boyle's Law SS# 4-c,d
 - f. Ideal Gas Law SS# 4-c,h
 - g. Gases used in Agriculture SS# 4-b,c
9. Solutions
 - a. Characteristics of Solution SS# 6-a,b,d
 - b. Parameters of Solubility SS# 6-c,e,f
10. Organic Chemistry and Biochemistry
 - a. Carbon Compounds SS# 10-b
 - b. Hydrocarbons SS# 11-a,c,d,e,f

c. Biochemistry SS# 10-c,f

11. Nuclear Chemistry

a. Radioactivity SS# 11-a,c,d,e,f

b. Nuclear Energy SS# 11-b,g

D. Assessments

Students will take written tests and quizzes, collect data, complete laboratory reports, present an oral report, complete practical applications, and develop a science project.

E. FFA/SAE

Students grade will be based on three aspects:

Curriculum 80%

SAE Project 10%

FFA Activities 10%

Gonzales Agriculture Advisory Committee Fall Meeting



November 1, 2012
6:00pm
Agriculture Department

1. Meeting to Order at 6:00pm
2. Introduction of Advisors, FFA Officers and Advisory Members
3. Purpose of Agriculture Advisory
4. R2
 - a. Membership
 - b. Courses/student numbers
5. 2011-12 Activities
6. Salinas Valley High School Ag, Inc.
 - a. Purchasing an 8 by 8 floral cooler
 - b. Given a copy machine
 - c. Amount for year is yet to be determined
7. FFA Events this school year
 - a. Monterey County Fair
 - i. 4 Market Steers
 - ii. 12 Market Hogs
 - iii. 15 Market Lambs
 - iv. 6 Market Goats
 - v. Poultry
 - vi. Rabbits
 - b. Opening/Closing
 - i. 30 Gonzales High School Students participated, 1 Officer Team, 2 Advanced Teams, and 2 Novice Teams
 1. Officer Team placed 3rd
 2. Novice Team
 3. Multiple High Individuals from Advanced, Novice and Officer teams
 - c. State Officer Visit
 - i. On October 12 Kyle and Leah, two state officers came and visited our Chapter on October. Students were excited to meet the state officers and were excited to participate in the State Officers workshops
 - d. COLC- Chapter Officer Leadership Conference
 - i. The 6 Chapter Officers had the opportunity to participate in the conference, participating in team building activities, Office specific sessions and of course planning. This was a two day conference on October 13th and 14th
 - e. Greenhand Conference
 - i. October 18th Gonzales FFA had 12 Freshman participate in the Greenhand Conference in Paso Robles and came back energetic and excited about being apart of the FFA
 - f. Land Judging
 - i. Seven students participated in the Land Judging, seminar/contest which was put on by Resource Conservation District of Monterey County

1. Stephanie Valdez 2nd
2. Jeffery Alvarez 3rd

Fundraising

1. Fall Chicken BBQ
2. Potato Sales at Home Football games

Upcoming events

1. BIG/Co-Ops Monterey Bay Section Contest November 7th
2. Canned Food Scavenger Hunt November 14th
3. Gonzales FFA Sweatshirt Orders Due November 15th
4. Salinas County Fair Livestock Meeting December 6
5. Advisory Meeting March 7th 6:00pm

Gonzales UHS
R2 Student Report
Year:2012

Gender

Schnum	ProgName	Male	Female
40	Ag Bus Mgt	1	0
40	Ag Mech.	66	7
40	Agriscience	46	27
40	An. Science	21	12
40	Forestry/NR	0	1
40	O.H.	30	58

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	1	0
Ag Mech.	70	3
Agriscience	71	2
An. Science	30	3
Forestry/NR	1	0
O.H.	85	3

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	0	0	0	0	0	0	1
Ag Mech.	2	1	0	0	0	1	67
Agriscience	7	0	0	0	0	2	63
An. Science	1	2	0	0	0	1	29
Forestry/NR	0	0	0	0	0	0	1
O.H.	5	0	0	1	1	0	77

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	88	27	37	23	0	0	0	0	175
2	0	28	13	15	0	0	0	0	56
3	0	0	18	5	0	0	0	0	23
4	0	0	1	8	2	2	0	0	13
5	0	0	0	0	2	0	0	0	2

Total	88	55	69	51	4	2	0	0	269
Total 9-12									263

*Prior to 2010 Hispanic is listed as a race.

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**R2 Teacher Information
Gonzales UHS, Gonzales
Year: 2012**

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Moasca	Eric	C	Male	White	6	Agriculture Specialist					N
Fontes	Lauren	N	Female	White	1	Agriculture Specialist					N

Fontes, Lauren					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Advanced Ag Mech	27	Ag Mechanics
1	2	9:07	Prep	0	Prep
1	3	10:23	Intro to Ag Tech	24	Ag Mechanics
1	4	11:27	Ag Biology	25	Ag Biology
1	5	1:06	Intro to Ag Tech	27	Ag Mechanics
1	6	2:10	Ag Wood 1	24	Ag Mechanics

Moasca, Eric					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8:00	Vet Science	32	Animal Science
1	2	9:07	Ag Biology	28	Ag Biology
1	3	10:23	prep	0	Prep
1	4	11:27	The A/H of Floral Design	34	O.H./Floral
1	5	1:06	The A/H of Floral Design	34	O.H./Floral
1	6	2:10	Advanced Floral	29	O.H./Floral

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2011- 2012 SOUTH COAST FFA ACTIVITY CHART

	12 St.Conf	COLC	GHConf	ALA	MFE	O/C	BIG	P.Pro	Prep. Spk	Imprompt
LOS ANGELES:										
Canoga Park	X	X	X			X	X			X
North Hollywood	X	X								
Sylmar	X	X								
MONTEREY BAY:										
Alvarez	X	X	X	X	X	X	X	X	X	X
Gonzales	X	X	X	X	X	X	X			X
Greenfield	X	X	X	X	X		X		X	X
King City	X	X	X	X	X	X	X		X	X
North Salinas	X	X	X	X	X	X	X			X
Salinas	X	X	X	X	X	X	X	X	X	X
Soledad	X	X	X	X	X	X	X		X	X
Soquel	X	X	X			X	X		X	X
Watsonville	X	X		X		X	X			X
SAN LUIS OBISPO:										
Atascadero	X	X	X	X	X	X	X		X	X
Coast Union	X	X	X	X			X			
Morro Bay	X	X	X	X	X	X	X	X		
Paso Robles	X	X	X	X	X	X	X		X	X
San Luis Obispo	X	X	X	X	X	X	X	X	X	X
Shandon	X	X	X	X	X	X	X			
Templeton	X	X	X	X	X	X	X		X	
SANTA CLARA:										
Campbell	X	X		X	X	X	X			
Gilroy	X	X	X	X	X	X	X			
Hollister	X	X	X	X	X	X	X		X	X
Morgan Hill	X	X	X	X	X	X	X			X
Sobrato	X	X	X	X	X	X	X		X	X
SANTA BARBARA:										
Arroyo Grande	X	X	X	X	X	X	X		X	X
Cuyama	X	X	X				X			
Lompoc	X	X	X	X	X	X	X			
Nipomo	X	X	X	X	X	X	X		X	X
Pioneer Valley	X	X	X	X	X	X	X	X	X	X
Righetti	X	X	X	X	X	X	X	X	X	X
Santa Maria	X	X	X	X	X	X	X		X	X
Santa Ynez	X	X	X	X	X	X	X		X	X
VENTURA:										
Camarillo	X	X				X	X		X	X
Carpinteria	X	X	X	X	X	X	X		X	X
Fillmore	X	X		X	X	X	X		X	X
Santa Paula	X	X	X			X	X		X	X
Ventura	X	X				X	X		X	X

XDNV = Did Not Vote

NE = Not Eligible

St. Conf = State Conference

Fall Reg. Conf = Fall Regional Conference

GH Conf = Greenhand Conference

MFE/ALA Conf = Made for Excellence/Advanced Leadership Academy

SLE = Sacramento Leadership Experience

O/C = Opening/Closing

BIG = Best Informed Greenhand

NNN = Novice Novice Novice Parliamentary Procedure

P.Pro = Parliamentary Procedure

P. Speaking = Prepared Public Speaking

Imprompt= Impromptu Speaking

	Extemp	Creed	JI	Sp. Mtg.	Co-op	StDeg	AmDeg	ProfApp	Superior Ch.	P.Comp
LOS ANGELES:										
Canoga Park	X	X	X	X						
North Hollywood			X	X						
Sylmar				X						
MONTEREY BAY:										
Alvarez	X	X	X	X	X	X				X
Gonzales	X	X	X	X	X	X				X
Greenfield		X	X	X	X	X	X			
King City	X	X	X	X	X	X	X	X		X
North Salinas		X	X	X	X	X				X
Salinas	X	X		X	X	X	X			X
Soledad	X	X	X	X	X	X				X
Soquel	X	X	X	X	X					X
Watsonville				X	X					
SAN LUIS OBISPO:										
Atascadero	X	X	X	X		X			X	X
Coast Union		X		X						X
Morro Bay		X	X	X		X	X	X		X
Paso Robles		X	X	X		X				
San Luis Obispo	X	X	X	X		X	X	X	X	X
Shandon		X	X	X		X	X	X		X
Templeton	X	X	X	X	X	X	X	X	X	X
SANTA CLARA:										
Campbell	X	X	X	X	X	X				
Gilroy		X	X	X	X	X				
Hollister	X	X	X	X	X	X	X	X	X	X
Morgan Hill	X		X	X	X	X	X	X	X	X
Sobrato	X	X	X	X	X	X	X	X	X	X
SANTA BARBARA:										
Arroyo Grande		X	X	X		X		X		X
Cuyama		X	X	X		X		X		X
Nipomo		X	X	X		X	X	X	X	X
Lompoc				X		X	X	X		X
Pioneer Valley	X	X	X	X	X	X		X		X
Righetti	X	X	X	X	X	X			X	X
Santa Maria	X	X	X	X	X	X	X	X	X	X
Santa Ynez	X	X		X		X		X	X	
VENTURA:										
Camarillo	X	X	X	X	X	X				
Carpinteria		X	X	X	X	X		X		X
Fillmore		X	X	X	X	X	X	X		
Santa Paula		X	X	X	X	X	X			
Ventura	X	X	X	X	X	X				

Sp.Mtg = Spring Regional FFA Meeting

Extemp = Extemporaneous Speaking

Creed = Creed JI= Job Interview

P.Comp = Project Competition

Co-op = Cooperative Marketing

StDeg = State Degree

AmDeg = American Degree

ProfApp = Proficiency Applicant

<i>Chapter</i>	Expenditure Report	R2 Class Schedule	R2 Grad. Update	FFA Rosters Posted
LOS ANGELES:				
Canoga Park	X	X	X	X
North Hollywood				X
Sylmar	X	X	X	
MONTEREY BAY:				
Everett Alvarez		X	X	X
Gonzales	X	X	X	X
Greenfield	X	X	X	X
King City	X	X	X	X
North Salinas	X	X	X	X
Salinas	X	X	X	X
Soledad		X	X	X
Soquel	X	X	X	
Watsonville		X	X	X
SAN LUIS OBISPO:				
Atascadero	X	X	X	X
Coast Union	X	X	X	X
Morro Bay	X	X	X	X
Paso Robles				X
San Luis Obispo	X	X	X	X
Shandon	X	X	X	X
Templeton	X	X	X	X
SANTA CLARA:				
Campbell				X
Gilroy		X	X	X
Hollister	X	X	X	X
Morgan Hill	X	X	X	X
Sobrato	X	X	X	X
SANTA BARBARA:				
Arroyo Grande	X	X	X	X
Cuyama	X	X	X	X
Lompoc	X	X	X	X
Nipomo	X	X	X	X
Pioneer Valley	X	X	X	X
Righetti	X	X	X	X
Santa Maria	X	X	X	X
Santa Ynez	X	X	X	X
VENTURA:				

Appendix R.-Advisory Minutes

Supported Documentation

In prior years advisory minutes where not taken. This year I made it a point to take minutes at the advisory meetings. The minutes were then sent out to the advisory members by email.

Gonzales Agriculture Department

Meeting started at 6pm

- People in attendance
 - Bobby Moares
 - Benny Basaldua
 - Linda Guzman
 - Carrie Askew
 - Mike Franscioni
 - Candice McFarland-ROP Coordinator
 - Barbara Lawrence-Emanuel-Gonzales High School Principal
 - Cecila Birmingham- Agriculture Teacher
 - Lauren Fontes- Agriculture Teacher
 - Eric Morasca- Agriculture Teacher
- FFA Officers gave a presentation to Advisory Board about the Gonzales FFA program
- Reviewed R2 data
 - Barbara Lawrence-Emanuel pointed out that over 40% of the school's population is in the agriculture program.
- Overview of the Regional Data
 - Gonzales FFA is actively participating in sectional, regional, and state levels.
- Shared with the advisory all of the student involvement this year by students in both leadership activities as well as livestock projects.
- It was suggested to start a parents boosters club to get parents more involved with the program.
 - Suggestion to help open the lines of communications to the students parents
 - Auto-dialer phone calls about upcoming events
 - Monthly newsletters

Meeting adjured 7:20

Appendix S.-Advisory Committee By-Laws

At this time I am unable to find a copy of or history of the Advisory Committee by-laws. There was a point in time where there was frequent turn over which has caused for many documents to become misplaced. I am still investigating and have contacted past agriculture teachers to see if a charter exist.

Appendix T.-Student Program Plan

Supporting Documentation

Attached are two students program plan who have completed the program. The students hard copy student career data sheets could not be found. This is one of the reasons why it is important to have a filing system to keep students information well organized and in a central location where teachers with in the department can access it. One of the students was a student of mine last year so I made sure he updated his student career data sheet online to ensure we had current information. Both students are attending a four year university. One is attending Fresno State University majoring in Agriculture Business while the other is at California Polytechnic State University majoring in Agriculture Sciences.

Livestock
Mechanics
Mechanics

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
			State Conference
			Opening and Closing
			MFE/ALA

STUDENT CAREER DATA SHEET

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

B. Gender: Male [REDACTED] Female ☒

C. Date: 12/5/2013

D. Year in Agriculture Program: 5
 (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 15
 (9, 10, 11, 12)

F. 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)

G. 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.

H. Hispanic: Yes [REDACTED] No ☒
 Race: (Select Only One)
 White
 Asian
 Asian Indian
 Cambodian
 Chinese
 Hmong
 Japanese
 Korean
 Laotian
 Vietnamese
 Black
 American Indian
 Native Hawaian/Pacific Islander
 Filipino
 Guamanian
 Samoan
 Tahitian
☒ 2 or More

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

J. 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.

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 [REDACTED]

Plan Updated:
 Student Number: 1032826

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

FRESHMAN YEAR

SUPREMACY YEAR

JUNIOR YEAR

SENIOR YEAR

Course

Course

Course

Course

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E

Size

S.A.E

Size

S.A.E

Size

S.A.E

Size

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Appendix U.-Proficiency Standards

Supporting Documentation

Attached are the proficiency standards created by Mission Trails Regional Occupational Program (Mission Trails ROP). The majority of the classes offered in the Gonzales Agriculture Department are ROP courses the department utilize these proficiency standards. At the completion of the class student are awarded certificates of completion if they meet course standards.

MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM
867 East Laurel Drive, Salinas, CA 93905 (831) 753-4209

JOB PERFORMANCE EVALUATION

Student _____ School _____ Instructor _____

Business _____ Supervisor _____ Phone _____

	Exceeds Job Requirements	Meets Job Requirements	Needs Improvement
DEPENDABLE AND RESPONSIBLE Dependable and punctual attendance			
APPEARANCE Dresses and grooms appropriately			
ATTITUDES Recognizes and respects authority Uses mature judgment Cooperative Constructive and positive			
USE OF TIME Uses time productively and efficiently Prioritizes and organizes work			
PERFORMANCE OF DUTIES Follows directions Complies with company rules Shows interest and enthusiasm Accepts constructive criticism			
COMMUNICATION Use of proper language Use of proper written and phone techniques Use of body language			
JOB SKILLS Interaction with fellow employees Initiative and motivation Accuracy and thoroughness Neatness of work			

Overall evaluation (circle one):

Exceeds Job Requirements

Meets Job Requirements

Needs Improvement

Comments: _____

Signature of Supervisor _____ Date _____

Appendix V.-Credentials

Supporting Documentation

The follow were issued February 2013 by the Commission on Teacher Credentialing.



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

LAUREN FONTES

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 02/03/2012 to 03/01/2017



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

LAUREN FONTES

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 02/03/2012 to 03/01/2017



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

LAUREN FONTES

is hereby awarded a

Certificate of Clearance: First Time

AUTHORIZED SUBJECT(S):

SUBJECT MATTER AUTHORIZATION(S):

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 09/29/2010 to 10/01/2015

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

Appendix W.-Calendar of Activities

Supporting Documentation

The calendar of activities is formulated in during summer break. Once the calendar has been formalized, digital and hard copies of the calendars are given the site secretary and ASB clerk to be put on site and district calendars.

Gonzales FFA Calendar Of Activities

MUST have 2 FFA Activities PER Quarter

August

- 14 School Starts
- 21 Chapter Meeting**
- 27-31 Monterey County Fair

January

- 13 FIRST DAY OF SCHOOL
- 22 Chapter Meeting**
- 24-25 MFE/ALA

September

- 27-30 Monterey County Fair
- 5 Back to School Night
- 7-8 SOLC-Atascadero
- 10-15 Santa Cruz County Fair
- 25 Chapter Meeting**
- 25 BBQ Tickets

February

- 5 Job Interview and Parli-Pro Contest
- 10 NO SCHOOL
- 16-23 National FFA Week
- 17 NO SCHOOL
- 19 Chapter Meeting**
- 19 BBQ Tickets
- 23-24 Regional Officer Screening

October

- 4 BBQ Tickets Due
- 9 Sectional Opening and Closing
- 10 **QUARTER ONE ENDS**
- 11 NO SCHOOL
- 12-13 COLC
- 16 FALL BBQ
- 17 GreenHand Conference Paso Robles
- 23 Chapter Meeting**
- 30-2 National Convention
- TBD Greenhand Celebration

March

- 3 BBQ Tickets Due
- 4-7 Sacramento Leadership Experience
- 12 Spring BBQ
- 19 Chapter Meeting**
- 21 Regional Public Speaking Contest
- 21 **QUARTER 3 ENDS**
- 30 State Degree Banquet
- 31 NO SCHOOL

November

- 30-2 National Convention
- 4-9 Homecoming
- 6 BIG and Co-Ops Salinas High School
- 20 Chapter Meeting**
- 25-29 THANKSGIVING BREAK
- TBD Chapter Degree Celebration

April

- 9 Chapter Meeting (Elections)**
- 12-15 State FFA Conference
- 18-25 NO SCHOOL
- 30 Project Competition Banquet

December

- 4 Public Speaking Contest- King City
- 11 SVF Parent Livestock Meeting
- 18 Greenhand and Chapter Degree Banquet
- 16-18 **SEMESTER FINALS**
- 19-31 WINTER BREAK

May

- 2 Chapter Banquet
- 7 MCF Parent Livestock Meeting
- 14-18 Salinas Valley Fair
- 26 NO SCHOOL
- 28 Sectional Elections

****Chapter meetings**
Social Start at 5:30
Meeting Starts at 6:00
SHARP
 5 BBQ Tickets Sold= 1 FFA Activity Point (2 maximum)

Appendix X.-Daily Logs

Supporting Documentation

I use my Google Calendar to help keep track of extended service hours. I have found there are times when I forget to log hours and does not necessarily document hours and mileage outside of school hours. Next year, to better help document extended service hours, I am planning to place a binder next to my desk that is specifically for logging hours and mileage.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14 8 am - School	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29 9 am - Hog Show 1 pm - Goat Show	30 9 am - Sheep Show	31 9 am - Beef Show 9 am - Rabbit 3 pm - Poultry	1 10 am - Junior

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1
			<div>9am - Hog Show</div> <div>1pm - Goat Show</div>	<div>9am - Sheep Show</div>	<div>9am - Beef Show</div> <div>9am - Rabbit</div> <div>3pm - Poultry</div>	<div>10am - Junior</div>
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
		<div>6pm - Officer</div>	<div>4:30pm - CATA</div>	<div>8am - GHS</div>		
23	24	25	26	27	28	29
<div>2:10pm - GHS</div>			<div>5:30pm - FFA</div>	<div>5pm - Wine Night @</div>		
30	1	2	3	4	5	6
			<div>4pm - Sectional</div>			

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	1	2	3	4	5	6
			4 pm - Sectional			
7	8	9	10	11	12	13
		6 pm - Officer	4 pm - Fall BBQ @		COLC @ Hollister 3:30pm - BTSA 3:30pm - BTSA	
14	15	16	17	18	19	20
				Greenhand	4 pm - Potatoes Sells	Aunt Sharons
21	22	23	24	25	26	27
	4 pm - BTSA Seminar 6:30pm - Greenhand	3:30pm - Greenhand	4 pm - Greenhand		4 pm - Potatoes	6 pm - YF&R Dance
28	29	30	31	1	2	3
				12:15pm - Freddy 6 pm - Advisory		5 pm - (No title) 5 pm - The

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1 12:15pm - Freddy 6pm - Advisory	2	3 5pm - (No title) 5pm - The
4	5 6pm - Officer	6	7 9:15am - Mauricio 4pm - BIG/Co-Ops	8	9 4pm - Eric Church	10 5pm - Celebrate
11	12	13	14 4pm - Canned	15 New Professionals	16 New Professionals	17
18	19 9:30am - Public	20	21	22	23	24
25	26	27	28 Manuscripts Due	29	30	1

Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
			Manuscripts Due			
2	3	4	5	6	7	8
			4 pm - Public	6 pm - Small	4 pm - Winter Wine?	
9	10	11	12	13	14	15
Road Show 3:10pm - Franciscd			Finals @ Gonzales High School			
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	1	2	3	4	5
6	7 Teacher Work Day	8	9	10	11	12
13	14 3pm - 2:45 Micah	15 Swine Meeting 4pm - Officer	16 4pm - State	17 3:15pm - update f 3:30pm - Money Due	18 3:15pm - IEP	19
20	21	22	23 FFA Meeting	24 12:30pm - Lauren	25	26 10am - Small Town 1pm - Golden State
27	28 3:15pm - Update o 4pm - Swine	29 3:15pm - Zacharia	30 3:15pm - Garcia-	31 3:15pm - James	1 MFE/ALA @ Monterey Bay	2

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
	3:15pm - Update o 4pm - Swine	3:15pm - Zacharia ?	3:15pm - Garcia- ?	3:15pm - James ?	MFE/ALA @ Monterey Bay	
3	4	5	6	7	8	9
	3:30pm - Livestock 4pm - Swine		4pm - Job			
10	11	12	13	14	15	16
	No School 4pm - Swine	3pm - Reynaldo 6pm - Officer	4pm - Swine		3:15pm - Diego ?	
17	18	19	20	21	22	23
	No School 4pm - Swine		4pm - FFA 4pm - Swine			
24	25	26	27	28	1	2
Regional Officer Screening @ San Luis Spring Regional	Chicken Almond St ?	12:30pm - Food 3pm - Food Critics 4pm - Swine			All FFA Jackets 4pm - Bringing In	

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<div>Regional Officer Screening @ San Luis</div> <div>Regional Regional</div>	<div>Chicken Almond St</div> <div>Spring Regional</div>	<div>12:30pm - Food</div> <div>3pm - Food Critics</div> <div>4pm - Swine</div>	<div>12:30pm - Food</div> <div>3pm - Food Critics</div> <div>4pm - Swine</div>	<div>12:30pm - Food</div> <div>3pm - Food Critics</div> <div>4pm - Swine</div>	<div>All FFA Jackets</div> <div>4pm - Bringing In</div>	
<div>4pm - Swine</div>	<div>4pm - Swine</div>	<div>4pm - Swine</div>	<div>4pm - Swine</div>	<div>3:15pm - 4-H</div>	<div>3:30pm - Grade</div> <div>3:30pm - SVF Entry</div>	
<div>4pm - Swine</div>	<div>4pm - Swine</div>	<div>6pm - Officer</div>	<div>8:30am - BTSA</div> <div>4pm - FFA</div> <div>4pm - Swine</div>	<div>26 Hours @ Cal Poly</div>	<div>Names and Email</div>	
<div>4pm - Swine</div>	<div>4pm - Swine</div>	<div>State</div>	<div>8:30am - BTSA</div> <div>4pm - FFA</div> <div>4pm - Swine</div>	<div>21</div>	<div>Regional Public</div>	
<div>1pm - FFA State</div> <div>1pm - State</div>	<div>BTSA C2, C3, C4 Due</div> <div>4pm - Swine</div> <div>6:30pm - GYF</div>	<div>3:30pm - Is it a Talbots day tomorrow? @</div> <div>4:30pm - Meeting</div>	<div>3:30pm - Is it a Talbots day tomorrow? @</div> <div>3pm - Rogelio's</div> <div>4pm - Swine</div>	<div>Spring Break</div>		
<div>Spring Break</div>	<div>BTSA MCOE</div>	<div>4pm - Swine</div>				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
Spring Break	BTSA MCOE		4 pm - Swine			
7	8	9	10	11	12	13
	4 pm - Swine	3:30pm - 4H	FFA Officer FFA Officer 9:55am - 9th grade	Project Comp 5:30pm - Chiro	Farm Clean Up 4 pm - Farm Clean	Community Fair Community Fair
14	15	16	17	18	19	20
	BTSA Inquiry Due!!! BTSA Meeting	6pm - Ag Advisory	Monterey Fair 4 pm - Swine	State Conference @ Fresno, CA 6 pm - MCF	State Conference @ Fresno, CA 3:30pm - MCF 3:30pm - MCFApplic	Listings posted
21	22	23	24	25	26	27
State Conference @ Fresno, CA			4 pm - Swine		3:30pm - Species 3:30pm - Species	
28	29	30	1	2	3	4
	3:30pm - Triennial 4 pm - Swine		4 pm - Swine	6 pm - Project	3 pm - Juan D.	

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29 3:30pm - Triennial 4pm - Swine	30	1 4pm - Swine	2 6pm - Project	3 3pm - Juan D.	4
5	6 3:10pm - Anahy Ru 4pm - Swine 6pm - SVF Parent	7 3:30pm - Cupcake 5pm - GYF Senior	8 12:30pm - Cupcake 3:30pm - Cupcake 4pm - Swine	9	10	11
12	13 2pm - Zachariah E. 4pm - Swine	14	15 Salinas Valley Fair @ Salinas Salinas Valley Fair @ Salinas	16	17	18
19	20	21	22 10:51 am - GHS	23 10:38 am - GHS	24 11:27 am - GHS	25
Salinas Valley Fair Salinas Valley Fair				BTSA Meeting	4pm - End of the	
26 Alma and Miguel	27 Monterey Bay	28	29	30 3:30pm - FFA/4H	31 Pick Up Pigs 7:30pm - Bye Bye	1 Pick Up Pigs

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26 Alma and Miguel	27 Monterey Bay	28	29	30 3:30pm - FFA/4H	31 Pick Up Pigs 7:30pm - Bye Bye ?	1 Pick Up Pigs
2	3	4	5 4pm - Planning	6 Last Day of School	7 FFA Officer Planning	8
9	10	11 5pm - Practice	12 5pm - MANDATORY	13 9am - Practice	14	15
16	17	18 8:30am - Pick up 5pm - Practice	19 5pm - MANDATORY	20 9am - Practice	21	22
23	24	25	26	27	28	29
CATA Conference						
			5pm - MANDATORY			
30	1 5pm - MANDATORY	2	3	4	5	6

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	1	2 5pm - MANDATORY	3	4	5	6
7	8	9	10	11	12	13
CASE Conference	CASE Conference	5pm - MANDATORY	5pm - MANDATORY	5pm - MANDATORY	5pm - MANDATORY	5pm - MANDATORY
14	15	16	17	18	19	20
CASE Conference	CASE Conference	Mid-State Fair	Mid-State Fair	Mid-State Fair	Mid-State Fair	Mid-State Fair
21	22	23	24	25	26	27
Mid-State Fair	Mid-State Fair	5pm - MANDATORY	FFA Retreat	FFA Retreat	FFA Retreat	FFA Retreat
28	29	30 5pm - Practice	31 5pm - MANDATORY	1 9 am - Practice	2	3
Mid-State Fair	Mid-State Fair	5pm - Practice	5pm - MANDATORY	9 am - Practice	Monterey Bay	Monterey Bay

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28 Mid-State Fair	29	30	31	1 9am - Practice	2	3 Monterey Bay
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23 3:15pm - Jimenez ?	24
25	26	27	28	29	30	31
<div> <div>Monterey County Fair</div> <div>6:30pm - Gonzales</div> </div>						
					6pm - Its friday, ?	

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 Monterey County Fair	2	3	4	5 3:30pm - Eric A's ?	6	7 SOLC @ Atascadero
8 SOLC @ Atascadero	9	10	11	12	13	14
		Santa Cruz Fair				
				4 pm - Induction 5:30pm - Build Week		
15 Santa Cruz Fair	16	17 JEFFREY Officer 7:30am - MCF Check 3:30pm - MCF Fair 4 pm - MCF Check	18 7:30am - MCF Check 4 pm - CATA Meeting 4:30pm - Monterey	19 7:30am - MCF Check 2:15pm - meeting 3:30pm - MCF Check 4 pm - MCF Check	20	21 10 am - The Blue and
22	23 6 pm - GYF	24 7:30am - Juan 3:30pm - GTA ? 3:30pm - MCF Check 4 pm - MCF Check 4:30pm - MCF Check	25 Chapter Meeting	26 4 pm - MCF Check	27	28
29	30 6 pm - Kaylah's	1 7:30am - MCF Check 3:30pm - Isaiah ?	2 7:30am - MCF Check 3:30pm - Issac ?	3 12 pm - DR stu Id #7 3:30pm - MCF Check 4 pm - Cruz Valdez 4:30pm - MCF Check	4	5

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30 6pm - Kaylah's	1 7:30am - MCF Check 3:30pm - Isaiah	2 7:30am - MCF Check 3:30pm - Issac	3 12pm - DR stu Id #? 3:30pm - MCF Check 4pm - Cruz Valdez 4:30pm - MCF Check	4	5
6	7	8 7am - MCF Swine 7:30am - MCF Swine 4:30pm - MCF Swine 6:30pm - board	9 4pm - Monterey Bay	10 7:30am - MCF Swine 12:30pm - MCF	11	12 COLC @ Hollister
13	14	15 MIGUEL Officer	16	17	18 12pm - Piper's B-	19
20	21	22 Board Meeting	23 Chapter Meeting 11:55am - FFA	24	25 7am - MCF 7:30am - MCF 3pm - MCF SWINE	26 3pm - The
27	28 3pm - MCF 4pm - MCF 6pm - Terri's	29 GTA General	30 9am - Observation 1pm - Enhancing 4pm - MCF	31	1 6pm - Shannon's	2 8:30am - Ernie

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27 The Halloweenie-	28 3pm - MCF 4pm - MCF 6pm - Terri's	29 GTA General	30 9am - Observation 1pm - Enhancing 4pm - MCF	31	1 6pm - Shannon's	2 8:30am - Ernie
3	4 8am - Annual IEP f	5 12pm - CP Ag Ed 3:15pm - Annual IE 3:15pm - Annual IE	6 4:30pm - CO-OPS 4:30pm - Monterey	7 12:12pm - MCF Fair 4pm - BTSA Seminar	8	9
10	11	12 LUIS M. Officer 8:30am - Annual IE 6pm - Board	13	14 3:15pm - Annual IE	15	16
17	18 6:30pm - Gonzales	19 6pm - Ag Advisory 6pm - Agriculture	20 Chapter Meeting 8am - Masters	21 New Professionals @ Fresno	22	23
24	25 9am - Luis Sanchez 10am - Alma and 1pm - Appointment 1:15pm - Appointme 1:30pm - Appointme 2pm - mcf check @ 3:45pm - Appointme 5pm - Manuscripts	26	27	28	29	30

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4pm - Creed, Public 4:30pm - MB	4	5 PLC 8am - GHS Library 9:07am - GHS 10:23am - GHS 1:06pm - GHS 2:10pm - GHS	6
8	9	10 VANESSA Officer 4pm - Master's Oral	11	12	13	14
15	16 South Coast Road	17	18 Chapter Meeting Last Day of School	19 4pm - Strategies for	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Appendix Y.-Professional Growth

To ensure my students are getting the best experience possible through instruction in the agriculture department, I attend professional development workshops regularly, including but not limited to professional development from the CATA organization, Gonzales Teacher Association, and the Gonzales Unified School District.

Year 1

BTSA
New Professionals
CATA Conference

Year 2

BTSA
New Professionals
CATA Conference
CATA Skills Session
C.A.S.E Institue

Appendix Z.-R2 Report

Supporting Documentation

In September students are taken to the computer labs where they complete their student data sheets for the R2 report. After all the students have submitted their information I gather all of the attendance rosters from my teaching partner and cross reference the information submitted to ensure no duplicates were entered.

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

Gonzales UHS
R2 Student Report
Year:2013

Gender

Schnum	ProgName	Male	Female
40	Ag Bus Mgt	1	0
40	Ag Mech.	87	13
40	Agriscience	50	53
40	An. Science	16	19
40	O.H.	40	68

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	1	0
Ag Mech.	98	2
Agriscience	99	4
An. Science	33	2
O.H.	104	4

Race*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	0	0	0	0	0	0	1
Ag Mech.	4	1	0	2	2	1	91
Agriscience	9	2	0	1	1	1	86
An. Science	4	1	0	1	1	0	28
O.H.	3	0	0	0	0	1	101

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	126	22	41	21	0	0	0	0	210
2	0	36	24	24	3	0	0	0	87
3	0	0	19	11	3	0	0	0	33
4	0	0	0	8	1	0	0	0	9
5	0	0	0	0	5	1	1	0	7
6	0	0	0	0	0	1	0	0	1
Total	126	58	84	64	12	2	1	0	347
Total 9-12									332

Freshman Persistence:

Cohort Year: 2010-2011

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	41	43%
2	28	29%
3	18	19%
4	8	8%
Freshman Cohort Students	95	
Average Years Completed	1.9	

*Prior to 2010 Hispanic is listed as a race.

Printed: 12/5/2013 4:46:46 PM

Site developed and maintained by the [California FFA Association](#).

[Home](#) [CalAgEd.org](#) [Directory](#) [R-2 Subject Query](#) [School at a Glance](#) [School Listing](#)

Select a school:

Data for Year: 2013-2014

School:

CA0098 Gonzales
Gonzales UHS
Gonzales, CA 93926

Teachers: 3

Courses Offered:

<u>Type</u>	<u>Course</u>	<u>Enrollment</u>	<u>H.S. Grad Credit</u>	<u>UC Credit</u>
Ag Biology	Ag Biology	22	Life Science	
Ag Biology	Ag Biology	28	Life Science	
Ag Biology	Ag Biology	28	Life Science	
Ag Biology	Ag Biology	25	Life Science	
Ag Biology	ROP Ag Mechanics	22	Other	
Ag Mechanics	Ag Wood	28	Other	
Ag Mechanics	Intro to Ag Mechanics	25	Other	
Ag Mechanics	Intro to Ag Mechanics	28	Other	
Ag Mechanics	ROP Ag Mechanics	19	Other	
Animal Science	Vet Science	34	Other	
O.H./Floral	Advanced Floral Design	25	Other	
O.H./Floral	The Art and History of Floral design	32	Fine Arts	
O.H./Floral	The Art and History of Floral design	33	Fine Arts	
O.H./Floral	The Art and History of Floral Design	32	Fine Arts	
Other Ag	Ag Chemistry	26	Physical/Earth Sci.	
	TOTAL	407		
	Average Class Size	27.1		

FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Bus Mgt	1
Ag Mech.	103
Agriscience	105
An. Science	35
O.H.	112
	356

FFA Students by Grade Level:

<u>Grade Level</u>	<u>Count</u>
9	126
10	50

10	50
11	86
12	70
13	13
14	2
15	1
Total	356

FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
1	210
2	90
3	39
4	9
5	7
6	1
Total	356
Average Years	1.6

Freshman Persistence:

Cohort Year: 2010-2011

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	41	43%
2	28	29%
3	18	19%
4	8	8%
Freshman Cohort Students	95	
Average Years Completed	1.9	

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

[View Ed Data](#)

Congressional District 20

Assembly District 30

State Senate District 12

County Monterey

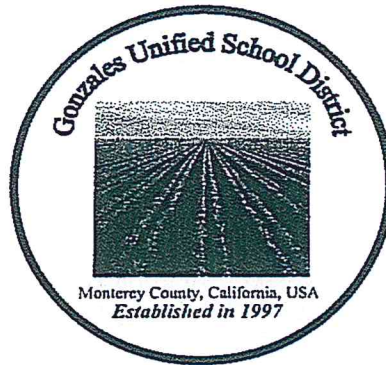
County-District-School Code 27754732730885

Site developed and maintained by the [California FFA Association](#).

Appendix AA.-Extended Contract Rationale

Supporting Documentation

The Gonzales Agriculture Department's extended contract is agreed on by the Collective Bargaining Unit of the Gonzales Teachers Association. It gives agriculture teachers a extra 30 days as well as an extra-duty stipend. Both the extra 30 days and extra-duty stipend are based off the teachers current salary schedule.



Agreement

Between the

Gonzales Unified School District

and the

Gonzales Teachers Association

Effective July 1, 2008 to June 30, 2011

Revised June 2008

J. Master Teachers

1. Master teachers will be paid the total amount money received by the District by the teaching institution. If the institution contracts with the individual teacher, the member will keep all money received by both the district and the institution.

K. Counselors

1. Extra days worked shall be paid on a per diem basis.
2. The District shall have the authority to assign counselors up to twenty (20) and librarians up to five (5) contract days above the number required of regular teachers.
3. Counselors hired prior to September 27, 1989, will not be required to perform more than ten (10) days above the number of days required of regular teachers, but may do so if mutually agreeable between the counselor and the District.

L. Saturday School

For members of the unit, the rate of pay shall be .0008 of Step 1, Column I or in-lieu time. Teachers shall sign a form indicating their preference for pay or in-lieu time. Teachers shall be allowed five days of carryover from the 2007-08 to the 2008-09 school year; teachers shall be allowed three days of carryover from the 2008-09 to 2009-10 and 2009-10 to 2010-11 school years. Thereafter, in-lieu time that is not taken by the end of the school year in which it was earned shall be paid out.

M. Agricultural Instructors

All Agricultural instructors will be placed on the teachers salary schedule according to their experience and training. Their teaching period shall be the number of workdays of regular teachers plus 30 days. They shall be compensated for the 30 days on a per diem basis. If there is only one agriculture teacher, that member will receive 43 days per diem. The district will not change the title of the agriculture courses in order to avoid paying this extended contract.

N. Continuation School and Independent Study

Continuation and Independent Study school teachers shall be placed on the teachers' salary schedule according to their experience and training.

O. Department Chairpersons and Representatives

1. Selection: The teaching staff of each Department or grade level will annually select a Department Chairperson or Representative by May 30th.
2. Assessment: Department Chairpersons and Representatives will be assessed based on the performance of their duties. They may be removed by the administration or recalled by the Department/Grade Level due to failure to perform the duties of the position if given written notice specifying which duties are not being performed and fail to correct the deficiency in 60 days. Upon request by the Chairperson or Representative, administration shall provide a written explanation of the teacher's removal. If the Chairperson or Representative is removed or resigns before the end of the term, teachers shall begin a new selection process.
3. High School Department Chairpersons:

High School Department Chairpersons shall be paid at the end of each semester at a rate of .0015 per section per semester of Step 1, Column I. Driver's Training Coordinator shall be paid

at a rate of .013 of Step 1, Column 1 per semester. Counselors work the same number of periods as teachers, therefore the counseling department chair would be paid per section, as the other department chairs.

Department Chairpersons shall be selected for the following Departments:

Fine Arts
Language Arts
Math
Foreign Language
ELD
P.E./Health/Driver's Education
Science
Social Studies
Special Education
Vocational Education/Agriculture
Counseling

The Department Chairperson's duties are as follows:

- a. Coordinate and run department meetings to disseminate information
 - b. Participate in Site Meetings or committees as needed.
 - Instructional Council (every other week, part of school leadership team)
 - School Site Plan Development
 - WASC
 - CCR
 - c. Participate on district committees – (i.e. Curriculum Council)
 - d. Manage department budgets
 - e. Oversee textbook adoption, maintenance and purchase of department supplies
 - f. Work with Administration in the following areas:
 - Development of department budget
 - Staffing
 - Registration & development of flow chart for department courses of study
 - Development of Master Schedule
 - g. Management of data appropriate for the department
 - h. Function as the curricular leader for the department
 - Monitor course development
 - Alignment of courses to standards
- For Counselor Department Chairpersons:
- Function as the program leader for the department
 - Oversees department's coordination of testing
 - Oversees Counseling Department functions in the areas of student scholarships, college workshops, career education and guidance programs.

4. Grade Level Representatives And Subject Area Representatives:

Representatives shall be paid in accordance with Article V, section P.

Representative positions at La Gloria:

Grade level representatives

Kindergarten through Fourth grade (5)

Area representatives

Special Needs (1)

- n. Grade Level Representatives/Subject Area representatives will work a maximum of 40 hours per year.

P. Extra-Duty Stipends

All stipends are based on Step 1, Column I:

1. Head Football Coach	.108
2. Head Coach all other sports,	.097
3. Assistant Football Coach	.087
4. All other assistant coaches	.077
5. Drill team, Rally Team, Snack Bar Supervisor	.077
6. Prom Coordinator, Academic Decathlon Coaches (2)	.077
7. Vocal Music, Speech, FFA Judging, Drama	.055
8. Year Book Advisor	.087
9. Instrumental Music	.102
10. After School Supervision	.0008*
11. Grupo Folklorico	.097
12. Athletic and activity supervision (Article VI.D)	.0008*
* per hour	
13. Middle School Basketball, Soccer Coach, volleyball	.03
14. Middle School track, baseball	.0234
15. Nature Trail Coordinator	.068
16. Community Service Coordinator (8-12)	.068
17. Grade Level Rep (per class per grade)	.008
Subject Area Reps	.04
18. Middle School Athletic Director	.097
or extra period	
19. Middle School Activities Director	.097
or extra period	
20. Outdoor Science Camp	.012
21. Outdoor Science Camp Coordinator	.006
22. Science Fair	.012
23. Spelling Bee	.007
24. School Dance (per teacher, per dance)	.001
25. Middle School Yearbook Advisor	.012

Unit members will not be asked or allowed to work any of the above extra duty without pay. The bargaining teams must agree to the elimination or the addition of extra duty programs.

Elementary school safety supervision shall be assigned by a committee consisting of grade level representatives and site administration on a pro-rata basis not to exceed 12 shifts (weeks) per year. Supervision will be assigned equally among all members at their site excluding those who are precluded from performing such duties by law or grant funding restrictions. If a change in the program causes difficulties in meeting supervision needs, the committee shall make recommendations regarding a solution to the problem. No changes or additions will be made without negotiations. Such supervision must be during the seven and one-half hour workday.

Appendix BB.-Travel Plan

Supporting Documentation

At the beginning of the school year all field trips are submitted by the department head for board approval. To submit field trips for approval the board requires a written explanation of what the conferences are, where the conferences will be held, how the conference is funded and why it is beneficial for the students. There is no set form in which this information is filled out on. Attached is the written explanation for board approval for the 86th National FFA Convention. Along with the travel plans trip reimbursement forms are filed to ensure any cost incurred during the trip are reimbursed. Attached is the reimbursement form and a copy of a filled out form.

National FFA Convention

The 86th National FFA Convention this year is held in Louisville, Kentucky. The national FFA convention is held each October with nearly 55,000 FFA members and guests from across the country in attendance. Members participate in general sessions, competitive events, educational tours, leadership workshops, a career show and expo, volunteer activities and much more. It is one of the largest annual student conventions in the country.

Also while at the National FFA Convention, we will be touring agriculture companies and agriculture opportunities that other states offer, being that California agriculture is different than majority of the other states. The National FFA Convention & Expo is a once-a-year opportunity for FFA members nationwide to come together and celebrate their collective accomplishments. It's also a tremendous opportunity to engage the very first line of the FFA Motto, "Learning to Do." By taking part in the various opportunities – either the behind-the-scenes and in-depth Career Success Tours focusing on one of eight key Career Pathways or by stopping to visit one of the excellent educational tour options – FFA members will enhance their convention experience and grow options for future careers.

The plan is to tour the historical and the agricultural industry prior to the convention. Due to the proximity to other larger cities, the cost of airfare is substantially higher in Louisville, than surrounding cities, which is roughly a two hour drive distance to the convention center. Also, there are strong agriculture businesses and companies that neighbor Louisville, KY.

The New Holland Tractor Company is sponsoring Gonzales FFA to attend this convention.

Gonzales USD

Created : December 05, 2013 at 09:51 AM

Meeting: GONZALES UNIFIED SCHOOL DISTRICT GOVERNING BOARD -
REGULAR BOARD MEETING - CLOSED SESSION: 6:15 P.M., OPEN
SESSION: 6:30 P.M. : XII. NEW BUSINESS

b. Motion to Approve/Disapprove the Overnight/Out-of-State Travel Request for the Gonzales High School FFA Department to Travel to the National FFA Convention in Louisville, Kentucky on October 25 - November 3, 2013.

(D) (V)

September 10, 2013

Status: Approved

Discussion Item

Recommendation

The Governing Board is requested to approve the Overnight/Out-of-State travel request for the Gonzales High School FFA Department to travel to the National FFA Convention in Louisville, Kentucky on October 25 - November 3, 2013.

Reviewed by

eam

Submitted by

Elizabeth A. Modena (sr)

Background of item

See attached.

Goals

Goal #1: Ensure that ALL students are at their highest level

Goal #2: ALL students are provided a rigorous, dynamic and relevant curriculum aligned to State standards/frameworks.

Goal #3: ALL communication is structured to engender credibility and confidence

Budgeted

Yes

Cost Analysis

All cost will be covered by FFA funds.

Associated File Attachments



National FFA Convention (Files)

JUN 10 2013 PM 3:30

Gonzales Unified School District
TRAVEL REIMBURSEMENT

Instructions: This form must be completed and submitted to the District Office for reimbursements of all travel expense(s). A copy of the approved Travel Request form and original receipts must be attached to this form. A signature from your immediate supervisor is required.

Please Print

Name of Employee: Lauren Fontes Social Security #: _____
 Home Address: P.O. Box 1424 Site: GHS
 Event Title: Sevinas Valley Fair Dates of Travel / Conference
 Were any meals included in the registration fees? Y From 5/15 to 5/19

Budget code(s):			
<u>01-3550 -</u>	<u>5200</u>	TOTAL	
<u>01-7010 -</u>	<u>5200</u>	ITEMIZED	
		EXPENSES	<u>\$ 62.89</u>

Itemized Expenses Paid by Employee (List dates of travel/conference:)

ORIGINAL
ITEMIZED
RECEIPTS
REQUIRED

↑

↓

ORIGINAL
ITEMIZED
RECEIPTS
REQUIRED

Item	Sun <u>5/19</u>	Mon	Tue	Wed <u>5/15</u>	Thu <u>5/16</u>	Fri <u>5/17</u>	Sat <u>5/18</u>
Personal car miles (Formula: miles x .555)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bridge Tolls	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Breakfast (Per Diem)			13.98+	\$ -	\$ -	\$ -	\$ -
Lunch (Per Diem)			23.65+	\$ -	\$ -	\$ -	\$ -
Dinner (Per Diem)			13.98+	\$ -	\$ -	\$ -	\$ -
Phone/Fax (Business calls)			11.28+	\$ -	\$ -	\$ -	\$ -
Parking	004		62.89	\$ -	\$ -	\$ -	\$ -
Taxi, Shuttles				\$ -	\$ -	\$ -	\$ -
Lodging				\$ -	\$ -	\$ -	\$ -
Registration	004		62.89*	\$ -	\$ -	\$ -	\$ -
Airfare, rail, bus				\$ -	\$ -	\$ -	\$ -
Car rental				\$ -	\$ -	\$ -	\$ -
Other - Itemized (attach sheet if necessary)	000		0**G	\$ -	\$ -	\$ -	\$ -
Daily Totals	\$ -	\$ -	\$ -	\$ 13.28	\$ 15.98	\$ 25.00	\$ 17.00

I hereby certify that:

1. I departed: 7:30am 5/15 I returned: 6:00pm 5/19
 Time Date Time Date

2. The above is an accurate accounting of my incurred travel expenses.
 3. The expenses claimed above are not reimbursable to me or to the District from any other source.

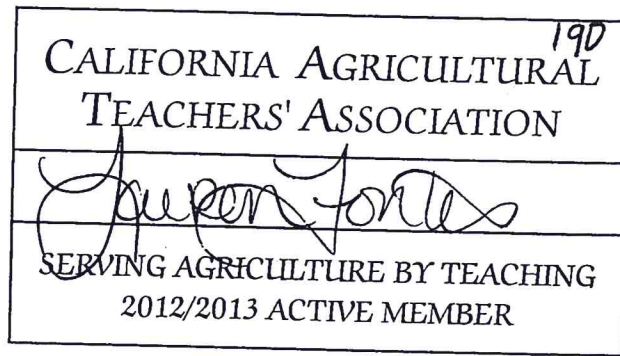
Authorization of Payment (to be signed after expenses are itemized.)

[Signature] 5/28/13 _____
 Employee Signature Date Immediate Supervisor Date

Appendix CC.-CATA Membership Card

Supporting Documentation

Attached is a copy of my 2011-2012 and 2012-2013 CATA Membership Card. Currently, I have misplaced this years CATA Membership Card.



Appendix DD.-Meeting Reports

Supporting Documentation

Every Monday during the lunch time the Gonzales Agriculture Department meets to discuss current FFA activities or to reflect on past events. Attached are the department agendas which are our talking points. The agendas are made by the department head who also runs the meeting.

Date: October 7, 2013



Gonzales Agriculture Department Department Meeting

Roll / Attendance

_____ Eric Morasca _____ Lauren Fontes _____ Cecilia
Birmingham

a. Old Business

1. Fall Bbq

- Numbers to Mrs. Birmingham by 3:15 today
- sign ups? full? ---

2. Opening/ Closing

a. rides

- Fontes & Birmingham & Mrs. Sanchez leave at 2:45
- Morasca, Ms. Lopez and Ms. Raeder leave at 3:10
- All kids change in homeroom

3. New way of communication

- need to be a tri pod
- promoting and giving the same information to all kids

4. greenhand conference

- time leaving in the am

5. COLC

- leave? 10:00am? **9:30**
-

C. New Business

- BIG - **10/10 @ lunch**
- Co Ops - **10/10 @ lunch**
- ~~and~~ cap

- Daniel @ 10 leaving 6:30 **10/10/13** lunch meeting
(get night before)
Rm 74

CP - new 5th

- we will host lunch

- science & elective (Lamda - a program at G)

Date: November 18, 2013



Gonzales Agriculture Department Department Meeting

Roll / Attendance

____ Eric Morasca _____ Lauren Fontes _____ Cecilia
Birmingham

a. Old Business

November FFA meeting

1. *1 activity / 5 cans*
- a) Canned food - most can gets pie in face.
 - b) Top cans from student - *5* from teacher
 - c) Must have a min of 300 cans

2. Potato Sales

3. State Degrees

- a) Ibook best way *due on the 19th*

4. Ag Advisory Meeting

- a) Agenda in process

5. Proficiencies

6. Public speaking contests

- a) - Who is contacting KC with #'s

b. New Business

a. State Conference

1. Applications.

b. *Dec*

- *January 29 due*

- *MFE/ALA*

→ *King City see if there is an extra seat?*



Gonzales Agriculture Department Department Meeting

Re

_____ asca

_____ Lauren Fontes

_____ Cecilia Birmingham

a. Old Business

1. Public Speaking Contest

- a. early departures- prepared kids
- b. students change during homeroom
- c. leave directly after school

2. Livestock meeting

- a. application
- b. contract

-Email BLE location

3. Advisory meeting

4. Canned food donation

b. New Business

- 1. holiday dinner —
- 2. December Meeting

↳ just a meeting
↳ Green hand

Appendix EE.-Wish List

Supporting Documentation

I have attached the agriculture department wish list for the 2012-2013 school year. Along with the department wish list a couple of my personal wish list items are to become tenured at Gonzales High School and to become more involved with School Site Council.

Appendix FF.-Operating Budget

Supporting Documentation

The coordination of our operational budget is established by department head, Eric Morasca. While the chapter FFA officers plan for the school year on their officer retreat the students create a budget which is turned into the ASB office at the beginning of the school year. Attached are ASB Requisition Forms which are submitted for a purchase order to be established. You will also find an approved purchase order which has been open for the FFA ASB account.

Fiscal04b

Comparative Account Summary by Object

(Alias)		2012/13	2013/14	2013/14
Fund- Resc- Y- Goal - Func- Obj t - SO- Loc- 1111 - Mgn		Actuals	BR14-06	Col 1 - Col 2
Resource 0635 - ROC/P, Goal 6007 - Floristry				
Revenue		1,470.00		1,470.00
ROC/P, All Other Local				
Expense		3,963.56	3,000	963.56
ROC/P, Materials and S, Instruction				
Total for Goal 6007				
Revenue		1,470.00	0	1,470.00
Expense		3,963.56	3,000	963.56
Calculated Ending Balance (Starting + Revenue - Expense)		2,493.56-	3,000-	506.44
Resource 0635 - ROC/P, Goal 6038 - ROP - Ag. Mecha				
Expense			1,500	1,500.00-
ROC/P, Materials and S, Instruction				
Total for Goal 6038 and Expense accounts and Object 4300		.00	1,500	1,500.00-
Resource 0635 - ROC/P, Goal 6042 - Veterinary				
Expense		746.12	750	3.88-
ROC/P, Materials and S, Instruction				
Total for Goal 6042 and Expense accounts and Object 4300		746.12	750	3.88-
Total for Org 017 - Gonzales Unified School District				
Revenue		1,470.00	0	1,470.00
Expenditure		4,709.68	5,250	540.32-
Calculated Ending Balance (Starting + Revenue - Expense)		3,239.68-	5,250-	2,010.32

* account does not exist in all fiscal years requested

Selection Grouped by Account, Filtered by User Permissions, (Org = 17, Online Status = N, Restricted? = Y, Fund = 01, Resource = 0635, Goal = 6006,6007,6008,6010,6038,6039,6042, Obj Digits = 4, Visual = N, Page Break Lvl =)

ESCAPE ONLINE

Page 1 of 1

017 - Gonzales Unified School District

Generated for Esther Pelayo (EPELAYO), Dec 4 2013 4:00PM

(Alias)	Fund- Resc- Y- Goal - Func- Obj t - SO- Loc- 1111- Mgn	2012/13 Actuals	2013/14 BR14-06	2013/14 Col 1 - Col 2
Resource 0450 - Sch Site Desc, Goal 1132 - Agriculture				
Expense				
Sch Site Desc, Materials and S, Instruction	0	17.41	137	119.59-
Total for Org 017, Resource 0450, Goal 1132 and Expense accounts and Object 4300				
		17.41	137	119.59-
Calculated Ending Balance (Starting + Revenue - Expense)				
		17.41-	137-	119.59

* account does not exist in all fiscal years requested

Selection Grouped by Account, Filtered by User Permissions, (Org = 17, Online Status = N, Restricted? = Y, Fund = 01, Resource = 0450, Goal = 1132, Site = 100, Obj Digits = 4, Visual = N, Page Break Lvl =)

Gonzales High School
Associated Student Body
PHONE: 831-675-2495

P.O. Box G, Gonzales, CA 93926
600 Elko Street, Gonzales, CA 93926
FAX: 831-675-8054

2 Rigoberto Morales ASB REQUISITION FORM

ASB Account: FFA

Date Received: 7/18/12

Vendor: Costco / Rocio Morales

Address: L. Fontes

Phone: Salinas, CA

☒ P.O.#: 22054

☐ Mail Check

☐ Pick Up

Date Needed: _____

Check#: _____

Date: _____

List of Items or Services:

Descriptions	Quantity	Unit Price	Total
Open PO for			1,000
FFA Activities			
Not to exceed			
Costco Supplies			

Subtotal: _____

Tax: _____

Shipping: _____

TOTAL: _____

☒ Expenditure Approved by ASB Minutes 8-26-12 AA
Date

Luis Morales 7/18/12
Club Officer Date

A Morales 7/18/12
Club Advisor Date

Angelica Alvarez 8-26-12
Student Council Treasurer Date

Director of Athletics (Athletics Only) Date

Principal Date

Reminder: All requisitions must be turned into Student Account Clerk with a COPY OF THE MINUTES attached by 3:30 p.m. on Friday in order to be reviewed for approval at the ASB meeting on Monday afternoon. Requisitions that are turned in late will be held until the following week.

Gonzales High School

Name of Club: FFA

Meeting Date: 10/21/13 Meeting Time: 4:00 PM Location: Ag Dept

Meeting Called to order by: Luis Sanchez

Approval of Minutes dated: _____

Items Discussed:

FFA Sweatshirts

COLC

Homecoming

Budgets/ Expenses approved:

Ø

Actions taken (ex. Motioned, approved/second)

Hugo moved to create an open PO to National FFA not to exceed \$2000. Maria second

Alma moved to create an open PO to Left Coast T-Sh for \$2000 (not to exceed). Miquel second

Today's Minutes Prepared by: _____

Meeting Adjourned at: _____

Gonzales High School
Associated Student Body
PHONE: 831-675-2495

P.O. Box G, Gonzales, CA 93926
600 Elko Street, Gonzales, CA 93926
FAX: 831-675-8054

2 Steven Trachott
ASB REQUISITION FORM

ASB Account: FFA
Date Received: 7/18/12
Vendor: Barefoot
Address: _____

Phone: (254) 784-3329

☒ P.O.#: 22049

☐ Mail Check

☐ Pick Up

Date Needed: _____

Check#: _____

Date: _____

List of Items or Services: 877-563-3890

Descriptions	Quantity	Unit Price	Total
open PO Barefoot			2,000
Not to Exceed			
T-SHIRTS			

Subtotal: 2,000

Tax: _____

Shipping: _____

TOTAL: 2,000

☒ Expenditure Approved by ASB Minutes 8-26-12 AA
Date

Steve Trachott
1015 Morales
Club Officer

7/12/12
Date

Angelica Alvarez
Student Council Treasurer

8-26-12
Date

A. Merces
Club Advisor

7/12/12
Date

Director of Activities

Date

Director of Athletics (Athletics Only)

Date

Principal

Date

Reminder: All requisitions must be turned into Student Account Clerk with a COPY OF THE MINUTES attached by 3:30 p.m. on Friday in order to be reviewed for approval at the ASB meeting on Monday afternoon. Requisitions that are turned in late will be held until the following week.

Gonzales High School
Associated Student Body
PHONE: 831-675-2495

P.O. Box G, Gonzales, CA 93926
600 Elko Street, Gonzales, CA 93926
FAX: 831-675-8054

2 STEVIE TRACHETT

ASB REQUISITION FORM

ASB Account: FFA
Date Received: 7/18/12
Vendor: Morasca
Address: PO Box 765
Gonzales, CA 93926
Phone: (408) 667 3810

☒ P.O.#: 22051
☐ Mail Check
☐ Pick Up
Date Needed: _____
Check#: _____
Date: _____

List of Items or Services:

Descriptions	Quantity	Unit Price	Total
Open PO for Morasca			1,056
for FFA supplies			

Subtotal:

Tax:

Shipping:

TOTAL:

☒ Expenditure Approved by ASB Minutes 8-26-12 AA
Date

Stevie Trachett
Luis Morales 7/12/12
Club Officer Date

A. Morasca 7/12/12
Club Advisor Date

Angelica Alvarez 8-26-1
Student Council Treasurer Date

Director of Activities Date

Director of Athletics (Athletics Only) Date

Principal Date

Reminder: All requisitions must be turned into Student Account Clerk with a COPY OF THE MINUTES attached by 3:30 p.m. on Friday in order to be reviewed for approval at the ASB meeting on Monday afternoon. Requisitions that are turned in late will be held until the following week.

Gonzales High School
Associated Student Body
PHONE: 831-675-2495

P.O. Box G, Gonzales, CA 93926
600 Elko Street, Gonzales, CA 93926
FAX: 831-675-8054

2 Rigoberto Morales
ASB REQUISITION FORM

ASB Account: FFA
Date Received: 7/18/12
Vendor: Green Valley
Address: _____
Phone: _____

☒ P.O.#: 22052
☐ Mail Check
☐ Pick Up
Date Needed: _____
Check#: _____
Date: _____

List of Items or Services:

Descriptions	Quantity	Unit Price	Total
Green Valley Farm			800
Supply			
NOT to exceed			

Subtotal: _____
Tax: _____
Shipping: _____
TOTAL: _____

☒ Expenditure Approved by ASB Minutes 8-26-12 AA
Date

Steve Harris
LOS Morales 7/17/12
Club Officer Date

C. Mereson 7/17/12
Club Advisor Date

Angelica Alvarez 8-26-12
Student Council Treasurer Date

Director of Activities Date

Director of Athletics (Athletics Only) Date

Principal Date

Reminder: All requisitions must be turned into Student Account Clerk with a COPY OF THE MINUTES attached by 3:30 p.m. on Friday in order to be reviewed for approval at the ASB meeting on Monday afternoon. Requisitions that are turned in late will be held until the following week.

Gonzales High School
Associated Student Body
PHONE: 831-675-2495

P.O. Box G, Gonzales, CA 93926
600 Elko Street, Gonzales, CA 93926
FAX: 831-675-8054

2 Rigoberto Morales
ASB REQUISITION FORM

ASB Account: FFA
Date Received: 7/18/12
Vendor: National FFA
Address: _____
Phone: _____

☒ P.O.#: 22053
☐ Mail Check
☐ Pick Up
Date Needed: _____
Check#: _____
Date: _____

List of Items or Services:

Descriptions	Quantity	Unit Price	Total
Open PO for FFA			1,000
Supplies			
NOT to exceed			

Subtotal: _____
Tax: _____
Shipping: _____
TOTAL: _____

☒ Expenditure Approved by ASB Minutes 8-26-12
Date

Steve Morales
Luis Morales 7/12/12
Club Officer Date

G. Morales 7/12/12
Club Advisor Date

Angelica Alvarez 8-26-12
Student Council Treasurer Date

Director of Activities Date

Director of Athletics (Athletics Only) Date

Principal Date

Reminder: All requisitions must be turned into Student Account Clerk with a COPY OF THE MINUTES attached by 3:30 p.m. on Friday in order to be reviewed for approval at the ASB meeting on Monday afternoon. Requisitions that are turned in late will be held until the following week.

PURCHASE ORDER

Gonzales High School
P.O. Box G 600 Elko St.
Gonzales, CA 93926



PO-22185

DATE	PURCHASE ORDER NO
10/01/2013	22185

TITLE / DESCRIPTION
FFA Supplies

REQ. #	REQ. DATE
	10/01/2013

NATIONAL FFA ORGANIZATION
PO Box 631363
Cincinnati, OH 45263-1363
(317)802-6060
(fax)

REQUESTED BY	AUTHORIZED BY
Lauren Fontes	JULIUS PURNSLEY

ITEM	QTY	UNIT COST	TAX	FREIGHT	TOTAL
Open PO for National FFA Org not to exceed \$600	1	600.00	0.00	0.00	600.00
TOTALS:		\$ 600.00	\$ 0.00	\$ 0.00	\$ 600.00


SIGNATURE

10/1/13
DATE

SIGNATURE

DATE

Appendix GG.-VEA District Allocation

Supporting Documentation

Attached is the expense report for the 2012-2013 school year as well as the current expenses for the current school year. These monies are funded by AIG and Perkins. I have also attached our AIG application in which we submitted to our Regional Supervisor, Mr. Greg Beard.

Fiscal04a

Comparative Account Summary by Object

(Alias) Fund- Resc- Y- Goal - Func- Obj t - SO- Loc- 1111 - Mgn 2012/13 Actuals 2013/14 BR14-06 2013/14 Col 1 - Col 2

Resource 3550 - Vocational Prog

Expense

	.00	.00	5,000.00-	5,000.00-
	.00	3,390.00		3,390.00
	.00	329.70		329.70
Total for Object 1100		3,719.70	5,000	1,280.30-
	.00	.00	413	413.00-
	.00	173.24		173.24
	.00	27.20		27.20
Total for Object 3101		200.44	413	212.56-
	.00	.00	73	73.00-
	.00	57.18		57.18
	.00	4.79		4.79
Total for Object 3301		61.97	73	11.03-
	.00	.00	3	3.00-
	.00	37.29		37.29
	.00	3.63		3.63
Total for Object 3501		40.92	3	37.92
	.00	.00	103	103.00-
	.00	62.77		62.77
	.00	6.10		6.10
Total for Object 3601		68.87	103	34.13-
	0	9,090.17	0	9,090.17
	0		4,601	4,601.00-
	0		1,259	1,259.00-
Total for Object 4300		9,090.17	1,957	1,957.00-
			7,817	1,273.17
	000	223.65	0	223.65
	000	3,320.41	0	3,320.41

* account does not exist in all fiscal years requested

Selection Grouped by Account, Filtered by User Permissions, (Org = 17, Online Status = N, Restricted? = Y, Fund = 01, Resource = 3550,7010, Site = 100, Obj Digits = 4, Visual = N, Page Break Lvl =)

ESCAPE

ONLINE

Page 1 of 3

Fiscal04a

Comparative Account Summary by Object

(Alias)	Fund- Resc- Y- Goal - Func- Obj t - SO- Loc- 1111 - Mgn	2012/13 Actuals	2013/14 BR14-06	2013/14 Col 1 - Col 2
Resource 3550 - Vocational Prog				
Expense (continued)				
		3,320.41	1,267	1,267.00-
	Total for Object 5200		1,267	2,053.41
			140	140.00-
		702.50	0	702.50
			773	773.00-
	Total for Object 5450	702.50	773	70.50-
		118.60	0	118.60
		2,507.77	0	2,507.77
			2,019	2,019.00-
	Total for Object 5721	2,507.77	2,019	488.77
		697.00	0	697.00
			355	355.00-
	Total for Object 5800	697.00	355	342.00
	Total for Resource 3550 and Expense accounts	20,752.00	17,963	2,789.00

Resource 7010 - Agricultural Vo

Expense

	6,369.26	7,064	694.74-
	2,247.89	1,800	447.89
	.00	300	300.00-
	702.50	773	70.50-
	.00	200	200.00-
	118.60	500	381.40-
	2,507.75	2,000	507.75
	.00	1,000	1,000.00-

* account does not exist in all fiscal years requested

Selection Grouped by Account, Filtered by User Permissions, (Org = 17, Online Status = N, Restricted? = Y, Fund = 01, Resource = 3550,7010, Site = 100,
Obj Digits = 4, Visual = N, Page Break Lvl =)

Fiscal04a

Comparative Account Summary by Object

(Alias)	Fund-Resc-Y-Goal-Func-Obj t - SO- Loc- 1111- Mgn	2012/13 Actuals	2013/14 BR14-06	2013/14 Col 1 - Col 2
	Total for Resource 7010 and Expense accounts	11,946.00	13,637	1,691.00-
	Total for Org 017 - Gonzales Unified School District	32,698.00	31,600	1,098.00

* account does not exist in all fiscal years requested

Selection Grouped by Account, Filtered by User Permissions, (Org = 17, Online Status = N, Restricted? = Y, Fund = 01, Resource = 3550,7010, Site = 100,
Obj Digits = 4, Visual = N, Page Break Lvl =)

ESCAPE ONLINE

Page 3 of 3

California Department of Education
**DRAFT AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2013-14 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2013)

DATES OF PROJECT DURATION - JULY 1, 2013, TO JUNE 30, 2014

Gonzales High School	Gonzales Unified School District
(School Site)	(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent	Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal
Contact Phone Number:	(831) 675-2495

Date of Approval of Local Agency Board:	6/25/13
Funds Requested - Part I	\$5,000.00
Part II	\$2,152.00
Part III	\$8,000.00
Part IV	\$0.00
Total	\$15,152.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business, and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2012-13 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	269	\$2,152.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

Eric Morasca	4.
Lauren Fontes	5.
New Teacher	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	1	\$2,000.00
Criterion 11A - Year-Round Employment	3	\$6,000.00
Criterion 11B - Project Supervision Period		\$0.00
TOTAL FUNDS REQUESTED PART IV		\$8,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		5,652.00	5,652.00
2			Subtotal for 4000	\$5,652.00	\$5,652.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel	3,000.00	3,000.00
4			2. Conference	3,000.00	3,000.00
5			3. Transportation	3,500.00	3,500.00
6			4.		
7			5.		
8			6.		
8			Subtotal for 5000	\$9,500.00	\$9,500.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1.		
10			2.		

11			3.				
			4.				
12			5.				
13			Subtotal for 6000		\$0.00		\$0.00
14			Total for 4000–6000 Lines 2, 8, 13		\$15,152.00		\$15,152.00

TOTAL 2013–14 Incentive Grant Allocation:

\$15,152.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries		
16	1000	Salaries	Teachers' Salaries for Project Supervision Period		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$0.00

TOTAL Amount of Waiver Requested:

Appendix HH.-Departmental Budget Process

Supporting Documentation

The coordination of department spending is through the department head, Eric Morasca. District requisition forms are submitted to Eric for department approval and then submitted to the district for approval. Once the requisition forms are approved purchase order numbers are issued. After received, the ordered item receipt is given to the accounting specialist at the district office. Once the receipt is submitted payment is issued to the respective merchant.

Attached is a copy of a requisition for an open purchase order to Home Depot for materials and supplies.

GONZALES UNIFIED SCHOOL DISTRICT
Requisition / Reimbursement Form

Date Prepared: October 2, 2013 Objective: REQ14-

Site Plan Page No: _____ Other: _____

Business Office Will:

Mail to Vendor: _____

Vendor Name and Address

Home Depot

Fax #: _____

Email: _____

Charge to (Dept.): Ag Dept. - AIG/C Perkins/ROP

<u>Equipment Purchase (Check one):</u>		New Equipment: _____
		Equipment Replacement: _____
*Disposition of Replaced Equipment: _____		

Vendor Number: _____				PV Number _____					
Fund	Resource	Fiscal Yr	Goal	Function	Object	Sub Obj	Site	Local 2	Manager
01	0635	0	6038	1000	4300	00	150	0000	0000

AIG
C PERKINS
ROP

Funds Approval: _____
Balance After Requested Purchase: \$ _____

LINE	QUANTITY ORDERED	UNIT	UNIT COST	TOTAL COST	ITEM (ISBN) PART NUMBER	DESCRIPTION OF ARTICLES OR SERVICES
1				1,000.00		Open PO not to exceed \$1000 to Home Depot for materials and supplies.
2				-		
3				-		
4				-		
5				-		
6				-		
7				-		
8				-		
9				-		
10				-		

Subtotal	1,000.00
Sales Tax	
S/H	
Total	1,000.00

Requisitioner: Lauren Fontes
Dept. Hd/Prgm Dir: _____
GHS Administrator: _____

Appendix II.-Department Chair Responsibilities

I am not currently the department chair.

Appendix JJ.-Chart of Responsibilities

Supporting Documentation

The chart of responsibilities is reviewed by the teachers in the Gonzales Agriculture Department at the department planning meeting. This occurs during the summertime and allows for individuals time to plan for their department responsibility. Just because an individual is assigned a specific assignment does not mean they are responsible for the event completely on their own. This just allows for staff in the department to know who is the lead for the event.

Ag Department

Department Chair

Accounting

	Birmingham	Fontes	Morasca
CATA Registration			X
Departmental / District Accounting / PO's			X
FFA Accounting / PO's			X
Hotel Reservations			X
Office Supplies Orders			X
Perkins Funding Application			X
ROP Accounting / PO's			X
ROP/ Site/ Incentive Budget			X
Travel Requisitions			X
Warehouse Orders			X

General Program / Facility

	Birmingham	Fontes	Morasca
5-year Equipment Allocation			X
Advisory Committee Roster & Minutes		X	
Ag Advisory Committee Planning and Agenda		X	
Ag Booster Committee	X		
Chart of Staff Responsibilities		X	
Comprehensive Program Plan		X	
Department Marketing / PR			
Graduate Follow-Up			X
Incentive Grant			X
Incentive Grant Reviews			X
Maintain Comprehensive Program Plan Binder		X	
Maintain Program Management Binder	X		
Maintenance Requests	X	X	X
Quarterly / Yearly CATA Meetings / Events	X	X	X
R2 Report & Roster	X	X	X
Recruitment	X		
Report of Expenditures			X
Transportation Requests			X

FFA Advisor

	Birmingham	Fontes	Morasca
Registration for CDE Contests		X	
Program of Work		X	
Scrapbook	X	X	
State FFA Degree Applications	X	X	X
American FFA Degree Applications	X		

	Brimingham	Fontes	Morasca
FFA Week			
FFA Week Ag Lunch	x		
FFA Week Staff Lunch	x		
FFA Week Activities		x	
FFA Week Game Night			x
Conferences			
	Brimingham	Fontes	Morasca
Chapter Officer Leadership Conference			x
Greenhand Conference		x	x
MFE/ALA Conference	x		
State Conference			x
National Convention		x	
Chapter Officer Retreat			
Sectional Officer Leadership Conference	x	x	
Community Service			
	Brimingham	Fontes	Morasca
Canned Food		x	
Corno Del Real Parade			x
Community Garden	x		
Chapter Officers			
	Brimingham	Fontes	Morasca
Chapter President		x	
Chapter Vice President		x	
Chapter Vice President 2	x		
Chapter Secretary			x
Chapter Treasurer			x
Chapter Reporter		x	
Chapter Sentinel			x
Chapter Historian	x		
Chapter Parliamentarian	x		
Chapter Meetings			
	Brimingham	Fontes	Morasca
September Meeting			
October Meeting			
November Meeting			
December Meeting- Greenhand and Chapter Degree			
January Meeting			
February Meeting			
March Meeting			
April Meeting			

Awards Banquet			
----------------	--	--	--

Animal / Livestock	Birmingham	Fontes	Morasca
Fair Supplies	x	x	x
Salinas Valley Fair		x	
Monterey County Fair		x	
Beef Projects			x
Swine Projects	x		
Sheep Projects		x	
Goat Projects			x
Rabbits	x		
Poultry			x
School Farm Account			x

FFA Judging Teams / Contest	Birmingham	Fontes	Morasca
Creed Speaking	x		
BIG	x		
Extemporaneous Speaking			x
Prepared Public Speaking		x	
Job Interview			x
Co-Ops		x	
Parli-Pro	x	x	
Impromptu			x
Opening and Closing Officer		x	
Opening and Closing Advanced			x
Opening and Closing Novice	x		
Organize Local Project Competition			
Farm Power	x	x	

Awards	Birmingham	Fontes	Morasca
National Chapter Awards		x	
Proficiency Awards- 2 per teacher	x	x	x
CATA Outstanding Program		x	
Incentive Trip Tabulations/Planning		x	
Star Administrator			x
Star Counselor			x
Star Advisors			x

Fundraisers	Birmingham	Fontes	Morasca
-------------	------------	--------	---------

Floral Sales					X
Plant Sales					X
Drive Thru BBQ					

Appendix KK.-Substitute Plans

Supported Documentation

My substitute plans are kept electronically on Google Drive. When planning to be absent for the classroom I try to create assignments in which students have to use their critical thinking skills. Due to having all shop classes this year it is hard to create subject based sub plans. This is due to the students do not have text books. The district only has 6 copies of the assigned text for the class. There are times when I find a Modern Marvel, Dirty Job, or How It's Made which relates to the unit of studies we are on, which will be left for the students to watch and complete the accompanied worksheet.

When leaving substitute plans I make sure to leave either my contact information in case there is a question or issue. Along with the substitute plan there is a binder which is filled with student referral forms, bell schedules, and students pictures with names to ensure that students who are not behaving can be identified.

All Classes in General:

The students should be prepared (with their own paper and pencil) to work and be on task throughout the period. Please make sure that all papers which are collected have FIRST and LAST names written on them clearly. Staple or clip the papers together so I can easily grade them upon my return. PLEASE LEAVE NAMES OF TROUBLED STUDENTS OR THOSE WHO WERE OFF TASK OR DISRUPTIVE AS WELL AS A GENERAL REPORT ON HOW THE CLASS WENT.

There shall be no trips to the bathroom or into the shop period. Please police the classroom at the end of the day for trash, magazine, and furniture out of place and graffiti that may have occurred. If you have any questions my number is (805) 431-7407

Period One: Advanced Ag Mechanics

The students will come in and seat into their assigned seat. Please make sure GNN is turned on. The students are to be in their seats watching GNN and quiet. After GNN has finished please instruct the students to get out their own piece of paper. Then pass out the article and the article review format. Please explain to the students they need to WRITE down the question on THEIR own piece of paper. Please have the class read the article TOGETHER. You can have them popcorn read if you would like. After the students have read the article as a class please have them answer the questions on their OWN paper.

At the end of the period please collect all the papers. Make sure the students have their first and last name, as well as the period, and date on the paper. The students will receive a grade on the completion of their work so please remind them that they need to complete their work neatly.

NO STUDENT SHALL BE LET INTO THE SHOP AT ANY TIME. THERE IS NO REASON FOR THE STUDENTS TO BE IN THE SHOP. DO NOT LET THE STUDENTS USE THE RESTROOM. THEY ARE ONLY IN CLASS FOR 50 MINUTES, THEY CAN DEAL.

Period Two: Advanced Ag Mechanics

The students will come in and seat into their assigned seat. Please instruct the students to get out their own piece of paper. Then pass out the article and the article review format. Please explain to the students they need to WRITE down the question on THEIR own piece of paper. Please have the class read the article TOGETHER. You can have them popcorn read if you would like. After the students have read the article as a class please have them answer the questions on their OWN paper.

At the end of the period please collect all the papers. Make sure the students have their first and last name, as well as the period, and date on the paper. The students will receive a grade on the completion of their work so please remind them that they need to complete their work neatly.

NO STUDENT SHALL BE LET INTO THE SHOP AT ANY TIME. THERE IS NO REASON FOR THE STUDENTS TO BE IN THE SHOP. DO NOT LET THE STUDENTS USE THE RESTROOM. THEY ARE ONLY IN CLASS FOR 50 MINUTES, THEY CAN DEAL.

Period Three: Introduction to Ag Mechanics

The students will come in and seat into their assigned seat. Please instruct the students to get out their own piece of paper. Then pass out the article and the article review format. Please explain to the students they need to WRITE down the question on THEIR own piece of paper. Please have the class read the article TOGETHER. You can have them popcorn read if you would like. After the students have read the article as a class please have them answer the questions on their OWN paper.

At the end of the period please collect all the papers. Make sure the students have their first and last name, as well as the period, and date on the paper. The students will receive a grade on the completion of their work so please remind them that they need to complete their work neatly.

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Period Five: Ag Wood

The students will come in and seat into their assigned seat. Please instruct the students to get out their own piece of paper. Then pass out the article and the article review format. Please explain to the students they need to WRITE down the question on THEIR own piece of paper. Please have the class read the article TOGETHER. You can have them popcorn read if you would like. After the students have read the article as a class please have them answer the questions on their OWN paper.

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Period Six: Into to Ag Mech

The students will come in and seat into their assigned seat. Please instruct the students to get out their own piece of paper. Then pass out the article and the article review format. Please explain to the students they need to WRITE down the question on THEIR own piece of paper. Please have the class read the article TOGETHER. You can have them popcorn read if you would like. After the students have read the article as a class please have them answer the questions on their OWN paper.

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Please leave me names of ANY troubled students and a short report of each class. Thank you!

All Classes in General:

The students should be prepared (with their own paper and pencil) to work and be on task throughout the period. Please make sure that all papers which are collected have FIRST and LAST names written on them clearly. Staple or clip the papers together so I can easily grade them upon my return. PLEASE LEAVE NAMES OF TROUBLED STUDENTS OR THOSE WHO WERE OFF TASK OR DISRUPTIVE AS WELL AS A GENERAL REPORT ON HOW THE CLASS WENT.

There shall be no trips to the bathroom or into the shop period. Please police the classroom at the end of the day for trash, magazine, and furniture out of place and graffiti that may have occurred.

Period One: Advanced Ag Mechanics

The students will come in and seat into their assigned seat. Please make sure GNN is turned on. The students are to be in their seats watching GNN and quiet. After GNN has finished please instruct the students to get out their own piece of paper. Then pass out the article and the article review format. Please explain to the students they need to WRITE down the question on THEIR own piece of paper. Please have the class read the article TOGETHER. You can have them popcorn read if you would like. After the students have read the article as a class please have them answer the questions on their OWN paper.

At the end of the period please collect all the papers. Make sure the students have their first and last name, as well as the period, and date on the paper. The students will receive a grade on the completion of their work so please remind them that they need to complete their work neatly.

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Period Two: Advanced Ag Mechanics

The students will come in and seat into their assigned seat. Please instruct the students to get out their own piece of paper. Then pass out the article and the article review format. Please explain to the students they need to WRITE down the question on THEIR own piece of paper. Please have the class read the article TOGETHER. You can have them popcorn read if you would like. After the students have read the article as a class please have them answer the questions on their OWN paper.

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Period Three: Introduction to Ag Mechanics

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they need to WRITE down the question on THEIR own piece of paper. Please have the class read the article TOGETHER. You can have them popcorn read if you would like. After the students have read the article as a class please have them answer the questions on their OWN paper.

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Please leave me names of ANY troubled students and a short report of each class. Thank you!

Appendix LL.-Proficiency for Vo-Ag Students

Last year, my teaching partner submitted a proficiency application for one student in the area of diversified animal production. The copy of the proficiency application for that student has been missed placed in the department. This year I have at least three students who will be submitting their proficiency application.

Appendix MM.-2+2 Agreement

Currently, there are no classes articulated. Articulation attempts have occurred over the past years. Gonzales Agriculture Department has taken all the required steps to articulate with our local community college but there has not been any follow through by the community college.

Appendix NN.-Reimbursement Forms

Supporting Documentation

Reimbursement for FFA events and supplies comes from our ASB FFA account. At the beginning of the school year an open purchase order is submitted for all staff in the agriculture department. To receive reimbursement a receipt must be turned in to the ASB clerk. The ASB clerk issues reimbursement payments every Friday.

Gonzales High School
Associated Student Body
PHONE: 831-675-2495

P.O. Box G, Gonzales, CA 93926
600 Elko Street, Gonzales, CA 93926
FAX: 831-675-8054

ASB REQUISITION FORM

ASB Account: FFA
Date Received: 7/18/12
Vendor: Lauren Fontes
Address: _____
Phone: (805) 431-7407

☒ P.O.#: 22050
☐ Mail Check
☐ Pick Up
Date Needed: _____
Check#: _____
Date: _____

List of Items or Services:

Descriptions	Quantity	Unit Price	Total
Open PO for Ms. Fontes			1,000
for FFA Supplies			

Subtotal: _____
Tax: _____
Shipping: _____
TOTAL: _____

☒ Expenditure Approved by ASB Minutes 8-26-12 A.A
Date

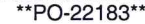
Steve Linares
Luis Morales 7/18/12
Club Officer Date
Gi Mercedes 7/18/12
Club Advisor Date

Angelica Alvarez 8-26-12
Student Council Treasurer Date

Director of Athletics (Athletics Only) _____ Date _____
Principal _____ Date _____

Reminder: All requisitions must be turned into Student Account Clerk with a COPY OF THE MINUTES attached by 3:30 p.m. on Friday in order to be reviewed for approval at the ASB meeting on Monday afternoon. Requisitions that are turned in late will be held until the following week.

Gonzales High School
P.O. Box G 600 Elko St.
Gonzales, CA 93926



Lauren Fontes
PO Box 1424
Gonzales, CA 93926

REQ. #	REQ. DATE
	10/01/2013

REQUESTED BY	AUTHORIZED BY
Lauren Fontes	JULIUS PURNSLEY

ITEM	QTY	UNIT COST	TAX	FREIGHT	TOTAL
Open PO for FFA Supplies	1	1,000.00	0.00	0.00	1,000.00
TOTALS:		\$ 1,000.00	\$ 0.00	\$ 0.00	\$ 1,000.00

10/1/13

SIGNATURE

DATE _____

SIGNATURE

DATE _____