

# First Year Teacher Internship Program



Heather Clement  
Santa Ynez High School Agriculture Department  
AGED 539, Cal Poly State University  
Spring Quarter 2014

# Table of Contents

## **Section I: Reflection on Quality Criteria Standards**

Quality Criteria 1: Curriculum and Instruction

Quality Criteria 2: Leadership and Citizenship Development

Quality Criteria 3: Practical Application of Agricultural Skills

Quality Criteria 4: Qualified and Professional Personnel

Quality Criteria 5: Facilities, Equipment and Materials

Quality Criteria 6: Community, Business & Industry Involvement

Quality Criteria 7: Career Guidance

Quality Criteria 8: Program Promotion

Quality Criteria 9: Program Accountability and Planning

Quality Criteria 10: Student-Teacher Ratio

Quality Criteria 11: Full Year Employment

## **Section II: Support Materials**

Support Material 1: Student Data Sheets

Support Material 2: Permanent Student File

Support Material 3: Agriculture Course Outlines

Support Material 4: Course Gradebooks

Support Material 5: Completed SAE Supervision Forms

Support Material 6: SAE Project Statement in Syllabus

Support Material 7: FFA Statement in Syllabus

Support Material 8: FFA Program of Activities

Support Material 9: Recruitment Program

Support Material 10: FFA Chapter Scrapbook

Support Material 11: Summer Activities Calendar

Support Material 12: Graduate Follow Up Survey

Support Material 13: Graduate Follow Up Survey Results



# Table of Contents cont.

Support Material 14: Comprehensive Program Plan  
Support Material 15: Advisory Committee Meeting Agendas  
Support Material 16: Advisory Committee Meeting Minutes  
Support Material 17: Advisory Committee Constitution & By-Laws  
Support Material 18: Proficiency Standards  
Support Material 19: Teaching Credentials  
Support Material 20: Calendar of Activities  
Support Material 21: Professional Growth & Development  
Support Material 22: R-2 Report  
Support Material 23: Travel Request  
Support Material 24: CATA Membership Card  
Support Material 25: Report to Administration  
Support Material 26: Five Year Acquisition List  
Support Material 27: Operating Budget for Department  
Support Material 28: Budget Process  
Support Material 29: Chair Person's Duties & Responsibilities  
Support Material 30: Chart of Responsibilities  
Support Material 31: Substitute Teacher Procedure & Plans  
Support Material 32: Description of Program Completer  
Support Material 33: 2+2 Agreement with Allan Hancock  
Support Material 34: Reimbursement Process

## **Section III: AGED 539 Project**

AGED 539 Project Description

AGED 539 Vine Pruning Manual

# Section I



## Reflection on Quality Criteria Standards

# Table of Contents

## **Section I: Reflection on Quality Criteria Standards**

Quality Criteria 1: Curriculum and Instruction

Quality Criteria 2: Leadership and Citizenship Development

Quality Criteria 3: Practical Application of Agricultural Skills

Quality Criteria 4: Qualified and Professional Personnel

Quality Criteria 5: Facilities, Equipment and Materials

Quality Criteria 6: Community, Business & Industry Involvement

Quality Criteria 7: Career Guidance

Quality Criteria 8: Program Promotion

Quality Criteria 9: Program Accountability and Planning

Quality Criteria 10: Student-Teacher Ratio

Quality Criteria 11: Full Year Employment



# Quality Criteria 1: Curriculum and Instruction

# Santa Ynez High School Agriculture Department

## Quality Criteria 1: Curriculum and Instruction

Santa Ynez Valley Union High School (SYV) Agriculture Department currently uses the California Career Technical Education Model Curricular Standards for Grades Seven through Twelve. These standards were adopted by the California State Board of Education in May 2005. In addition we also use the Science Content Standards for California Public Schools Kindergarten through Twelve Grade, adopted by the California State Board of Education in October of 1998. These standards are present along side our use Career Technical Model in our science and horticulture courses (listed below) of which these courses are all UC/CSU approved to meet the A-G credit requirements as well as high school graduation requirements. Making classes UC and CSU approved is essential to the survival and growth of our program.

The curricula used at SYV is design for students to follow three pathways, Agriculture Mechanics Pathway, Animal Science Pathway and Ornamental Horticulture Pathway. Entering Freshman have two major courses that they may choose from Agriculture Earth Science and Agriculture (UC/CSU approved) Social Studies (one semester). From either of these class students may choose one or more pathways to follow. The Agriculture Biology, Veterinary Science, Ornamental Horticulture, and Agriculture Government and Economics courses are all UC/CSU approved course from students to apply toward graduation requirements and this is reflected on the Master School Schedule and Registration Guide available to students and parents for selecting course each year.

### **Agriculture Mechanics Pathway**

ROP Agriculture Mechanics I  
ROP Agriculture Mechanics II  
Agriculture Government and Economics

### **Animal Science Pathway**

Agriculture Biology  
ROP Veterinary Science  
ROP Livestock Management (Spring/Summer)

### **Ornamental Horticulture Pathway**

Agriculture Earth Science  
Agriculture Biology  
Ornamental Horticulture

All pathways and courses use a variety of teaching techniques and technology. Each agriculture classroom is equipped with a Teacher Station computer, printer and overhead projector for PowerPoint presentations and media. There are several computer laboratories on campus (one of which is next to an agricultural classroom and is designated use for that class). All students have a digital school folder with their Student ID number on which they maintain an iRecordBook. The majority of students have iRecordBooks started as we move towards transitioning students to the new system. Access to these records are kept on flash drives or on the iRecordBook server for at least one year after a student graduates from the agriculture program.



# Quality Criteria 2: Leadership and Citizenship Development

# Santa Ynez High School Agriculture Department

## Quality Criteria 2: Leadership and Citizenship Development

Santa Ynez FFA has been chartered since 1932 and is well supported by the students, teachers, staff, district and parents and community of the Santa Ynez Valley.

Students enrolled in any agriculture course in the Santa Ynez High School Agriculture program are automatically members of the FFA. Being a member of FFA provides our students a number of opportunities for leadership, applicable skills, personal growth not available to other students on campus. FFA continually gives students opportunities to earn recognition and awards for these activities to reflect their achievements in premier leadership, personal growth and career success. Students enrolled in agricultural course have FFA participation as part of their grade earned for that course. Their participation amounts to 5% for Supervised Agriculture Experience Project, 5% for FFA participation and 90% of their course grade is earned through all other class work and assessments. In order for an A to be earned a student must be actively participating in FFA activities and have a valid agriculture project.

To earn credit for SAE Project participation, worth 5% of course grade, students must maintain an agriculturally related project either entrepreneurial or ownership and complete 10 hours of work on said project per semester. This is graded using the FFA record book, specially the business agreement, journal hours, and/or photos project work. To earn the full 5% for FFA participation for must attend two FFA activities per semester. At the beginning of the school year students are given a list of FFA activities planned for the school year that they can attend. Attendance is recorded and kept on file but sign-in sheets at all activities. Extra credit is extended to students that attended activities beyond the required amount per semester. Additionally, students wanting to raise a livestock project for the county fair with FFA must participate in one FFA activity at the Sectional level or above and attend at least seventy percent of the chapter FFA meetings.

Many students participate in more than the required activities per semester and many will encourage non-FFA members to join in FFA activities held on campus such as FFA week games and celebrations. This helps to encourage new students to join agricultural classes next year. We are also aware that some students choose to not participate in FFA opportunities and we as a department continue to encourage these students to participate by making them feel welcome and have current active members share their positive experiences.

Students who choose to maintain a livestock project, small or large, for the Santa Barbara County Fair are also enrolled in the ROP Livestock class and earn elective credit. This course starts in March and runs through the end of fair in July. Students are required to attend weekly meetings where information for fair, livestock production and showing is covered.

The FFA activities and meetings are organized by the chapter officer team and include events above the chapter level for students participate. At each event, at least one of the three FFA advisors oversee the activity.



# Quality Criteria 3: Practical Application of Agricultural Skills

# Santa Ynez High School Agriculture Department

## Quality Criteria 3: Practical Application of Agricultural Skills

At Santa Ynez High School, students have the unique opportunity to have practical application of occupational experience skills embedded in their classroom experience and after school. During class time, the agriculture instructors are using hands-on activities that enhance the student experience in the Santa Ynez agriculture program. Students learn welding, wood working, livestock management, horticulture and agriscience techniques. Teachers work diligently to embed many of these real world projects and experiences into their class time. Some examples of these projects and experiences are: apple grafting, floral arrangements for special occasions, concrete pouring at the school farm, plumping and irrigation projects at the hog unit, landscaping in front of the agriculture department, construction of bird houses, administering shots to animals, weighing and worming of livestock, a shade house in the horticulture unit, conducting agriculture experiments/tests like stool samples and soil samples and DNA extraction. These are just a few examples of the practical application of skills students gain through their agriculture classes at Santa Ynez High School.

In fulfillment of Agriculture Incentive Grant Criteria 3, all students are required to have a Supervised Agriculture Experience project and it is part of our grading system in our agriculture classes. A student's SAE project counts for 5% of their overall class grade as indicated by the Course Description and Syllabus that all students and parents sign at the beginning of the year. Students wanting to earn over an A- grade must document in their iRecord Books that they have worked on their SAE project (paid, unpaid or ownership) for at least 10 hours per semester. Students work on their iRecord Books during chunks of class time so that instructors can monitor and assist in the documentation of their SAE project. Like all matters, some students will neglect this obligation of their class grade but many students participate. It is fun to see students who have never taken an agriculture class find even a small project that connects them to the agriculture industry and gives them practice, hands-on experience. Students are recognized for their projects through participation in Project Competition, Proficiency Awards and through the Santa Barbara County Fair.

At Santa Ynez High School, we are blessed with a 3.6 acre farm with livestock facilities and pastures, a horticulture unit with a greenhouse and shade house, raised planter beds, a mechanics shop and two classrooms. We also have two large Chevrolet trucks, a trailer and livestock scales to support the monitoring and growth of student SAE projects. Additionally, most expenses or mileage incurred in the supervision of SAE projects is fully reimbursed through the District if properly documented and submitted.



# Quality Criteria 4: Qualified and Professional Personnel



# Santa Ynez High School Agriculture Department

## Quality Criteria 4: Qualified and Professional Personnel

All agriculture instructors at Santa Ynez Valley are in possession and maintain the appropriate credentialing for teaching the agriculture courses offered. In the 2013-2014 school all instructors that are part time or more attend monthly professional development collaboration sessions held on the SYV campus.

### **Kathy Bibby**

Clear Specialist Instruction Credential: Agriculture

Clear Single Subject Teaching Credential: Agriculture

Clear Single Subject Teaching Credential: Biology

Master's Degree Agriculture Education

Classes Assigned: Ag Mechanics, Ornamental Horticulture, Veterinary Science

### **Heather Clement**

Clear Specialist Instruction Credential; Agriculture

Clear Single Subject Teaching Credential; Agriculture

Classes Assigned: Ag Earth Science, Ag Social Studies

### **Genevieve (Phillips-Silva) Bishop**

Clear Specialist Instruction Credential; Agriculture

Clear Single Subject Teaching Credential; Agriculture

Ag Biology, Ag Economics & Government

In addition to attending the STEM Conference in Sacramento this past October, we also attend the CATA Regional meetings and Inservices as well as the CATA Summer Conference at Cal Poly. During the school the school year the agriculture department at SYV meetings at least twice monthly. Every Monday the staff at SYV meeting either for professional collaboration, staff meeting or department meetings. These meetings are scheduled for one hour but occasionally will be longer. We are required to also attend department meetings for other subject areas in which we teach. The agriculture department is not formally recognized as it's own department at SYV which leads the agriculture staff to make separate meeting times. Our agriculture department meetings are usually informal but are effective and cover upcoming activities and needs we may have within our department. We update the staff on areas the responsibilities assigned to us. Due the informality of our meetings are a lack proper minutes are recorded. This a weakness within our department the we plan to address.

We have requested several times over the past few years as our department has grown, both student and staff population, that we may be our department. Thus far our request has been denied but we are hopeful that in the upcoming years with the positive support we have receive from our administration that our request will be granted. Additionally, every Thursday at lunch, our department also meets with our FFA Chapter Officer team to plan and prepare for upcoming activities within FFA. In addition, once per month we send a representative the campus Principal's Council's meeting to discuss campus wide events and announcements.

# Quality Criteria 5: Facilities, Equipment and Materials



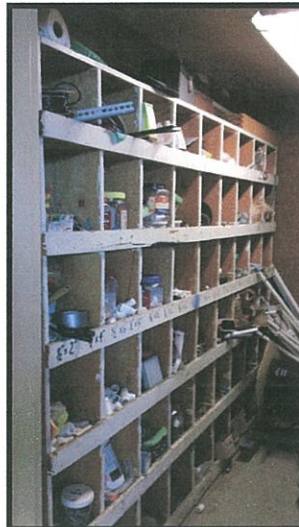
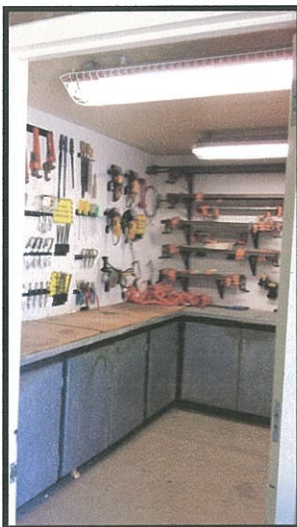
# Santa Ynez High School Agriculture Department

## Quality Criteria 5: Facilities, Equipment and Materials

The facilities, equipment, and materials at Santa Ynez High School's agriculture department are extremely well designed and high quality. They are representative of what is found in industry and in agriculture. In the past 10 years many of the facilities have been updated or added.

The agricultural shop was updated in the late 1980's. In addition a CNC plasma table now adorns a corner of the shop. There is ample storage available in the shop from three store rooms, and loft store room and additional storage room in the classroom. In the front and back of the shop is a large area for students to store projects or materials outside if need be. In the shop the facilities are of the quantity and quality to meet instructional objectives.

**Agricultural Shop**





Located between the agricultural shop and the school farm laboratory is the greenhouse, which was updated in the last five years. The shade house was built in 2013. The greenhouse has slatted tables, water system and cooling system to control the environment for growing plants. Next to the greenhouse is storage shed that houses the department's tractor. There is a large growing area where students maintain six raised garden beds and have area set aside for growing melons over the summer. This is usually a project for the greenhouse manager.

### **Greenhouse, Shade house & Growing Area**



SYV Agriculture Department is proud of our school farm laboratory. The school farm consists of 3.6 acres and houses two barns, working pens and pasture. The main facility was replaced in 2009 and includes six box stalls for small livestock and three large box stalls for large livestock. There are two storage rooms and large open feed room. We have two small animal livestock scales, a large animal scale, working pens and squeeze shoot for cattle. In 2012, a fodder system was added to the farm and is used to feed the departments flock of breeding sheep. This is a valuable supplement to instruction in many agriculture classes. While the facilities are of great quality, improvements can always be done. This past year the hog barn has been updated to include three new pens, allowing



for more students to house SAE projects at the school farm. Individual pen waterers, a portable gate for weighing and a tool rack have also enhanced the hog barn this year.

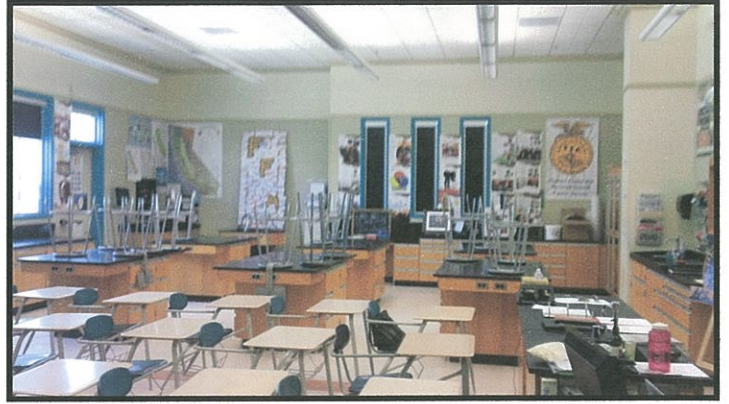
### **School Farm Facilities**



The SYV agriculture department's facilities, equipment and materials are regularly maintained, repaired or replaced as appropriate. We proud of our facilities and our students are as well. To insure students safety and pride the facilities and equipment are always kept neat, clean and orderly. Many of our facilities are designed to allow special accommodations for students with special needs. The department also owns and maintains to pickup trucks and livestock trailer. All instructors are provided with a school email and are provided with a computer and internet access in all classrooms. The classrooms are also fitted with LCD overhead projectors.



## Computer Lab and S1 Lab Classroom



The SYV agriculture department has three classrooms. All three classrooms are equipped with LCD overhead projector, student computer station, and internet access both through hard wire and wifi.

One of the classrooms, S1, was acquired in 2010 and is fully setup as a science laboratory with six lab tables, five sinks, storage and other essential materials. Next to the S1 classroom is a computer lab with 20 computers and a black and white printer for student use. This is maintained by the ourselves sand the IT department and is a wonderful supplement to instruction. The computers are in need of major updating though and cannot accommodate all students in one class at during a given class period.

We often use S1 for FFA activities because it is large and has flexible seating.



# Quality Criteria 6: Community, Business & Industry Involvement

# Santa Ynez High School Agriculture Department

## Quality Criteria 6: Community, Business & Industry Involvement

The Agricultural Advisory Committee at Santa Ynez High School is made up of leaders who represent our community, parents, students, staff and student body. The Advisory Committee tries to meet at least two times per year at the Santa Ynez High School Agriculture Department. Over the years, the Advisory Committee has been imperative in guiding our program to fit the needs of our students and the agriculture industry. They provide practical advice based on what they see and experience in their own lives and through the observation of our students.

The Agriculture Advisory Committee has assisted in the development and revision of the Comprehensive Program Plan by evaluating the Job Market Description, Goals and Objectives, Course Outlines, the 5 Year Facility and Equipment Acquisition plan, our Graduate Follow Up procedure and/or Budgets. Their expertise and experiences give the instructors an outside perspective and builds community connections that help our department full fill program requirements as listed in the Agriculture Incentive Grant Checklist.

We are also fortunate to receive financial support through the Ballinger Family Foundation which has generously sponsored funds to support students and our program. We are fortunate to use that money to help economically disadvantaged students attend State FFA Conference or purchase livestock equipment to help monitor projects. We are very fortunate to have such a supportive Agriculture Advisory Committee and community that help maintain the quality of our program.



# Quality Criteria 7: Career Guidance

# Santa Ynez High School Agriculture Department

## Quality Criteria 7: Career Guidance

All students enrolled in an Agriculture course at Santa Ynez High School have a Student Data Sheet that is updated every year they reenroll in an agricultural course. Students now can even fill out their Student Data Sheet online which is typically done with their agriculture instructor at the beginning of the school year. We have been transitioning from paper Student Data Sheets to the online version as students can more easily update existing information and teachers can easily maintain an accurate R2 Report through the California Agricultural Education website, [calaged.org](http://calaged.org).

Students, staff and counselors are kept informed about their opportunities within the agriculture department and after they graduate our school. We also educate incoming 8th graders about the opportunities they have in our program by coming to the feeder schools and giving them information about their freshmen year. 8th grader parents also receive information about the program in the mail before the high school sends out registration information. We also try to maintain the students we have by sending the parents of currently enrolled agriculture students information about their next year of classes and opportunities to meet high school and college requirements through our agriculture department. We also meet with many parents at Back to School Night and Open House and answer questions about the pathway a student should take while enrolled in our program.

Inside the classroom, agriculture instructors make a point to inform students about education, scholarship and career opportunities open to them in the agricultural field. We often have students enrolled in college, community college or technical schools that come back and share their experiences. Some instructors will also bring in guest speakers to discuss their career field or students or students will go on field trips (whether at a field day or on an industry tour) that gives them perspective on the careers that they may be suited to.

Finally, our agriculture program does have a 2+2 agreement with Allan Hancock College in Santa Maria with our welding program. This gives our mechanics students a head start when pursuing technical training and certification in welding through Allan Hancock.

Without a doubt, our students are exposed and educated about college and career opportunities for when they complete our agriculture program.



# Quality Criteria 8: Program Promotion



# Santa Ynez High School Agriculture Department

## Quality Criteria 8: Program Promotion

Recruitment and retention is an extremely important part of maintaining and building a successful agriculture program. We try to educate three groups of people about the opportunities within our program: students, school staff and administration and our community.

Arguably, one of the most important groups of people to recruit is the students. We have a two facet process in which we recruit and retain students. We recruit current 8th graders in February because they register for classes in March with our school guidance counselors. A recruitment meeting letter is sent out before Winter Break informing the feeder schools that we would like to speak with their 8th graders about their science class choices and list available dates and times in February in which they can sign up. Next, in January, emails are sent to the science teacher and/or the school secretaries to schedule the recruitment dates. We usually block out no longer than thirty minutes in a class period to respect the teachers learning time with students. Our agriculture instructor presents the program and current freshmen share their experiences with the 8th graders to get them excited about the program. We hand out flyers and have students fill out a half sheet with their name and address. After the recruitment presentation, we go back to the department and send home letters to all parents of the students we met and encourage that their child sign up for an agriculture class their freshmen year.

To retain the students we already have enrolled, we also send home a letter to the parents of our current students that show them their options for sophomore, junior and senior year. We provide them with a look at how they can take an agriculture class every year and be college and career ready by the time they graduate. This system of recruitment has been in place for a few years and we have seen a dramatic increase in our enrollment. It also helps that most of our classes count for college admissions and all count for high school graduation.

Finally, we educate our faculty, staff, administration and community about our program and its benefits to students. We utilize Back to School Night and Open House to meet with prospective students and parents. School Board members, administration and councilors also wander around during these times and they get to see the good things we are doing with students. An agriculture teacher always attends the department chair meetings to educate and protect our program. Discussion with our Advisory Committee helps to keep our community officials informed as well. All of these activities help keep our program growing.

# Quality Criteria 9: Program Accountability and Planning



# Santa Ynez High School Agriculture Department

## Quality Criteria 9: Program Accountability and Planning

A Comprehensive Program Plan is on file with our Regional FFA Supervisor, Mr. Greg Beard and a copy of this plan is kept within our department and updated every year. Our updates are sent to the Regional FFA Supervisor by November 15th as required by the Agriculture Incentive Grant. The documents that are reviewed by our department every year are: Five Year Equipment Acquisition Schedule, Chart of Staff Responsibilities, the FFA Program of Work, the Advisory Committee Roster and the Advisory Committee Meeting Minutes. We also submit the Graduate Follow-Up Data, R-2 Report, AIG Expenditure Report and the FFA Roster to the Regional FFA Supervisor by October 15th to ensure the integrity of our program. It is important to reflect on each of these documents on a yearly basis as our staff, goals and funds change on a yearly basis. Mr. Greg Beard also reviews the Comprehensive Program Plan every three years with the department.

After our yearly recruitment and registration period, our department received our tentative enrollment numbers for the following school year during the April/May department chair meeting. After we get a picture of our program numbers, we can then decide teaching assignments or advocate for additional sections for classes if we have the enrollment to support it. Over the past three years, it had been vital to be assertive during the Master Schedule building process and this is how we have been able to add sections and add a part time teaching position.



# Quality Criteria 10: Student-Teacher Ratio

# Santa Ynez High School Agriculture Department

## Quality Criteria 10: Student-Teacher Ratio

Student-Teacher Ratios (averages)			
Class	Clement	Bishop	Bibby
Ag. Frosh Core Social Studies	32:1		
Ag. Earth Science	31:1		
Ag. Biology		32:1	
Veterinary Science			27:1
Ornamental Horticulture			27:1
Agriculture Mechanics			26:1
Ag. Gov't/Economics		37:1	

Like many agriculture programs throughout the state, we struggle to maintain the proper student-teacher ratio for class instruction and FFA. In some classes we are definitely over the limit of 25 students for classroom instruction and 20 for mechanics and laboratory classes. Though our class sizes are not in alignment of Agriculture Incentive Grant requirements, I do believe that this is a reflection of the popularity of our classes. Enrollment and Student-Teacher Ratio's can be seen in the tables to the left.

Though in some cases we are over the "limit", instructors still do their best to provide rigorous, relevant, hands-on opportunities for the students in their classrooms and laboratories.

When it comes to the management of our SAE projects, we use our "6th Assignment" period from 2:00pm to 3:30pm to visit and monitor our students SAE projects. We have not had a designated project supervision period for many years and will likely not get it back in our schedule due to budgeting and scheduling issues. We are definitely over the suggested 75 students per teacher but we are fortunate that our program continues to grow despite budget cutbacks. Though we take a cut in our Agriculture Incentive Grant requirements, we hope to continue to grow our program and hopefully get more sections to balance out the number of students to teach and supervise SAE projects within our periods.

Current Enrollment			
Class	Clement	Bishop	Bibby
Ag. Frosh Core Social Studies	65		
Ag. Earth Science	93		
Ag. Biology		63	
Veterinary Science			27
Ornamental Horticulture			27
Agriculture Mechanics			26
Ag. Gov't/Economics		37	
<b>TOTAL</b>	<b>158</b>	<b>100</b>	<b>80</b>



# Quality Criteria 11: Full Year Employment

# Santa Ynez High School Agriculture Department

## Quality Criteria 11: Full Year Employment

Currently at Santa Ynez High School the Agriculture and FFA Advisors have full year employment. We do have summer pay stipend to manage our program and supervise livestock projects for the fair through the ROP Livestock Management program which pays roughly \$4000 per instructor. During the school year we also receive \$3,500 from the District as an FFA stipend. When it comes to the management of our SAE projects, we use our "6th Assignment" period from 2:00pm to 3:30pm to visit and monitor our students SAE projects. We have not had a true designated project supervision period for many years and will likely not get it back in our schedule due to budgeting and scheduling issues.



# Section II



# Support Materials

# Table of Contents

## **Section II: Support Materials**

- Support Material 1: Student Data Sheets
- Support Material 2: Permanent Student File
- Support Material 3: Agriculture Course Outlines
- Support Material 4: Course Gradebooks
- Support Material 5: Completed SAE Supervision Forms
- Support Material 6: SAE Project Statement in Syllabus
- Support Material 7: FFA Statement in Syllabus
- Support Material 8: FFA Program of Activities
- Support Material 9: Recruitment Program
- Support Material 10: FFA Chapter Scrapbook
- Support Material 11: Summer Activities Calendar
- Support Material 12: Graduate Follow Up Survey
- Support Material 13: Graduate Follow Up Survey Results
- Support Material 14: Comprehensive Program Plan
- Support Material 15: Advisory Committee Meeting Agendas
- Support Material 16: Advisory Committee Meeting Minutes
- Support Material 17: Advisory Committee Constitution & By-Laws
- Support Material 18: Proficiency Standards
- Support Material 19: Teaching Credentials
- Support Material 20: Calendar of Activities
- Support Material 21: Professional Growth & Development
- Support Material 22: R-2 Report
- Support Material 23: Travel Request
- Support Material 24: CATA Membership Card
- Support Material 25: Report to Administration
- Support Material 26: Five Year Acquisition List
- Support Material 27: Operating Budget for Department



# Table of Contents cont.

Support Material 28: Budget Process

Support Material 29: Chair Person's Duties & Responsibilities

Support Material 30: Chart of Responsibilities

Support Material 31: Substitute Teacher Procedure & Plans

Support Material 32: Description of Program Completer

Support Material 33: 2+2 Agreement with Allan Hancock

Support Material 34: Reimbursement Process

# Support Material 1: Student Data Sheets



# Santa Ynez High School Agriculture Department

## Support Material 1: Student Data Sheets

Student data sheets can be printed and completed by students from the [calaged.org](http://calaged.org) website or students can log into their iRecordBooks and fill in the information. Since the iRecordBook is still fairly new, we printed them and had students complete them with their plans and activities.

A. Name [REDACTED]

B. Gender: Male Female ☒ X

C. Date: 4/23/2014

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

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

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

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

Race: (Select Only One)

X	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

Street Address [REDACTED]

Phone [REDACTED]

Number: [REDACTED]

Parent/Guardian Name (Print Full Name For Each)

Mr. \_\_\_\_\_

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

Community College	<input type="checkbox"/>
Four Year College	<input checked="" type="checkbox"/>

Full-Time Student Part-Time Student ☒

Agriculture Major	<input checked="" type="checkbox"/>
-------------------	-------------------------------------

Non-Agriculture Major

### 3 Go Into Military Service

Plan Updated: 2012-09-27

Student Number: 1112449



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 Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course	SENIOR YEAR Course
Ag. Earth Science	Ag. Biology	Ag. Horticulture	Ag. Mechanics
CP English 1	Honors English 2	Ap literature	Ap literature
Spanish 1	Honors Spanish 2	Honors Spanish 3	<del>Ag. Mechanics</del>
World Culture	AP European History	AP U.S. History	AP Government
Geometry	Honors Algebra 2	Honors Pre-Calc	
		Chemistry	

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

FRESHMAN YEAR S.A.E	Size 7	SOPHOMORE YEAR S.A.E	Size 7	JUNIOR YEAR S.A.E	Size 13	SENIOR YEAR S.A.E	Size 15
Small Animal Production and Care		Small Animal Production and Care		Small Animal Production and Care		Small Animal Production and Care	

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Greenhand leadership Conference	MFE conference	ALA conference	Sacramento leadership Conference
Creed speaking at state level	Impromptu at Regional level	Prepared public speaking State conference	State Conference
State Conference	State Conference	Applied for Regional officer	Extemp public speaking
	Applied to become sectional officer	National Convention Delegate	Apply for state officer position
	Applied to become chapter officer		





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. Earth Sci	Ag. Biology	Vet Science	Accounting
Algebra	Ceramics	Spanish	AP Lit + Comp
Art	Spanish	Entre. Math	AP Spanish
English	English	US History	ECON 101
Health	Geometry	AP Lang + Comp	Algebra 2
Auto	World Culture		Ag. Gov't Econ
PE			

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
Market Hog	Market Hog	Market Hog	Market Hog

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Greenhand Conf.	State Conf.	MFE	Chapter Officer
FFA Mtgs	FFA Mtgs	State Conf.	ALIA
	chapter degree	FFA Mtgs	opening/closing
		State degree	

A. Name [REDACTED]

Last Name

First Name, MI

Female X

\_\_\_\_\_

2

10

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)

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

Race: (Select Only One)

X	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

Street Address: [REDACTED]

Phone [REDACTED]

Number: [REDACTED]

Parent/Guardian Name (Print Full Name For Each)

Мг. [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: 2012-09-27

Student Number: 1112407



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
Agriculture Earth Science	Agriculture Biology	Agriculture Mechanics	Veterinary Science
CP English 1	Honors English 2	AP English 3	AP English 4
Algebra 1	Geometry	Algebra 2	Pre-Calculus
Fresh Core History	AP European History	U.S. History	Agriculture Economics
Beginning Theater	Advanced Theater	Honors Spanish 2	Honors Spanish 3
Beginning Automotive	Spanish 1	Chemistry	Multimedia
Physical Education			

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

Market Hog

Market Hog

Market Hog

Steer

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
---------------	----------------	-------------	-------------

- 5 FFA meetings
- Opening and Closing Competition
- Vine Pruning Team
- Chapter Officer Screening
- All FFA meetings
- Opening and Closing Competition
- Vine Pruning team
- Impromptu Competition
- Chapter officer
- Regional officer screening
- All FFA meetings
- Opening and Closing competition
- Vine Pruning Team
- Job Interview Competition
- All FFA meetings
- Opening and Closing Competition
- Vine Pruning team
- Chapter officer
- Regional officer
- Chapter officer
- Regional officer screening





FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course
CP Eng 1	CP Eng 2	CP Eng 3	CP Eng 4
Algebra	Geometry	Algebra 2	Pre-Cal
Aq. Science	Aq. Bio	Vet Science	Chemistry
Health	Student Teacher	Drama	Drama
Frosh. Core History	Drama	U.S. History	Aq Gov / Econ
Drama	World Culture	Adv. Spanish	AP Spanish
Eng. Spanish	P. E.		
P. E.			

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
N/A		N/A		Hog	242lbs.	Hog	

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
meetings	meetings	Officer-Sentinal	Meetings
	Officer screening	meetings	S.A.E./Fair
		COLA	
		Speaking Comp.	
		S.A.E./Fair	

STUDENT CAREER DATA SHEET

A. Name [REDACTED] [REDACTED]

Last Name First Name, MI  
B. Gender: Male ☒ Female

C. Date: [REDACTED]

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 Hawian/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.

Firefighting (ranching)

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: 2012-10-01

Student Number: 987127



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 Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course	SENIOR YEAR Course
PE	CP English	CP English	Comp. English
Comp. English	Algebra IB	Geometry	PE
Algebra 1A	World History	Vet. Science	Ag Gov't
Ag science	Ag mechanics	Adv. Ag meeh.	Horticulture
Health	Ag Biology	Sports Medicine	Entrepreneurship
Art	Spanish I	History	Livestock mgt.
History	Livestock mgt.	Livestock mgt.	

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

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

S.A.E BBQ Size 1

S.A.E Heifer Size 1

S.A.E Heifer Size 1

S.A.E Heifer Size 1

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

Greenhous  
conference

FFA meetings

FFA meetings

ALA  
FFA meetings

FFA meetings

STUDENT CAREER DATA SHEET

A. Name                                          

Last Name First Name, MI

B. Gender: Male Female ☒

C. Date:                     

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 Hawaian/Pacific Islander  
☐ Filipino  
☐ Guamanian  
☐ Samoan  
☐ Tahitian  
☐ 2 or More

I. Locator Data:

Street Address:                                     

Phone                                     

Number:                                     

Parent/Guardian Name (Print Full Name For Each)

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.

I would like to have a career in the  
Sheep Industry as a livestock manager and  
producer

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

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

Plan Updated: 2012-10-03

Student Number: 987261



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
CP English 1	CP English 2	CP English 3	CP English 4
Algebra 1	Geometry	Algebra 2	Orn. Horticulture
Ag Science	Ag. Biology	Chemistry	Ag. Mechanics
Spanish 1	Honor Spanish 2	Orn. Horticulture	Vet Science
Fresh History	World Cultures	Honor Spanish 3	Ag Govt
PE	PE	US History	Ag Econ
Health	Livestock Management	Livestock Management	Teacher Assistant
Livestock Management			Livestock Management

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
market sheep	market Hog	market Hog	market lamb
1	1	1	1

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Greenhand Conference B.I.G FFA Meetings State Conference STAR Chapter Greenhand	MFE Impromptu State Conference Chapter Secretary STAR Chapter Farmer Vine Pruning COLC	ALA COLC Job Interview Chapter Vice President State Degree Vine Pruning	ALA COLC Chapter President Job Interview Vine Pruning State Conference Ag Day at the Capitol Sheep Production Proficiency Award

A. Name \_\_\_\_\_

Last Name First Name, MI

B. Gender: Male ☒ Female ☐

C. Date: 4/11/2011

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

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

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

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

H. Hispanic: Yes\_\_\_ No X

Race: (Select Only One)

X	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: [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.

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

i. Go to Work Full - Time

No Further Education

### Some College Later

## 2. Go to College

Community College

Four Year College X

Full-Time Student 2

Part-Time Student \_\_\_\_\_

Agriculture Major X

Non-Agriculture Major 

### 3 Go Into Military Service

9. Go into military service \_\_\_\_\_

Plan Updated: 2013-10-10

Student Number: 1178314

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 Earth Science	Ag Bio	Vet Science	Ag gov. & Econ

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
Market	Market	Market	Market
Hog	Hog	Hog	Hog

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Creed State conference Ag day at the capitol Chapter meetings	Made for excellence open closing ceremony Impromptu state conference chapter office (maybe) chapter meetings. vine pruning	Adv. leadership academy state conference chapter meetings vine pruning	opening & closing public speaking state conference chapter meetings vine pruning





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. Earth Science	Ag Biology	chemistry	vet science

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

Market  
hog

Market  
hog

Market  
hog

Market  
hog

Planned Department Activity (FFA)

FRESHMAN YEAR

SOPHOMORE YEAR

JUNIOR YEAR

SENIOR YEAR

- opening/closing
- sectional creed competition
- regional creed competition
- Best Informed Greenhand

- opening/closing
- Impromptu

- opening/closing
- Job Interview
- opening/closing
- Job Interview

# STUDENT CAREER DATA SHEET

A. Name                                          

Last Name

First Name, MI

B. Gender: Male

Female ☒

C. Date:                     

D. Year in Agriculture Program:                     

1

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

E. Grade Level in School:                     

9

(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:                     

Phone

Number:                     

Parent/Guardian Name (Print Full Name For Each)

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.

equine Vet Science

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: 2013-10-10

Student Number: 1179339



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 Earth Science	AG BIO	Vet Science	AG Gov.

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
Market Hog	Lamb or Hog	Lamb or hog	Steer or heifer

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<ul style="list-style-type: none"> <li>• O/C Ceremonies</li> <li>• Creed</li> <li>• State Conference</li> <li>• Greenhand Conference</li> </ul>	<ul style="list-style-type: none"> <li>• O/C Ceremonies</li> <li>• MFE</li> <li>• IMPromt 2</li> <li>• State Conference</li> <li>• Judging team (Dairy)</li> <li>• Chapter office</li> </ul>	<ul style="list-style-type: none"> <li>• O/C</li> <li>• Adv. Leadership academy</li> <li>• State Conference</li> <li>• Vine Pruning</li> <li>• Judging team (Dairy)</li> <li>• Chap. Office</li> </ul>	<ul style="list-style-type: none"> <li>• O/C</li> <li>• Public Speaking</li> <li>• State Conference</li> <li>• Judging team (Dairy)</li> <li>• Chap. Office</li> </ul>

# STUDENT CAREER DATA SHEET

A. Name: [Redacted] [Redacted]

Last Name

First Name, MI

B. Gender: Male

Female ☒

C. Date: [Redacted]

D. Year in Agriculture Program: 1

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

E. Grade Level in School: 9

(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 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.

Vet Science

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: 2013-10-10

Student Number: 1179312

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 Earth Science	Ag Bio	Ag Mechanics or Animal Science	Ag Mechanics or Animal Science

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
Market Goat	Market Goat	Market Goat	Market Goat
Size	Size	Size	Size

Planned Department Activity (FFA)

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<ul style="list-style-type: none"> <li>Greenhand Conference</li> <li>Creed</li> <li>Best Informed Greenhand</li> <li>Fair</li> </ul>	<ul style="list-style-type: none"> <li>MFE</li> <li>State Conference</li> <li>O/C Ceremonies</li> <li>Imprompt</li> <li>Fair</li> </ul>	<ul style="list-style-type: none"> <li>O/C Ceremonies</li> <li>State Conference</li> <li>ALA</li> <li>Fair</li> <li>Chap office</li> </ul>	<ul style="list-style-type: none"> <li>SLE</li> <li>State Conference</li> <li>Fair</li> <li>Chap office</li> </ul>



# Support Material 2: Permanent Student File



# Santa Ynez High School Agriculture Department

## Support Material 2: Permanent Student File

Permanent Agriculture Student Files are kept in the instructors' office of the agriculture building. When a new student enters the agriculture program at the beginning of the year a file is created for that student where information is kept and can be accessed by all agriculture instructors.

Files are organized by last name. Record books are not kept here though because we are transferring the current enrolled students to the iRecordBook system which is all digital.

Eventually, we will likely not need to keep physical files since the iRecordBook system will hold Student Data Sheets on the students portal system.





# Support Material 3: Agriculture Course Outlines



# Santa Ynez High School Agriculture Department

## Support Material 3: Agriculture Course Outlines

Course outlines are located on file with our school's Guidance Department. Some of these descriptions have not changed much since they were adopted. Others are newer due to the revamping or addition of the course. Attached are the course descriptions for all agriculture courses that I teach at Santa Ynez High School:

Agriculture Social Studies  
Agriculture Earth Science

# Santa Ynez Valley Union High School District

<b>COURSE TITLE and DIST. NO. :</b>	Agriculture Earth Science - Crs # 1766	<b>DATE :</b>	April 23, 2014
<b>CBEDS :</b>			
<b>GRADE LEVEL :</b>	2618	<b>DEPARTMENT/PROGRAM :</b>	Science
<b>CLASSIFICATION :</b>	9-12	<b>PREREQUISITE :</b>	
<b>COURSE LENGTH :</b>	Physical Science Annual	<b>APPROVED TEXT(S) :</b>	Earth Science (Holt, Rinehart, Winston) Earth Science 2009 (Prentice Hall)

Satisfies Graduation Requirement As:	<input checked="" type="checkbox"/> Required Class <input type="checkbox"/> Required Subject Area Elective Class <input type="checkbox"/> Elective Requirement Option	<input checked="" type="checkbox"/> Fulfills UC/CSU Entrance Requirement
--------------------------------------	---	--

## COURSE DESCRIPTION

To meet the challenges of the future, the scientific community has recognized the importance of uniting efforts in understanding and caring for Earth and its systems. This course will explain how scientists have found it necessary to share their research across disciplines and try to comprehend Earth's complexities, including how it is being affected by human activities. It brings together the agriculture interactions that occur during living and non living world and provides the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them. In addition, students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA.

## REQUIRED STRATEGIES

<b>CRITICAL THINKING SKILLS :</b>	Various laboratory activities related to Earth Science and Agriculture, Collaborative activities and presentations
<b>WRITING ASSIGNMENTS :</b>	*Average of two assignments/activities per class period (Writing, reading, summarization and analysis) *Collaborative and individual presentations *Research/ Laboratory projects
<b>READING ASSIGNMENTS :</b>	Selected environmental, physical science and agricultural industry related articles and texts.
<b>HOMEWORK :</b>	Assignments from text, article/concepts reviews and presentations.

# UNITS OF INSTRUCTION - RECOMMENDED TIME TABLE

<u>UNIT</u>	<u>TIME</u>	<u>UNIT</u>	<u>TIME</u>	<u>UNIT</u>	<u>TIME</u>
1. Safety	5.00	11. Biogeochemical Cycles	5.00	21. Ffa, Leadership And Sae Projects	10.00
2. .Into To Earth Science	10.00	12. Atmosphere	20.00	22.	
3. Plate Tectonics	10.00	13. Ocean Properties	5.00	23.	
4. Deformation Of The Crust	10.00	14. Ocean Movement	10.00	24.	
5. Earthquakes	10.00	15. Climate	10.00	25.	
6. Volcanoes	10.00	16. Stars	5.00	26.	
7. Rocks	15.00	17. The Sun	5.00	27.	
8. Natural Resources And Energy	10.00	18. The Solar System	25.00	28.	
9. Natural Disasters	10.00	19. Constellations	5.00	29.	
10. California Water Supply	5.00	20. Spectra	5.00	30.	



# Santa Ynez Valley Union High School District

COURSE TITLE and DIST. NO. :	Agriculture Social Studies and Careers	DATE :	April 23, 2014						
CBEDS :									
GRADE LEVEL :									
CLASSIFICATION :	9th	DEPARTMENT/PROGRAM :	Social Studies and Agriculture						
COURSE LENGTH :	Frosh Core	PREREQUISITE :	None						
	Semester	APPROVED TEXT(S) :	Prentice Hall World History						
			Ellis, Esler						
<div>Satisfies Graduation Requirement As:</div> <table><tr><td><input type="checkbox"/> Required Class</td><td><input type="checkbox"/> Fulfills UC/CSU Entrance Requirement</td></tr><tr><td><input type="checkbox"/> Required Subject Area Elective Class</td><td></td></tr><tr><td><input checked="" type="checkbox"/> Elective Requirement Option</td><td></td></tr></table>				<input type="checkbox"/> Required Class	<input type="checkbox"/> Fulfills UC/CSU Entrance Requirement	<input type="checkbox"/> Required Subject Area Elective Class		<input checked="" type="checkbox"/> Elective Requirement Option	
<input type="checkbox"/> Required Class	<input type="checkbox"/> Fulfills UC/CSU Entrance Requirement								
<input type="checkbox"/> Required Subject Area Elective Class									
<input checked="" type="checkbox"/> Elective Requirement Option									

## COURSE DESCRIPTION

This course is designed to address the middle school and high school social studies standards related to the development of democracy and civic participation in Western Society with a theme of agricultural influence on the development of civilizations and American economic power. This course will focus strongly on the use of standards based accepted primary sources and writing skills in both the Agriculture Pathway and Social Studies California State Educational Standards. Students will be exposed to the FFA program and the leadership, learning and competitive opportunities unique to an agricultural course. Students will also spend 3 weeks investigating career paths, skills and strategies working in tandem with site counseling staff.

## REQUIRED STRATEGIES

- |                            |   |
|----------------------------|---|
| CRITICAL THINKING SKILLS : | Students will analyze historical primary source developments and use them to develop themes related to historical change  |
| WRITING ASSIGNMENTS :      | Students will complete a number of hours of guided in class writing practice related to the use of quotations from primary source documents as concrete details |
| READING ASSIGNMENTS :      | Students will read and discuss passages of standards based on primary sources   |
| HOMEWORK :                 | Students will complete 1 hour per week of reading and writing homework  |

# Agriculture Social Studies and Careers

## Unit 1. FFA and Agriculture

- ☛ *Students will be able to describe the history and purpose of the FFA Organization and opportunities within*
- ☛ *Students will be able to discuss the definition and scope of agriculture and the agriculture industry*

Topic	Strategies	Resources	Standards
☛ Students will be able to describe the purpose and mission of the National FFA Organization.	Teacher designed activity Student note taking	FFA Manual	AG 9.1 9.2 10.1
☛ Students will be able to identify the contests and leadership opportunities in the National FFA Organization	Teacher designed activity Student note taking	FFA Manual	AG 9.1 9.2 10.1
☛ Students will be able to define agriculture and the sectors within the industry and the importance it pertains to history and development	Teacher designed activity Student note taking	FFA Manual	AG 9.1 9.2 10.1
☛ Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.	Oral Presentation of FFA Creed, Opening/Closing Ceremonies	FFA Manual	AG 9.1 9.2 10.1

## Unit 2. Ancient Greece

*Students will be able to identify the important characteristics of the early Athenian City State*

*Students will be able to discuss the major theories of Socrates, Aristotle and Plato*

*☛ Students will understand the evolution and roles of domesticated animals and agriculture in society and how that changes a civilization's development*

Topic	Strategies	Resources	Standards
Student will be able to describe the political institutions of Athens in the Classical Period.	Teacher designed activity Student note taking	Draconian Law	SS 6.4.1 6.4.3 10.1.1
Student will be able to describe the meaning of the term democracy as understood by the Classical Greeks.	Teacher designed activity Student note taking	Thucidides	SS 6.4.3
Students will be able to discuss the meaning and nature of civic participation in Classical Athens.	Teacher designed activity Student note taking Student writing	Pericles' Funeral Oration	SS 6.4.2
Students will be able to identify the unique political views of Aristotle, Socrates and Plato	Teacher designed activity Student note taking	<i>The Republic</i> , Plato <i>Politics</i> , Aristotle	SS 10.1.2
Student will be able to make connections between the ideas of Classical Athens and those of our Republic today.	Teacher designed activity Student note taking Class Brainstorm	US Bill of Rights	SS 12.1
Students will be able to identify the geography of Greek mainland, Isles and Balkan Regions	Map Work	Map	SS 6.4.1
Using primary sources, students will write a short in class narrative essay identifying the main traits of early democratic ideals	Guided in class writing	<i>Writers Solution</i> pages 31-62	SS 10.1.1 10.1.2
☛ Students will understand the evolution and roles of domesticated animals and agriculture in society and how that changes a civilization's development	Teacher designed activity Student note taking	<i>Guns, Germs and Steel</i> by Jared Diamond	AG C4.1



### Unit 3. Ancient Rome and Judeo-Christian Heritage

*Students will be able to identify and describe the major political figures of the Roman Republic  
Students will be able to describe the Roman view of civic rights, values and responsibilities*

*Students will understand the roles of livestock, agriculture, and how that had an impact on Ancient Rome*

Topic	Strategies	Resources	Standards
Students will identify the major political offices of Republican Rome	Teacher designed activity	12 Tables	SS 7.1.1
Students will be able to identify the major geographic features of Classical Rome	Map work	Map	SS 7.1.2
Students will be able to discuss the Roman views of law, reason, faith and the individual	Teacher designed activity	Seneca Cicero	SS 10.1.1
Students will be able to describe the lives and contributions of Marius, Sulla, Cicero and Caesar	Teacher designed activity	Plutarch	SS 10.1.1 7.1.1
Students will be able to describe the effect of Christianity on the Roman Empire	Teacher designed activity	Gibbon	SS 7.1.1 10.1.1
Students will be able to describe the view of individuals in Judeo-Christian society	Teacher designed activity	Ten Commandments Sermon on the Mount Selected writings of Paul	SS 6.3.2 10.1.1
Using primary sources, students will write a short in class expository essay comparing civic rights and responsibilities of Judeo-Christian, Greek and Roman Value systems	Guided in class writing	Writers Solution pages 63-93	SS 10.1.1 10.1.2
Students will be able to identify the geography of the Italian peninsula, Alps and Mediterranean	Map work	Map	SS 6.4.1
Students will understand the roles of livestock, agriculture, and how that had an impact on Ancient Rome	Teacher designed activity Student note taking	"Agriculture in Ancient Rome" by Jeffery Hays	AG C4.1

#### Unit 4. English Constitutional History

*Students will be able to identify the major episodes of political liberalism in English History up to the 18th century*  
*Students will be able to compare and contrast absolute monarchy with constitutional monarchy*

Topic	Strategies	Resources	Standards
Students will be able to describe the events which lead to the creation of an English Parliament and the passing of the Magna Carta	Teacher designed activity	Magna Carta	SS 8.2.1 10.2.2 8.1.4
Students will be able to identify the main traits of a constitutional monarchy versus an absolute monarchy	Teacher designed activity	<i>The Trew Law of Free Monarchy</i>	SS 10.2.1 10.2.2
Students will be able to highlight the major conflicts between the Stuarts and the English Monarchy in 17th century England	Teacher designed activity	<i>The Test Act</i>	SS 10.2.2
Students will be able to describe and analyze major themes of the English Bill of Rights	Teacher designed activity	<i>English Bill of Rights</i>	SS 10.2.2 8.2.1
Students will discuss the major ideas set down by John Locke and trace their effect in contemporary western political values	Teacher designed activity	<i>Two Treatises on Government</i>	SS 10.2.1 11.1.1 8.1.2
Using experts from primary sources, students will write a short in class persuasive essay evaluating the growth in the notion of rights in Western society from Ancient Greece to Constitutional England	Guided in class writing	<i>Writers Solution</i> pages 97-128	SS 10.2.2
Students will be able to identify the geography of Western Europe including major rivers, mountains and political boundaries	Map Work	Map	

## Unit 5. The Enlightenment

*Students will be able to identify the major intellectual figures of the Enlightenment and their contributions*

*Students will be able to describe the influence of the Enlightenment thought on the political and social structure of Europe*

☛ *Students will be able to identify the shift in agriculture practices during the Enlightenment period due to scientific advances*

Topic	Strategies	Resources	Standards
Students will be able to describe the changes in European society and science that led to the birth of Enlightenment	Teacher designed activity		SS 10.2.1 11.1.1
Students will be able to identify the major characteristics of Enlightenment Europe	Teacher designed activity		SS 10.2.1 11.1.1
Students will be able to describe the ideas of important Philosophers and their effect on democratic revolutions	Teacher designed activity	<i>The Social Contract</i> <i>The Spirit of the Laws</i> <i>The Persian Letters</i> <i>Conversations on the Plurality of Words</i>	SS 10.2.1 11.1.1
Using excerpts from primary sources, students will write a short in class persuasive essay summarizing the major themes of Enlightenment	Guided in class writing	<i>Writers Solution</i> pages 97-128	SS 10.2.1 11.1.1
Students will be able to identify the geography of the worlds regions of exploration and colonization which shaped the world view within the Enlightenment	Map work	Map	SS 10.2.1 11.1.1
☛ Students will be able to identify the shift in agriculture practices during the Enlightenment period due to scientific advances	Teacher designed activity Student note taking		AG C3.2



## Unit 6. The American Revolution

*Students will describe the major struggles between the 13 Colonies and British rule*

*Students will be able to describe the American Revolution had on other nations*

*Students will be able to identify and discuss how agriculture as America developed into a more influential political power*

Topic	Strategies	Resources	Standards
Students will be able to describe the nature of the First Great Awakening and its effect on an independent American identity	Teacher designed activity	<i>Sinners in the Hands of an Angry God</i>	SS 8.1.1 10.2.3
Students will be able to describe the structure of British Mercantilism, Mercantile Wars and the role of salutary neglect in shaping a sense of colonial independence	Teacher designed activity		SS 11.1.2 10.2.3
Students will be able to list the major events which led to the declaration of open rebellion by the 13 colonies	Teacher designed activity		SS 11.1.2 10.2.3
Students will list the specific perceived abuses by the British government against colonial liberties	Teacher designed activity	<i>Olive Branch Petition Declaration of Independence</i>	SS 11.1.2 10.2.3
Student will be able to describe the key elements of the Declaration of Independence, Common Sense and the Articles of Confederation	Teacher designed activity	<i>Articles of Confederation Common Sense</i>	SS 11.1.2 10.2.3
Students will analyze the unique character of the American Revolution as well as how it spread to other parts of the world	Teacher designed activity		SS 10.2.3
Students will be able to discuss the influence of the US Constitution on political systems in the contemporary world	Teacher designed activity	<i>US Constitution US Bill of Rights</i>	SS 10.1.3 10.2.2 11.1.2
Students will write a short in class expository essay evaluating the role of the Enlightenment on shaping the American Revolution	Guided in class writing	<i>Writers Solution</i> pages 63-93	SS 10.1.3 10.2.2 11.1.2
Students will be able to discuss how the Founding Fathers (as agriculturalists) help shape the foundation of our country in agriculture and politics	Teacher designed activity Student note taking	<i>Founding Gardeners</i> By Andrea Wulf	AG C3.2

## Unit 7. The French Revolution and the Rule of Napoleon

*Students will describe how the ideology of the French Revolution led to its unique political institutions  
Students will be able to describe the major events that caused and shaped the French Revolution*

Topic	Strategies	Resources	Standards
Students will be able to list the major events that led up to the creation of a Constitutional Monarchy in France	Teacher designed activity	Tennis Court Oath <i>What is the 3rd Estate?</i>	SS 10.2.4
Students will analyze the ideology that shaped the French Revolutionary period and describe how it led to democratic despotism	Teacher designed activity	<i>Declaration of the Rights of Women</i>	SS 10.2.4
Students will be able to evaluate to what extent Napoleon continued the ideas of liberalism and Enlightenment	Teacher designed activity	<i>Napoleonic Code</i>	SS 10.2.4
Students will be able to describe the manner in which Napoleon encouraged nationalism and liberalism in his conquest of Europe	Teacher designed activity		SS 10.2.5
Students will be able to analyze the attempt by conservative monarchs to stifle liberalism at the Congress of Vienna	Teacher designed activity	<i>Carlsbad Decrees</i>	SS 10.2.5
Students will be able to identify the major political and physical geography of Eastern Europe	Teacher designed activity	Map Work	
Student will write an in class research paper comparing the principles of the Magna Carta, English Bill of Rights, The Declaration of Independence, French Declaration of the Rights of Man and the US Bill of Rights	Guided in class writing	<i>English Bill of Rights</i> <i>Declaration of Independence</i> <i>Declaration of the Rights of Man</i> <i>US Bill of Rights</i> <i>Writers Solution</i> pages 129-160	SS 10.2.2

# Unit 8. The Development of American Agriculture in the 1900's-Present

☞ *Students will identify how the rise of corporations, heavy industry, and mechanical farming transformed the American people*

☞ *Students will describe agriculture innovation and consolidation in the postwar period and assess their impact on the world economy*

Topic	Strategies	Resources	Standards
☞ Students will understand how a modern capitalist economy emerged in the 1920's	Teacher designed activity Guided reading Student note-taking	<i>Growing a Nation (USDA)</i>	NS Era 7: 3B
☞ Students will understand how American Life changed during the 1930's	Teacher designed activity Guided reading Student note-taking	<i>Growing a Nation (USDA)</i>	NS Era 8: 2A
☞ Students will understand opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal	Teacher designed activity Guided reading Student note-taking	<i>Growing a Nation (USDA)</i>	NS Era 8: 2C
☞ Students will identify how the rise of corporations, heavy industry, and mechanical farming transformed the American people	Teacher designed activity Guided reading Student note-taking	<i>Growing a Nation (USDA)</i>	NS Era 6: 1
☞ Students will identify how the rise of corporations, heavy industry, and mechanical farming transformed the American people	Teacher designed activity Guided reading Student note-taking	<i>Growing a Nation (USDA)</i>	NS Era 10: 1
☞ Students will describe agriculture innovation and consolidation in the postwar period and assess their impact on the world economy	Class brainstorm Guided reading and notes	<i>Growing a Nation (USDA)</i>	NS Era 10: 2



## Unit 9. Career Counseling

- ☛ *Students will become active participants in shaping their future career success*
- ☛ *Students will develop skills and knowledge related to successful participation in the career community*
- ☛ *Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings*

Topic	Strategies	Resources	Standards
Students will be able to describe the major themes of the Five Competencies: Resources, Interpersonal, Information, Systems and Technology	Teacher designed activity	Counselors	AG 3.0-3.6
Students will demonstrate a mastery of the basic skills related to the Three Part Foundation of Career Competency: Basic Skills, Thinking Skills and Personal Qualities	Teacher designed activity	Counselors	AG 4.0-4.6
Student will work both in a group and one-on-one basis with counselors to discover and discuss future career paths and the educational experiences related to them	Counselor designed presentation	Counselors	AG 3.0-3.6
☛ Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings	Teacher designed activity		AG 7.0-7.6

# AGRICULTURE SOCIAL STUDIES AND CAREERS

Santa Ynez Valley Union High School Agriculture Department

Instructor: Miss Clement

hclement@syvuhsd.org

805.688.6487 ext.2368

## Course Description

This course is designed to address the middle school and high school social studies standards related to the development of democracy and civic participation in Western Society with a theme of agricultural influence on the development of civilizations and American economic power. This course will focus strongly on the use of standards based accepted primary sources and writing skills in both the Agriculture Pathway and Social Studies California State Educational Standards. Students will be exposed to the FFA program and the leadership, learning and competitive opportunities unique to an agricultural course. Students will also spend time investigating career paths, skills and strategies working in tandem with site counseling staff.

## Student and Instructor Expectations

### Respectful

Treat peers, adults and property with respect

### Responsible

You are responsible for your attitude, actions and consequences

### Reliable

Come to class on time and prepared

## Assessing Student Learning & Grading Policy

Student learning will be broken down into the following categories and grades earned accordingly:

Grade Breakdown Percentages:	Grade Percentages
50% Assessments (Tests and quizzes)	A 100- 90%
30% Homework & Classwork	B 89- 80%
10% Participation	C 79- 70%
10% Leadership & FFA	D 69- 60%
	F 59% and below

## Textbook and Materials

Students will have their own copy of textbooks to use at home for homework. Students will need to bring pens, pencils and binder paper to class. Internet access will also be a key factor in staying up on late or missed assignments or Power Points.

Ellis, E. G., & Esler, A. (2007). World History: The Modern World. Prentice Hall.

## Course Concepts

Based on California Department of Education Content Standards for Agriculture and Social Studies, topics to be covered include, but are not limited to, the following:

SEMESTER UNITS & THEMES
Ancient Rome
Ancient Greece
Judaism
Christianity
Democracy in England
The Enlightenment
American Revolution
French Revolution
FFA and Leadership
The Industrial Revolution
Agriculture History and Development



# **Santa Ynez Valley Union High School Agriculture Course Policies**

The Agriculture program at Santa Ynez Valley Union High School exposes students to relevant science-based curriculum, unique leadership opportunities, hands-on project experience and challenges students to go above and beyond normal classroom participation.

## **Future Farmers of America (FFA) Participation**

Agriculture students must participate in at least two FFA activities per semester to develop leadership skills. FFA activity participation is worth ten percent of a students grade each semester. This is an opportunity for students to go above and beyond their peers and develop connections on campus and build leadership ability.

## **Hall Pass Policy**

To minimize disruptions in the class, each student is given three opportunities to leave the classroom per semester to use the restroom, get a drink of water, or go to their locker/car. A punch card is given to the student at the beginning of the school year which the student will have the teacher punch to leave the classroom. After the three opportunities are used up for the semester, the instructor will begin docking points out of the students semester participation grade for each time a student leaves the class. Participation points will also be lost for disruption in class, coming to class unprepared (no paper, books, pencils etc) or non participation in class discussion. The Participation component of a students grade is worth ten percent. **NO** Hall Passes will be replaced if lost or stolen.

## **Late and Absent Work Policy**

If a student has an Excused Absence, they must meet with the instructor during break or lunch (or make other arrangements) to get the work that they missed. They have as many school days that they have missed to turn in their make-up work. Unexcused or Unverified Absences do not warrant make-up assignments unless otherwise approved by the instructor. Absolutely **NO** late or make-up work will be accepted after a grading period (ie. progress, quarter or semester).

# **SYVUHS Agriculture Course Animal Husbandry Permission Form**

To: All Parents/Guardians  
From: SYVUHS Agriculture Department Staff  
Re: Agriculture Animal Science Lab Activities

Over the course of the year, your student will have the opportunity to experience many different aspects of animal science production that they may never otherwise see. The laboratory exercises that are part of the instructional program in the agriculture education department are reflective of real-world industry practices that are necessary to produce, process and market safe, high quality foods to consumers. Although many consumers never observe the accepted husbandry practices associated with food production, we believe it is vitally important that our students understand these processes.

These processes may include, but are not limited to: docking and castration of lambs and pigs; vaccination practices for all forms of livestock; notching and ear tagging for identification purposes; accepted treatment practices for sick or injured animals; and harvesting and processing of meat animals. All of these practices are performed using industry-based standards and following all state and federal laws concerning pharmaceutical products, including proper drug withdraw protocols. All harvest activities are performed by state-licensed and bonded professionals.

While we feel that these are great learning opportunities for all students, we understand that some parents and students may not feel comfortable observing these activities. Therefore, we would like to acknowledge the following:

- No students are required to physically conduct these activities
- No student will be forced to watch, touch etc.
- Students will be given the option of staying in a designated location while these lab activities are conducted
- Grades will not be affected for students choosing not to observe these laboratory activities
- Students will be expected to demonstrate an understanding of the important role that these animal husbandry practices play in modern livestock production.

We sincerely hope that your student enjoys their experiences in the agricultural education program, while learning first-hand what it takes to produce safe, healthy foods for an ever-growing world.

Sincerely,

SYVUHS Agriculture Department Staff  
805.688.6487 ext.2368/3219

# AGRICULTURE SOCIAL STUDIES COURSE AGREEMENT

Please complete, sign and return

1. I have read and understand the class syllabus and agree to the course expectations.
2. I have read, understand and agree to the Agriculture Course Policies.
3. I have read and understand that I have read the information and understand students have options regarding the observance of animal science laboratory activities. I have discussed these options with my child and feel comfortable that they understand the guidelines as presented by the agriculture education staff.

---

PRINT Student Name

---

Student Signature

---

Date

---

Parent/Guardian Signature

---

Date



# Support Material 4: Course Gradebooks

# Santa Ynez High School Agriculture Department

## Support Material 4: Course Gradebooks

Grades are entered into an online system called Aeries. Students and parents can view information as it is entered twenty four hours a day, seven days a week using their own personal log in username and password set up through the Guidance Office. This program is internet based so teachers, parents and students can access it any place or device with internet capability. Attendance is also taken using this technology. Since all grades are kept online, there is no need for daily grade or attendance print outs.



Page: 3

4/24/2014 9:34:18 AM

**Gradebook Summary**  
**1 - Agric Earth Sci - Spring 2014**

**Clement**  
**H**

#	Type	Description	Assigned	Due Date
1	Participation	Participation	1/6/2014	5/29/2014
2	FFA & Leadership	FFA Activities Need 2 FFA Activities for full credit	1/6/2014	5/29/2014
3	Assessments	Wed. Night Tutorial in Library 5 extra credit points for one hour of study/work at a Wed. night tutorial in the library. Must have signed slip.	1/14/2014	5/29/2014
4	Homework and Classwork	Weeks 20-21 Packet	1/6/2014	1/16/2014
5	Assessments	Weeks 20-21 Biogeochemical Cycles Quiz	1/16/2014	1/17/2014
6	Homework and Classwork	Weeks 22-23 Packet	1/21/2014	1/31/2014
7	Assessments	Weeks 22-23 Atmosphere Quiz	1/21/2014	1/31/2014
8	Homework and Classwork	Ag. Development Movie Notes	1/31/2014	1/31/2014
9	Homework and Classwork	Blue Planet Movie Notes	2/4/2014	2/4/2014
10	Assessments	Letter to Senator and Assemblyman Max 4 points (2 pts per letter)	1/20/2014	2/24/2014
11	Homework and Classwork	Let's Review- Ocean	2/12/2014	2/12/2014
12	Homework and Classwork	Article Review Worksheets 20 pts each	2/26/2014	2/27/2014
13	Homework and Classwork	Weeks 24-27 Packet	2/3/2014	2/28/2014
14	Assessments	Weeks 24-27 Oceans Quiz	2/3/2014	2/28/2014
15	Assessments	Coriolis Effect Review Poster	3/11/2014	3/11/2014
16	Homework and Classwork	Observing Wind Patterns Lab	3/13/2014	3/13/2014
17	Homework and Classwork	New Horizons Worksheet Done with sub 3/19, no make up	3/19/2014	3/19/2014
18	Homework and Classwork	Weeks 28-30 Packet	3/3/2014	3/21/2014
19	Assessments	Weeks 28-30 Climate Quiz	3/3/2014	3/21/2014
20	Assessments	Open Mic Ag Night EC Cookies 10 points maximum	3/24/2014	4/1/2014
21	Assessments	Planet Brochure	3/25/2014	4/8/2014
22	Homework and Classwork	Weeks 31-33 Packet	3/25/2014	4/10/2014
23	Assessments	Weeks 31-33 Solar System Quiz	3/25/2014	4/10/2014
24	SAE Project	Record Book 10 Hours SAE project work	1/6/2014	5/22/2014

1- Agric Earth Sci - Spring 2014

Refresh

&lt; Back &gt;

4/24/2014 9:31:19 AM

## Assignment Analysis for 1 - Agric Earth Sci - Spring 2014 (Clement H)

Include Scores of 0 ☐

#	Type	Description	Max Score	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev	Chart
1	Participation	Participation	100	Yes	100	80	98.79	100	100	17.23	4.15	1.21	
2	FFA & Leadership	FFA Activities	100	Yes	300	50	150.00	100	100	9,074.07	95.26	75.00	
3	Assessments	Wed. Night Tutorial in Library	0	Yes	0	0	0.00	0		0.00	0.00	0.00	
4	Homework and Classwork	Weeks 20-21 Packet	340	Yes	340	150	284.50	300	340	2,774.97	52.68	42.69	
5	Assessments	Weeks 20-21 Biogeochemical Cycles Quiz	21	Yes	21	8	16.00	16	16	7.81	2.79	1.94	
6	Homework and Classwork	Weeks 22-23 Packet	300	Yes	300	115	237.16	245	270, 300	2,890.67	53.76	42.68	
7	Assessments	Weeks 22-23 Atmosphere Quiz	21	Yes	21	9	15.00	14.5	12, 20	16.00	4.00	3.56	
8	Homework and Classwork	Ag. Development Movie Notes	20	Yes	20	10	19.38	20	20	5.03	2.24	0.63	
9	Homework and Classwork	Blue Planet Movie Notes	20	Yes	0	0	0.00	0		0.00	0.00	0.00	
10	Assessments	Letter to Senator and Assemblyman	0	Yes	0	0	0.00	0		0.00	0.00	0.00	
11	Homework and Classwork	Let's Review- Ocean	20	Yes	20	15	19.55	20	20	2.16	1.47	0.45	
12	Homework and Classwork	Article Review Worksheets	40	Yes	40	20	35.20	40	40	59.33	7.70	4.80	
13	Homework and Classwork	Weeks 24-27 Packet	420	Yes	420	220	345.48	340	410	2,630.59	51.29	41.61	
14	Assessments	Weeks 24-27 Oceans Quiz	30	Yes	27	5	17.25	17.5	14, 15	37.29	6.11	4.94	
15	Assessments	Coriolis Effect Review Poster	5	Yes	5	4	4.52	5	5	0.26	0.51	0.48	
16	Homework and Classwork	Observing Wind Patterns Lab	40	Yes	40	33	38.68	40	40	4.37	2.09	1.32	
17	Homework and Classwork	New Horizons Worksheet	20	Yes	20	10	17.93	20	20	12.96	3.60	2.07	
18	Homework and Classwork	Weeks 28-30 Packet	480	Yes	480	202	421.96	440	480	4,617.52	67.95	48.39	
19	Assessments	Weeks 28-30 Climate Quiz	40	Yes	40	11	25.13	21.5	17, 20	82.76	9.10	7.75	
20	Assessments	Open Mic Ag Night EC Cookies	0	Yes	0	0	0.00	0		0.00	0.00	0.00	
21	Assessments	Planet Brochure	50	Yes	50	28	44.90	47	48	30.19	5.49	3.81	
22	Homework and Classwork	Weeks 31-33 Packet	440	Yes	440	190	394.52	400	440	4,005.59	63.29	39.68	
23	Assessments	Weeks 31-33 Solar System Quiz	25	Yes	25	8	19.34	20	25	21.46	4.63	3.66	
24	SAE Project	Record Book	100	No	0	0	0.00	0		0.00	0.00	0.00	



Page: 1

&lt; Back &gt;

4/24/2014 9:34:18 AM

## Gradebook Summary

## 1 - Agric Earth Sci - Spring 2014

Clement  
H

Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc	Mrk
Max Points:		100	100	0	340	21	300	21	20	20	0	20	40	420	30	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"/>	23 Assmnts	
11400	9	100	300	*	340	18	300	20	20	*NA	*4	20	40	420	27	5	108.18	A+
11433	9	100	250	*15	340	16	300	18	20	*NA	*4	20	40	410	22	5	106.37	A+
11572	9	100	250	*	335	19	275	17	20	*NA	*4	20	40	400	24	4	103.10	A+
11545	9	100	250	*	340	16	300	20	20	*NA	*2	20	40	410	16	5	101.84	A+
11415	9	100	100	*	335	20	300	21	20	*NA	*	20	40	420	27	4	98.82	A+
11452	9	100	300	*15	280	17	270	13	20	*NA	*4	*NA	30	320	15	4	98.21	A+
11577	9	100	300	*	330	20	215	19	20	*NA	*	15	30	390	22	4	96.84	A
11440	9	100	300	*	335	17	230	11	20	*NA	*	20	40	360	23	4	95.85	A
11614	9	100	100	*	330	19	275	16	20	*NA	*2	20	40	350	26	5	93.53	A
11412	9	100	100	*	320	18	234	19	20	*NA	*	*NA	40	340	15	4	88.57	B+
11534	9	100	50	*	340	16	300	20	20	*NA	*	20	40	410	20	*NA	87.89	B+
11407	9	100	250	*	305	14	220	12	20	*NA	*	*NA	40	330	17	4	87.40	B+
11483	9	100		*	220	17	270	20	15	*NA	*	20	20	380	21	5	83.02	B
11470	9	100	50	*	290	21	245	10	20	*NA	*2	*NA	40	300	19	5	80.81	B-
11611	9	100	300	*	305	16	200	14	20	*NA	*2	*NA	40		10	5	80.80	B-
11395	9	100		*	285	16	270	17	20	*NA	*4	20	40	410	10	4	78.44	C+
11396	9	100	150	*20	310	15	118	10		*NA	*2			330	6	*NA	76.96	C+
11479	9	100		*	245	16	270	18	20	*NA	*	20	20	360	19	5	76.01	C
11544	9	100	50	*	340	14	270	20	20	*NA	*	20	40	340	24	5	75.77	C
11424	9	100	150	*	238	8		9	*NA	*NA	*	*NA		280	11	4	74.10	C
11653	9	100	100	*	260	19	280	19		*NA	*	20		360	25	5	74.07	C
11603	9	100	50	*	280	16	280	14	20	*NA	*2	20		400	20	4	70.21	C-
11392	9	100		*	320	17	225	18		*NA	*		40	300	18	5	68.06	D+
11450	9	80	150	*20	233	16	195	10	10	*NA	*	20		350	6	*NA	64.47	D
11443	9	100	100	*	295	12	240	9	20	*NA	*	20	40	330	17	5	64.40	D
11431	9	100	100	*	150	15	160	12	20	*NA	*	20	30	280	14	4	62.11	D-
11539	9	100	50	*	310	13	210	15		*NA	*2	*NA	20	340	14	5	60.62	D-
11592	9	90	100	*	215	13	215	12	20	*NA	*	20	40	305	15	5	58.37	F+
11641	9	100	50	*	223	17	185	9		*NA	*	15		220	12	4	56.36	F
11607	9	100	100	*	250	16	130	12	20	*NA	*2	20		290	18	4	54.08	F
11411	9	90	100	*	175	15	115	12		*NA	*		30	285	14	4	52.86	F
11527	9	100		*	230	10	255	14	*NA	*NA	*	20	20	290	5	5	48.32	F
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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



Page: 2

4/24/2014 9:34:18 AM

## Gradebook Summary

## 1 - Agric Earth Sci - Spring 2014

Clement  
H

Student#	Grd	16	17	18	19	20	21	22	23	24	Perc	Mrk
Max Points:		40	20	480	40	0	50	440	25	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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	23 Assmnts	
11400	9	40	*NA	470	35	*	50	440	25		108.18	A+
11433	9	40	20	480	37	*	50	440	20		106.37	A+
11572	9	38	20	470	38	*	48	420	25		103.10	A+
11545	9	40	20	470	39	*	48	440	25		101.84	A+
11415	9	40	20	480	38	*10	44	440	24		98.82	A+
11452	9	40	20	480	15	*10	47	440	15		98.21	A+
11577	9	38	*NA	350	27	*	40	440	25		96.84	A
11440	9	40	20	440	17	*10	50	440	16		95.85	A
11614	9	40	10	440	39	*	48	400	24		93.53	A
11412	9	40	20	450	32	*	48	440	22		88.57	B+
11534	9	40	20	480	40	*	39	400	21		87.89	B+
11407	9	36	10	420	20	*	48	380	18		87.40	B+
11483	9		17	375	34	*	48	440	24		83.02	B
11470	9	40	*NA	410	19	*	47	440	22		80.81	B-
11611	9			470	28	*	47		20		80.80	B-
11395	9	38	20	480	21	*	50	400	18		78.44	C+
11396	9	40	20	425	21	*10	28	420	8		76.96	C+
11479	9	33	12	348	24	*	43	400	20		76.01	C
11544	9	40	10		18	*	42	400	25		75.77	C
11424	9	35	20	480	19	*10	40	440	17		74.10	C
11653	9	40	20	455	22	*		380	24		74.07	C
11603	9		20	480	31	*		380	19		70.21	C-
11392	9	40	20	440	35	*		380	21		68.06	D+
11450	9	38	20	400	16	*		380	16		64.47	D
11443	9	40	20		11	*	38	400	9		64.40	D
11431	9	38	14	387	20	*10		410	12		62.11	D-
11539	9	40	20	405	17	*		280	18		60.62	D-
11592	9	40	20	348	11	*		400	15		58.37	F+
11641	9	33	14	280	20	*		440	19		56.36	F
11607	9	38	20		17	*		220	17		54.08	F
11411	9	38	15		27	*		190	21		52.86	F
11527	9		20	202	16	*		310	14		48.32	F
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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



Page: 3

4/24/2014 9:34:48 AM

## Gradebook Summary

## 3 - Agric Earth Sci - Spring 2014

Clement  
H

#	Type	Description	Assigned	Due Date
1	Participation	Participation	1/6/2014	5/29/2014
2	FFA & Leadership	FFA Activities Need 2 FFA Activities for full credit	1/6/2014	5/29/2014
3	Assessments	Wed. Night Tutorial in Library 5 extra credit points for one hour of study/work at a Wed. night tutorial in the library. Must have signed slip.	1/14/2014	5/29/2014
4	Homework and Classwork	Weeks 20-21 Packet	1/6/2014	1/16/2014
5	Assessments	Weeks 20-21 Biogeochemical Cycles Quiz	1/16/2014	1/17/2014
6	Homework and Classwork	Weeks 22-23 Packet	1/21/2014	1/31/2014
7	Assessments	Weeks 22-23 Atmosphere Quiz	1/21/2014	1/31/2014
8	Homework and Classwork	Ag. Development Movie Notes	1/31/2014	1/31/2014
9	Homework and Classwork	Blue Planet Movie Notes	2/4/2014	2/4/2014
10	Assessments	Letter to Senator and Assemblyman Max 4 points (2 pts per letter)	1/20/2014	2/24/2014
11	Homework and Classwork	Let's Review - Ocean	2/12/2014	2/12/2014
12	Homework and Classwork	Article Review Worksheets 20 pts each	2/26/2014	2/27/2014
13	Homework and Classwork	Weeks 24-27 Packet	2/3/2014	2/28/2014
14	Assessments	Weeks 24-27 Oceans Quiz	2/3/2014	2/28/2014
15	Assessments	Coriolis Effect Review Poster	3/11/2014	3/11/2014
16	Homework and Classwork	Observing Wind Patterns Lab	3/13/2014	3/13/2014
17	Homework and Classwork	New Horizons Worksheet Done with sub 3/19, no make up	3/19/2014	3/19/2014
18	Homework and Classwork	Weeks 28-30 Packet	3/3/2014	3/21/2014
19	Assessments	Weeks 28-30 Climate Quiz	3/3/2014	3/21/2014
20	Assessments	Open Mic Ag Night EC Cookies 10 points maximum	3/24/2014	4/1/2014
21	Assessments	Planet Brochure	3/25/2014	4/8/2014
22	Homework and Classwork	Weeks 31-33 Packet	3/25/2014	4/10/2014
23	Assessments	Weeks 31-33 Solar System Quiz	3/25/2014	4/10/2014
24	SAE Project	Record Book 10 Hours SAE project work	1/6/2014	5/22/2014



3- Agric Earth Sci - Spring 2014

Refresh

&lt; Back &gt;

4/24/2014 9:31:38 AM

## Assignment Analysis for 3 - Agric Earth Sci - Spring 2014 (Clement H)

Include Scores of 0 ☐

#	Type	Description	Max Score	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev	Chart
1	Participation	Participation	100	Yes	100	80	97.94	100	100	28.97	5.38	2.06	
2	FFA & Leadership	FFA Activities	100	Yes	300	50	117.39	100	100	5,138.34	71.68	43.48	
3	Assessments	Wed. Night Tutorial in Library	0	Yes	0	0	0.00	0		0.00	0.00	0.00	
4	Homework and Classwork	Weeks 20-21 Packet	340	Yes	340	110	277.35	320	320, 340	4,933.44	70.24	53.10	
5	Assessments	Weeks 20-21 Biogeochemical Cycles Quiz	21	Yes	21	7	15.36	16	16, 19, 21	17.74	4.21	3.42	
6	Homework and Classwork	Weeks 22-23 Packet	300	Yes	300	130	230.16	240	280, 300	3,044.33	55.18	46.41	
7	Assessments	Weeks 22-23 Atmosphere Quiz	21	Yes	21	5	15.25	15	15, 20	16.84	4.10	3.25	
8	Homework and Classwork	Ag. Development Movie Notes	20	Yes	20	20	20.00	20	20	0.00	0.00	0.00	
9	Homework and Classwork	Blue Planet Movie Notes	20	Yes	20	2	11.09	10	5	46.66	6.83	6.00	
10	Assessments	Letter to Senator and Assemblyman	0	Yes	0	0	0.00	0		0.00	0.00	0.00	
11	Homework and Classwork	Let's Review- Ocean	20	Yes	20	20	20.00	20	20	0.00	0.00	0.00	
12	Homework and Classwork	Article Review Worksheets	40	Yes	40	10	26.15	20	20	124.22	11.15	9.77	
13	Homework and Classwork	Weeks 24-27 Packet	420	Yes	420	200	365.50	380	420	3,293.71	57.39	43.17	
14	Assessments	Weeks 24-27 Oceans Quiz	30	Yes	25	11	18.39	19	19	14.78	3.84	3.06	
15	Assessments	Coriolis Effect Review Poster	5	Yes	5	3	4.45	5	5	0.47	0.69	0.55	
16	Homework and Classwork	Observing Wind Patterns Lab	40	Yes	0	0	0.00	0		0.00	0.00	0.00	
17	Homework and Classwork	New Horizons Worksheet	20	Yes	20	3	18.32	20	20	16.89	4.11	1.68	
18	Homework and Classwork	Weeks 28-30 Packet	480	Yes	480	270	439.14	450	480	2,521.55	50.22	33.28	
19	Assessments	Weeks 28-30 Climate Quiz	40	Yes	40	10	27.42	29	15, 23, 37	79.65	8.92	7.32	
20	Assessments	Open Mic Ag Night EC Cookies	0	Yes	0	0	0.00	0		0.00	0.00	0.00	
21	Assessments	Planet Brochure	50	No	50	25	45.00	48	50	41.78	6.46	4.26	
22	Homework and Classwork	Weeks 31-33 Packet	440	Yes	440	315	420.56	440	440	1,085.26	32.94	19.44	
23	Assessments	Weeks 31-33 Solar System Quiz	25	Yes	25	12	21.59	23	25	15.25	3.91	2.89	
24	SAE Project	Record Book	100	No	0	0	0.00	0		0.00	0.00	0.00	



Page: 1

&lt; Back &gt;

4/24/2014 9:34:48 AM

## Gradebook Summary

3 - Agric Earth Sci - Spring 2014

Clement  
H

Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc	Mrk
<b>Max Points:</b>		100	100	0	340	21	300	21	20	20	0	20	40	420	30	5		
<b>** Grading Completed:</b>		<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"/>	22 Assmnts	
11604	9	100	300	*	320	16	300	17	20	20	*	20	40	400	21	5	100.65	A+
11503	9	100	150	*	340	18	280	21	20	10	*2	20	35	410	17	5	95.72	A
11613	9	100	100	*	330	20	290	17	20	*NA	*	20	40	400	20	5	95.66	A
11432	9	100	100	*	339	21	280	18	20	*NA	*	20	35	410	21	5	93.87	A
11672	9	100	200	*	325	19	195	15	20	5	*2	20	17	380	23	*NA	92.83	A
11579	9	100	100	*	338	21	185	20	20	10	*	20		420	22	4	88.14	B+
11598	9	100	100	*	320	15	300	16	20	15	*	*NA	37	360	19	4	88.07	B+
11615	9	100	100	*	325	14	300	13	20	18	*4	20	20	420	24	3	88.01	B+
11481	9	90	50	*	340	21	300	20	20	5	*	20	35	420	22	5	87.49	B+
11453	9	100	100	*	340	20	240	20	20	5	*	*NA	20	240	14	5	86.00	B
11417	9	100	50	*	325	19	150	15		20	*	20	20	420	19	4	85.39	B
11478	9	100	300	*	132	13	200	11	20	5	*	20	10	310	25	5	84.33	B
11543	9	100	50	*	310	17	280	19	20	20	*	20	30	410	17	5	83.56	B
11404	9	100		*	320	19	245	20	20	15	*	*NA	13	280	21	5	82.19	B-
11418	9	100		*	275	16	260	17	20	0	*	*NA	40	300	19	*NA	80.86	B-
11548	9	100	50	*	295	21	280	21	20	0	*	20		330	23	5	78.33	C+
11438	9	100	100	*	285	13	200	14		20	*	*NA	20	300	15	4	77.40	C+
11618	9	100	100	*	340	18	240	13	20	20	*2	20	20	420	20	4	77.20	C+
11476	9	100	50	*	330	9	290	15	20	15	*2	20	35	410	14	5	76.01	C
11582	9	90		*	247	16	145	17	20	2	*	20	20	370	19	4	75.60	C
11427	9	100		*	320	16	290	18	20	*NA	*	20	40	340	19	5	75.47	C
11589	9	80	100	*	110	13	135	20	20	10	*2	20	20		11	3	73.39	C
11570	9	90		*5	220	11	200	13		2	*	20	40	420	19	3	73.29	C
11406	9	80	100	*	230	19	140	9	*NA	*NA	*	*NA		200	16	4	70.59	C-
11601	9	100	100	*	198	7	240	14		5	*	20	11	360	15	5	69.70	C-
11595	9	100		*	240	14	230	15	20	5	*	20	40	350	12	4	68.80	D+
12049	9	100		*	*NA	*NA	*NA	*NA	*NA	*NA	*	*NA	*NA	*NA	*NA	*NA	66.66	D+
11429	9	100	200	*		7	195	11			*	20	20	370	15	4	61.69	D-
11482	9	100		*	265	10	210	9	20	15	*	20	11	380	11	5	61.20	D-
11605	9	100	150	*	195	10	130	5	20		*	20	11	410	21	5	61.09	D-
11441	9	100	50	*	330	15	250	15	20	2	*	20		380	14	5	58.91	F+

Student# Grd 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Perc Mrk

Scores Based Upon Graded Assignments 1 - 999

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



Page: 2

4/24/2014 9:34:48 AM

## Gradebook Summary

## 3 - Agric Earth Sci - Spring 2014

Clement  
H

Student#	Grd	16	17	18	19	20	21	22	23	24	Perc	Mrk
Max Points:		40	20	480	40	0	50	440	25	100		
**Grading Completed:		<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"/>	22 Assmnts	
11604	9	*NA	20	480	38	*	50	440	20		100.65	A+
11503	9	*NA	20	470	40	*	45	430	23		95.72	A
11613	9	*NA	20	430	37	*10	48	440	25		95.66	A
11432	9	*NA	20	430	39	*	50	440	25		93.87	A
11672	9	*NA	*NA	380	28	*10	*NA	400	21		92.83	A
11579	9	*NA	20	450	26	*	45	440	25		88.14	B+
11598	9	*NA	20	480	23	*10	50	440	24		88.07	B+
11615	9	*NA	20	430	40	*		420	16		88.01	B+
11481	9	*NA	20	480	27	*	48	440	24		87.49	B+
11453	9	*NA	20	440	31	*	42	440	25		86.00	B
11417	9	*NA	20	480	37	*	48	440	24		85.39	B
11478	9	*NA	15	390	18	*		390	24		84.33	B
11543	9	*NA	20	470	30	*	50	440	20		83.56	B
11404	9	*NA	20	470	29	*	25	380	25		82.19	B-
11418	9	*NA	3	460	38	*	50	315	25		80.86	B-
11548	9	*NA	20	475	32	*		380			78.33	C+
11438	9	*NA	18	430	24	*		440	24		77.40	C+
11618	9	*NA	20	470	23	*	42		22		77.20	C+
11476	9	*NA	20	480	10	*10	42	440	21		76.01	C
11582	9	*NA	18	400	33	*		420	22		75.60	C
11427	9	*NA	20	420	15	*	50	440	24		75.47	C
11589	9	*NA		480	29	*10	36	440	23		73.39	C
11570	9	*NA	17	440	37	*		420	12		73.29	C
11406	9	*NA	20	470	16	*		440	25		70.59	C-
11601	9	*NA	20	270	23	*	48	440	18		69.70	C-
11595	9	*NA	20	450	22	*		430	17		68.80	D+
12049	9	*NA	*NA	*NA	*NA	*NA	*NA	*NA	*NA		66.66	D+
11429	9	*NA		460	12	*	48	430			61.69	D-
11482	9	*NA	18	440	15	*	38	340	17		61.20	D-
11605	9	*NA	6		30	*			12		61.09	D-
11441	9	*NA	20		33	*					58.91	F+
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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



Page: 3

4/24/2014 9:43:45 AM

## Gradebook Summary

## 5 - Agric Earth Sci - Spring 2014

Clement  
H

#	Type	Description	Assigned	Due Date
1	Participation	Participation	1/6/2014	5/29/2014
2	FFA & Leadership	FFA Activities	1/6/2014	5/29/2014
		Need 2 FFA Activities for full credit		
3	Assessments	Wed. Night Tutorial in Library 5 extra credit points for one hour of study/work at a Wed. night tutorial in the library. Must have signed slip.	1/14/2014	5/29/2014
4	Homework and Classwork	Weeks 20-21 Packet	1/6/2014	1/16/2014
5	Assessments	Weeks 20-21 Biogeochemical Cycles Quiz	1/16/2014	1/17/2014
6	Homework and Classwork	Weeks 22-23 Packet	1/21/2014	1/31/2014
7	Assessments	Weeks 22-23 Atmosphere Quiz	1/21/2014	1/31/2014
8	Homework and Classwork	Ag. Development Movie Notes	1/31/2014	1/31/2014
9	Homework and Classwork	Blue Planet Movie Notes	2/4/2014	2/4/2014
10	Assessments	Letter to Senator and Assemblyman Max 4 points (2 pts per letter)	1/20/2014	2/24/2014
11	Homework and Classwork	Let's Review- Ocean	2/12/2014	2/12/2014
12	Homework and Classwork	Article Review Worksheets 20 pts each	2/26/2014	2/27/2014
13	Homework and Classwork	Weeks 24-27 Packet	2/3/2014	2/28/2014
14	Assessments	Weeks 24-27 Oceans Quiz	2/3/2014	2/28/2014
15	Assessments	Coriolis Effect Review Poster	3/11/2014	3/11/2014
16	Homework and Classwork	Observing Wind Patterns Lab	3/13/2014	3/13/2014
17	Homework and Classwork	New Horizons Worksheet Done with sub 3/19, no make up	3/19/2014	3/19/2014
18	Homework and Classwork	Weeks 28-30 Packet	3/3/2014	3/21/2014
19	Assessments	Weeks 28-30 Climate Quiz	3/3/2014	3/21/2014
20	Assessments	Open Mic Ag Night EC Cookies 10 points maximum	3/24/2014	4/1/2014
21	Assessments	Planet Brochure	3/25/2014	4/8/2014
22	Homework and Classwork	Weeks 31-33 Packet	3/25/2014	4/10/2014
23	Assessments	Weeks 31-33 Solar System Quiz	3/25/2014	4/10/2014
24	SAE Project	Record Book 10 Hours SAE project work	1/6/2014	5/22/2014

5- Agric Earth Sci - Spring 2014

Refresh

&lt; Back &gt;

4/24/2014 9:31:48 AM

## Assignment Analysis for 5 - Agric Earth Sci - Spring 2014 (Clement H)

Include Scores of 0 ☐

#	Type	Description	Max Score	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev	Chart
1	Participation	Participation	100	Yes	100	70	97.19	100	100	46.67	6.83	2.81	
2	FFA & Leadership	FFA Activities	100	Yes	300	50	120.37	100	50	5,049.86	71.06	53.70	
3	Assessments	Wed. Night Tutorial in Library	0	Yes	0	0	0.00	0		0.00	0.00	0.00	
4	Homework and Classwork	Weeks 20-21 Packet	340	Yes	340	127	276.72	290	285, 310	3,067.21	55.38	42.45	
5	Assessments	Weeks 20-21 Biogeochemical Cycles Quiz	21	Yes	21	7	15.34	17	17	15.38	3.92	3.17	
6	Homework and Classwork	Weeks 22-23 Packet	300	Yes	300	140	255.86	275	280, 300	1,985.84	44.56	33.97	
7	Assessments	Weeks 22-23 Atmosphere Quiz	21	Yes	21	6	15.41	16	14, 16, 18, 19, 20	16.47	4.06	3.28	
8	Homework and Classwork	Ag. Development Movie Notes	20	Yes	20	15	19.75	20	20	1.25	1.12	0.25	
9	Homework and Classwork	Blue Planet Movie Notes	20	Yes	20	2	17.17	20	20	16.79	4.10	2.83	
10	Assessments	Letter to Senator and Assemblyman	0	Yes	0	0	0.00	0		0.00	0.00	0.00	
11	Homework and Classwork	Let's Review- Ocean	20	Yes	20	15	19.13	20	20	3.75	1.94	0.87	
12	Homework and Classwork	Article Review Worksheets	40	Yes	40	11	31.55	32	40	73.68	8.58	7.21	
13	Homework and Classwork	Weeks 24-27 Packet	420	Yes	420	250	358.69	360	410	2,615.51	51.14	43.38	
14	Assessments	Weeks 24-27 Oceans Quiz	30	Yes	27	8	18.52	19	19	21.26	4.61	3.45	
15	Assessments	Coriolis Effect Review Poster	5	Yes	5	4	4.59	5	5	0.25	0.50	0.41	
16	Homework and Classwork	Observing Wind Patterns Lab	40	Yes	40	20	36.72	40	40	29.06	5.39	3.28	
17	Homework and Classwork	New Horizons Worksheet	20	Yes	20	9	18.93	20	20	6.69	2.59	1.07	
18	Homework and Classwork	Weeks 28-30 Packet	480	Yes	480	310	442.24	455	480	1,877.83	43.33	31.38	
19	Assessments	Weeks 28-30 Climate Quiz	40	Yes	40	14	30.69	33	36	45.86	6.77	5.55	
20	Assessments	Open Mic Ag Night EC Cookies	0	Yes	0	0	0.00	0		0.00	0.00	0.00	
21	Assessments	Planet Brochure	50	Yes	50	30	44.32	48	50	49.75	7.05	5.32	
22	Homework and Classwork	Weeks 31-33 Packet	440	Yes	440	300	424.81	440	440	1,064.39	32.62	15.19	
23	Assessments	Weeks 31-33 Solar System Quiz	25	Yes	25	12	21.00	22.5	23	11.70	3.42	2.86	
24	SAE Project	Record Book	100	No	0	0	0.00	0		0.00	0.00	0.00	



Page: 1

&lt; Back &gt;

4/24/2014 9:43:45 AM

## Gradebook Summary

5 - Agric Earth Sci - Spring 2014

Clement  
H

Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc	Mrk
<b>Max Points:</b>		100	100	0	340	21	300	21	20	20	0	20	40	420	30	5		
<b>** Grading Completed:</b>		<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"/>	23 Assmnts	
11474	9	100	250	*10	340	21	280	21	20	20	*4	20	40	410	27	5	112.93	A+
11463	9	100	200	*5	333	18	235	19	20	18	*2	*NA	35	340	24	4	97.52	A+
11401	9	100	50	*20	315	18	280	20	*NA	20	*	20	40	420	20	0	96.69	A
11390	9	100	200	*	325	17	280	20	*NA	15	*		20	330	20	5	96.36	A
11550	9	100	150	*	340	17	300	19	20	20	*	20	40	400	22	4	96.27	A
11567	9	80	300	*	320	12	300	14	20	20	*2	20	35	410	16	4	94.76	A
11480	9	100	100	*	290	19	280	18	20	*NA	*	20	40	410	18	4	94.69	A
11507	9	100	50	*	320	18	300	20	20	20	*2	20	40	410	21	5	92.34	A-
11397	9	100	200	*	310	17	210	16	20	15	*	*NA	28	280	19	5	91.42	A-
11456	9	100	100	*	240	19	300	16	20	*NA	*	20	40	410	19	5	89.58	A-
11606	9	90	100	*	310	14	280	18	20	15	*	15	40	320	21	5	88.53	B+
11575	9	100	200	*	195	21	140	12			*	20	11	332	16	4	86.86	B+
11532	9	100	100	*	325	19	260	19	20	20	*	20	20	410	22	5	85.79	B
11531	9	100	50	*	180	14	280	21	20	20	*	20	40	410	25	0	84.30	B
11571	9	100	50	*	300	21	240	16	15	15	*	20	31	270	25	4	82.70	B
11565	9	100	50	*	310	12	295	13	20	15	*2	20	40	360	15	5	82.01	B-
11568	9	100	50	*	285	11	300	15	20	20	*2	20	32	370	9	5	79.35	C+
11473	9	100		*	285	18	300	18	20	20	*	*NA	25	360	25	5	79.21	C+
11650	9	100	50	*	330	15	275	17	20	20	*	*NA	31	310	19	5	79.02	C+
11464	9	100	100	*	*NA	*NA	190	6	20	20	*	20	36	370	12	4	75.93	C
11399	9	100	50	*10	255	10	235	10			*	20	20	320	12	5	75.32	C
11430	9	90	200	*	230	16	220	14			*	20	30	290	17	4	72.66	C
11437	9	70	150	*	285	17	250	17	20	20	*	*NA	25	350	18	4	72.10	C-
11449	9	100	50	*5	290	10	290	12		2	*	20	40	390	17	5	70.66	C-
11580	9	90	100	*	245	9	275	14	20	15	*4	15	25	420	19	4	70.55	C-
11472	9	100	150	*	230	12	150	13	20	15	*	20	31	340	18	5	67.43	D+
11405	9	90	100	*10	210	16	215	12		15	*	15	20	250	16	4	67.34	D+
11419	9	100		*	195	7	245	7			*	15	40	300	8	5	66.70	D+
11391	9	100	100	*	305	10	215	10		15	*	20	20	410	17	5	59.72	D-
Student#	Grd	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

\* Indicates Max Values of 0 (zero).

\*\* Assignments are not counted until graded.



Page: 2

4/24/2014 9:43:45 AM

## Gradebook Summary

5 - Agric Earth Sci - Spring 2014

Clement  
H

Student#	Grd	16	17	18	19	20	21	22	23	24	Perc	Mrk
<b>Max Points:</b>		<b>40</b>	<b>20</b>	<b>480</b>	<b>40</b>	<b>0</b>	<b>50</b>	<b>440</b>	<b>25</b>	<b>100</b>		
<b>**Grading Completed:</b>		<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 type="checkbox"/>	<b>23 Assmnts</b>	
11474	9	40	20	480	40	*10	50	440	24		<b>112.93</b>	<b>A+</b>
11463	9	40	20	450	36	*	38	440	25		<b>97.52</b>	<b>A+</b>
11401	9	40	20	480	39	*	50	440	25		<b>96.69</b>	<b>A</b>
11390	9	40	9	480	35	*	48	410	23		<b>96.36</b>	<b>A</b>
11550	9	40	18	480	33	*	50	440	25		<b>96.27</b>	<b>A</b>
11567	9	40	20	390	36	*	50	420	16		<b>94.76</b>	<b>A</b>
11480	9	40	20	480	35	*10	50	440	23		<b>94.69</b>	<b>A</b>
11507	9	40	18	450	36	*	50	440	25		<b>92.34</b>	<b>A-</b>
11397	9	40	18	440	34	*	45	440	20		<b>91.42</b>	<b>A-</b>
11456	9	40	20	480	31	*	50	440	20		<b>89.58</b>	<b>A-</b>
11606	9	35	18	480	37	*	50	440	18		<b>88.53</b>	<b>B+</b>
11575	9	20	20	370	33	*	50	380	24		<b>86.86</b>	<b>B+</b>
11532	9	40	20	420	36	*	30	440	17		<b>85.79</b>	<b>B</b>
11531	9	35	20	440	29	*	44	440	24		<b>84.30</b>	<b>B</b>
11571	9	30	20	360	22	*10	38	440	24		<b>82.70</b>	<b>B</b>
11565	9	40	20	480	36	*	48	410	12		<b>82.01</b>	<b>B-</b>
11568	9	30	20	460	26	*10	37	440	19		<b>79.35</b>	<b>C+</b>
11473	9	40	20	460	28	*	48		23		<b>79.21</b>	<b>C+</b>
11650	9	35	20	455	23	*	30	440	23		<b>79.02</b>	<b>C+</b>
11464	9	40	20	430	25	*10	35	370	17		<b>75.93</b>	<b>C</b>
11399	9	25		390	24	*10	36	440	18		<b>75.32</b>	<b>C</b>
11430	9	40		470	36	*		300	19		<b>72.66</b>	<b>C</b>
11437	9	40	20	470	21	*		440	23		<b>72.10</b>	<b>C-</b>
11449	9	40	20	470	36	*		440	17		<b>70.66</b>	<b>C-</b>
11580	9	40	20	410	19	*10		440	21		<b>70.55</b>	<b>C-</b>
11472	9	30	12	310	25	*		380	23		<b>67.43</b>	<b>D+</b>
11405	9	30	18	420	28	*		440	18		<b>67.34</b>	<b>D+</b>
11419	9	40	20	450	14	*	48	440	22		<b>66.70</b>	<b>D+</b>
11391	9	35	20	470	37	*					<b>59.72</b>	<b>D-</b>
Student#	Grd	16	17	18	19	20	21	22	23	24	Perc	Mrk

Scores Based Upon Graded Assignments 1 - 999

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



# Support Material 5: Completed SAE Supervision Forms

# Santa Ynez High School Agriculture Department

## Support Material 5: Completed SAE Supervision Forms

Project supervision forms are provided as a record of a meeting between the FFA Advisor and students when there is a project visit. This form is signed and copied in triplicate so that there is a record of the visit for the Advisor, student and parent. This is especially important if there is a challenge with students who are not following the instructions of the advisor.

The following are the SAE forms of ten current agriculture students with active SAE projects. Names have been blacked out for their privacy



4pm  
3870 Baseline Rd

Santa Ynez High School Agriculture Department  
SAE Visitation Report

Student Name [REDACTED] Date 3/3/2014 Visit Number 1

Project(s) Steer Weight: Weed weight!  
\_\_\_\_\_  
Weight: \_\_\_\_\_  
\_\_\_\_\_  
Weight: \_\_\_\_\_

Record Book Present: Yes / No N/A

Updated: \_\_\_\_\_

Parent Contact \_\_\_\_\_

General Condition of project steer is growing! Great hair!  
\_\_\_\_\_

Recommendations: Take to farm + get a weight on animal  
soon

Commendations: Animal behaved well with you  
\_\_\_\_\_

Other Information or Notes: DNA kits due March 10th  
\_\_\_\_\_  
\_\_\_\_\_

Skills demonstration: walked steer, put in chute  
\_\_\_\_\_

Tentative Date of Next Visit May?

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature N/A  
(When applicable)

Santa Ynez High School Agriculture Department  
SAE Visitation Report

Student Name [REDACTED] Date 3/5/2014 Visit Number 1

Project(s) Heifer Weight: \_\_\_\_\_  
\_\_\_\_\_ Weight: \_\_\_\_\_  
\_\_\_\_\_ Weight: \_\_\_\_\_

Record Book Present: Yes ☒ No

Updated: \_\_\_\_\_

Parent Contact \_\_\_\_\_

General Condition of project heifer just arrived and look good!

Recommendations: start handling her to calm her down

Commendations: good @ feeding / cleaning

Other Information or Notes: keeping at farm for a while, then taking animal home

\* DNA Kits due March 10th

Skills demonstration: put halter on

Tentative Date of Next Visit April?

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature (When applicable) N/A

**Santa Ynez High School Agriculture Department**  
**SAE Visitation Report**

Student Name [REDACTED] Date 3/7/2014 Visit Number 2

Project(s) Market Steer Weight: \_\_\_\_\_  
& Weight: \_\_\_\_\_  
Heifer Weight: \_\_\_\_\_

Record Book Present: Yes / No

Updated: \_\_\_\_\_

Parent Contact \_\_\_\_\_

General Condition of project Steer looks good, too much condition  
Heifer a bit high headed

Recommendations: Need to get a weight on both steer &  
heifer. Tie up every day and work w/ feet

Commendations: animals well taken care of

Other Information or Notes: DNA kits for steer / heifer  
due March 10th

Skills demonstration: walked animal, tie up, put  
in chute

Tentative Date of Next Visit April

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature Not present  
(When applicable)



Santa Ynez High School Agriculture Department  
SAE Visitation Report

Student Name [REDACTED] Date 3/30/2014 Visit Number 1

Project(s) Market goat Weight: 47  
"Rocky" Weight: \_\_\_\_\_  
Weight: \_\_\_\_\_

Record Book Present: Yes / (No)

Updated: \_\_\_\_\_

Parent Contact \_\_\_\_\_

General Condition of project goat just arrived and looks  
good!

Recommendations: get feet trimmed. Feed/clean  
Per day

Commendations: \_\_\_\_\_

Other Information or Notes: \_\_\_\_\_

Skills demonstration: put halter on & weighed

Tentative Date of Next Visit April

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature [REDACTED]  
(When applicable)

Santa Ynez High School Agriculture Department  
SAE Visitation Report

Student Name [REDACTED] Date 3/8/2019 Visit Number 1

Project(s) Market Hog Weight: 87

Weight: \_\_\_\_\_

"Clementine" Weight: \_\_\_\_\_

Record Book Present: Yes / No

Updated: \_\_\_\_\_

Parent Contact \_\_\_\_\_

General Condition of project Good! Coughing a bit  
warmed w/ Ivermec + gave shot of Baytril 40

Recommendations: Exercise in dirt pen, weigh  
weekly

Commendations: \_\_\_\_\_

Other Information or Notes: Feed + Clean every day.

Skills demonstration: 1<sup>st</sup> hog ever, showed how to open  
feed bag and walk animal

Tentative Date of Next Visit April

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature  
(When applicable) \_\_\_\_\_

Santa Ynez High School Agriculture Department  
SAE Visitation Report

Student Name [REDACTED] Date 4/2/2014 Visit Number 1

Project(s) Market Hog Weight:         
Weight:         
Weight:       

Record Book Present: Yes / No

Updated:                                 

Parent Contact                                 

\* house across from  
El Rancho

General Condition of project hog is sick (off feed, goopy eyes,  
lethargic)

Recommendations: gave 4cc Baytril IM, needs to  
get Biosponge & follow up shot

Commendations: nice pen, clean

Other Information or Notes: call breeder if not better  
since the animal was purchased sick

Skills demonstration: good handling & feeding

Tentative Date of Next Visit May

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature  
(When applicable)



Santa Ynez High School Agriculture Department  
SAE Visitation Report

Student Name [REDACTED] Date 4/25/2014 Visit Number 2

Project(s) Market Hog Weight: \_\_\_\_\_  
\_\_\_\_\_ Weight: \_\_\_\_\_  
\_\_\_\_\_ Weight: \_\_\_\_\_

Record Book Present: Yes / No N/A

Updated: \_\_\_\_\_

Parent Contact: \_\_\_\_\_

General Condition of project Hog walking very stiff

Recommendations: Needs exercise on dirt every day!  
concerned will not make it to fair w/o daily exercise

Commendations: \_\_\_\_\_

Other Information or Notes: Insurance<sup>nce</sup> ~~needed~~? DNA + Entry  
forms due May 5th to Clement

Skills demonstration: could move animal properly

Tentative Date of Next Visit 5/2/2014

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature (When applicable) N/A

Santa Ynez High School Agriculture Department  
SAE Visitation Report

Student Name [REDACTED] Date 4/27 Visit Number 2  
Project(s) Market Lamb "Tate" Weight: 138 4/27  
+ Farm worker Weight: \_\_\_\_\_  
Weight: \_\_\_\_\_

Record Book Present: Yes / No

Updated: \_\_\_\_\_

Parent Contact \_\_\_\_\_

General Condition of project animal is big! 1.5 lbs x 2 per day  
+ hay

Recommendations: Exercise lamb every day

Commendations: got state degree! yay!  
- doing well @ farm job → MJC sheep unit?

Other Information or Notes: DNA Kits / Entries due to Clement  
May 5th by 2pm

Skills demonstration: walked + weighed animal

Tentative Date of Next Visit May

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature  
(When applicable) \_\_\_\_\_

Santa Ynez High School Agriculture Department  
SAE Visitation Report

Student Name [REDACTED] Date 4/29/2014 Visit Number 2

Project(s) Market Hog Weight: 158  
"Selfie" Weight: \_\_\_\_\_  
Barn Weight: \_\_\_\_\_

Record Book Present: Yes / No

Updated: \_\_\_\_\_

Parent Contact \_\_\_\_\_

General Condition of project Looks good! Big!

Recommendations: Keep going with daily exercise.  
Hand feed @ 150 lbs

Commendations: Walking well

Other Information or Notes: DNA / Entries due May 5th by  
2pm to Clement

Skills demonstration: Good handling, feeding/cleaning

Tentative Date of Next Visit May

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature  
(When applicable) \_\_\_\_\_



Santa Ynez High School Agriculture Department  
SAE Visitation Report

Student Name [REDACTED] Date 7/28/2014 Visit Number 3

Project(s) Market Hog Weight: 143  
"Estebania" Weight: \_\_\_\_\_  
\_\_\_\_\_ Weight: \_\_\_\_\_

Record Book Present: Yes / No N/A  
Updated: \_\_\_\_\_

Parent Contact \_\_\_\_\_

General Condition of project Pig on track for fair. Needs  
daily exercise

Recommendations: \_\_\_\_\_

Commendations: Clean pen!

Other Information or Notes: DNA + Entries Due May 5<sup>th</sup> by  
2pm

Skills demonstration: weighed animal properly

Tentative Date of Next Visit 5/2/2014

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature [REDACTED]  
(When applicable)

# Support Material 6: SAE Project Statement in Syllabus

# Santa Ynez High School Agriculture Department

## Support Material 6: SAE Project Statement in Syllabus

The requirements of the Supervised Agriculture Experience project is clearly listed in the course syllabus that is then signed by student and parent/guardian at the beginning of the school year. Each student must complete at least ten hours worth of paid or unpaid work experience with their SAE project and document it in their iRecordBook.



# AGRICULTURE EARTH SCIENCE

Santa Ynez Valley Union High School Agriculture Department

Instructor: Miss Clement

hclement@syvuhsd.org

805.688.6487 ext.2368

## Course Description

To meet the challenges of the future, the scientific community has recognized the importance of uniting efforts in understanding and caring for the Earth and its systems. This course will explain how scientists have found it necessary to share their research across disciplines and try to comprehend the Earth's complexities, including how it is being affected by human activities. It brings together the agriculture interactions that occur in the living and non-living world, and provides the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them. In addition, learners will gain experience through leadership development, SAE projects, and career exploration in the area of agriculture.

## Student and Instructor Expectations

### Respectful

Treat peers, adults and property with respect

### Responsible

You are responsible for your attitude, actions and consequences

### Reliable

Come to class on time and prepared

## Assessing Student Learning & Grading Policy

Student learning will be broken down into the following categories and grades earned accordingly:

Grade Breakdown Percentages:	Grade Percentages
50% Assessments (Tests and quizzes)	A 100- 90%
30% Homework & Classwork	B 89- 80%
10% Participation	C 79- 70%
5% Supervised Agriculture Experience Project	D 69- 60%
5% Leadership & FFA	F 59% and below

## Textbook and Materials

A class set of textbooks is provided for students to use in class. Students will not be taking textbooks home. Students will need to bring pens, pencils and binder paper to class. Internet access will also be a key factor in staying up on late or missed assignments or Power Points.

Earth Science, Tarbuck, Lutgens. Prentice Hall 2006.

## Course Concepts

Based on California Department of Education Content Standards for Agriscience and Earth Science, topics to be covered include, but are not limited to, the following:

SEMESTER 1	SEMESTER 2
Classroom Orientation	California Water Supply
Safety	Biogeochemical Cycles
Introduction to Earth Sciences	Atmosphere
Plate Tectonics	Ocean Properties
Deformation of the Crust	Ocean Movement
Earthquakes	Climate
Volcanoes	Stars
Rocks	The Sun
Natural Resources & Energy	The Solar System
Natural Disasters	Constellations
FFA, Leadership & SAE	Spectra

# **Santa Ynez Valley Union High School Agriculture Course Policies**

The Agriculture program at Santa Ynez Valley Union High School exposes students to relevant science-based curriculum, unique leadership opportunities, hands-on project experience and challenges students to go above and beyond normal classroom participation.

## **Future Farmers of America (FFA) Participation**

Agriculture students must participate in at least two FFA activities per semester to develop leadership skills. FFA activity participation is worth five percent of a students grade each semester.

## **Supervised Agriculture Experience (SAE) Project**

Agriculture students must have and maintain an agriculture related project or job over the course of the year. Students must work (paid or unpaid) at least ten hours per semester with their SAE. SAE hours must be recorded in the official FFA Record Book and/or approved by the Agriculture Instructor. The SAE component is worth five percent of a students grade each semester.

## **Hall Pass Policy**

To minimize disruptions in the class, each student is given three opportunities to leave the classroom per semester to use the restroom, get a drink of water, or go to their locker/car. A punch card is given to the student at the beginning of the school year which the student will have the teacher punch to leave the classroom. After the three opportunities are used up for the semester, the instructor will begin docking points out of the students semester participation grade for each time a student leaves the class. Participation points will also be lost for disruption in class, coming to class unprepared (no paper, books, pencils etc) or non participation in class discussion. The Participation component of a students grade is worth ten percent. **NO** Hall Passes will be replaced if lost or stolen.

## **Late and Absent Work Policy**

If a student has an Excused Absence, they must meet with the instructor during break or lunch (or make other arrangements) to get the work that they missed. They have as many school days that they have missed to turn in their make-up work. Unexcused or Unverified Absences do not warrant make-up assignments unless otherwise approved by the instructor. Absolutely **NO** late or make-up work will be accepted after a grading period (ie. progress, quarter or semester).



# SYVUHS Agriculture Course Animal Husbandry Permission Form

To: All Parents/Guardians  
From: SYVUHS Agriculture Department Staff  
Re: Agriculture Animal Science Lab Activities

Over the course of the year, your student will have the opportunity to experience many different aspects of animal science production that they may never otherwise see. The laboratory exercises that are part of the instructional program in the agriculture education department are reflective of real-world industry practices that are necessary to produce, process and market safe, high quality foods to consumers. Although many consumers never observe the accepted husbandry practices associated with food production, we believe it is vitally important that our students understand these processes.

These processes may include, but are not limited to: docking and castration of lambs and pigs; vaccination practices for all forms of livestock; notching and ear tagging for identification purposes; accepted treatment practices for sick or injured animals; and harvesting and processing of meat animals. All of these practices are performed using industry-based standards and following all state and federal laws concerning pharmaceutical products, including proper drug withdraw protocols. All harvest activities are performed by state-licensed and bonded professionals.

While we feel that these are great learning opportunities for all students, we understand that some parents and students may not feel comfortable observing these activities. Therefore, we would like to acknowledge the following:

- No students are required to physically conduct these activities
- No student will be forced to watch, touch etc.
- Students will be given the option of staying in a designated location while these lab activities are conducted
- Grades will not be affected for students choosing not to observe these laboratory activities
- Students will be expected to demonstrate an understanding of the important role that these animal husbandry practices play in modern livestock production.

We sincerely hope that your student enjoys their experiences in the agricultural education program, while learning first-hand what it takes to produce safe, healthy foods for an ever-growing world.

Sincerely,

SYVUHS Agriculture Department Staff  
805.688.6487 ext.2368/3219

# AGRICULTURE EARTH SCIENCE COURSE AGREEMENT

Please complete, sign and return

1. I have read and understand the class syllabus and agree to the course expectations.
2. I have read, understand and agree to the Agriculture Course Policies.
3. I have read and understand that I have read the information and understand students have options regarding the observance of animal science laboratory activities. I have discussed these options with my child and feel comfortable that they understand the guidelines as presented by the agriculture education staff.

---

PRINT Student Name

---

Student Signature

---

Date

---

Parent/Guardian Signature

---

Date



# Support Material 7: FFA Statement in Syllabus



# Santa Ynez High School Agriculture Department

## Support Material 7: FFA Statement in Syllabus

The requirements of the FFA and leadership activities are clearly listed in the course syllabus that is then signed by student and parent/guardian at the beginning of the school year. Each student must complete at least two approved FFA activities per semester and document it in their iRecordBook.

# AGRICULTURE EARTH SCIENCE

Santa Ynez Valley Union High School Agriculture Department

Instructor: Miss Clement

hclement@syvuhsd.org

805.688.6487 ext.2368

## Course Description

To meet the challenges of the future, the scientific community has recognized the importance of uniting efforts in understanding and caring for the Earth and its systems. This course will explain how scientists have found it necessary to share their research across disciplines and try to comprehend the Earth's complexities, including how it is being affected by human activities. It brings together the agriculture interactions that occur in the living and non-living world, and provides the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them. In addition, learners will gain experience through leadership development, SAE projects, and career exploration in the area of agriculture.

## Student and Instructor Expectations

### Respectful

Treat peers, adults and property with respect

### Responsible

You are responsible for your attitude, actions and consequences

### Reliable

Come to class on time and prepared

## Assessing Student Learning & Grading Policy

Student learning will be broken down into the following categories and grades earned accordingly:

Grade Breakdown Percentages:	Grade Percentages
50% Assessments (Tests and quizzes)	A 100- 90%
30% Homework & Classwork	B 89- 80%
10% Participation	C 79- 70%
5% Supervised Agriculture Experience Project	D 69- 60%
5% Leadership & FFA	F 59% and below

## Textbook and Materials

A class set of textbooks is provided for students to use in class. Students will not be taking textbooks home. Students will need to bring pens, pencils and binder paper to class. Internet access will also be a key factor in staying up on late or missed assignments or Power Points.

Earth Science, Tarbuck, Lutgens. Prentice Hall 2006.

## Course Concepts

Based on California Department of Education Content Standards for Agriscience and Earth Science, topics to be covered include, but are not limited to, the following:

SEMESTER 1	SEMESTER 2
Classroom Orientation	California Water Supply
Safety	Biogeochemical Cycles
Introduction to Earth Sciences	Atmosphere
Plate Tectonics	Ocean Properties
Deformation of the Crust	Ocean Movement
Earthquakes	Climate
Volcanoes	Stars
Rocks	The Sun
Natural Resources & Energy	The Solar System
Natural Disasters	Constellations
FFA, Leadership & SAE	Spectra



# Santa Ynez Valley Union High School Agriculture Course Policies

The Agriculture program at Santa Ynez Valley Union High School exposes students to relevant science-based curriculum, unique leadership opportunities, hands-on project experience and challenges students to go above and beyond normal classroom participation.

## **Future Farmers of America (FFA) Participation**

Agriculture students must participate in at least two FFA activities per semester to develop leadership skills. FFA activity participation is worth five percent of a students grade each semester.

## **Supervised Agriculture Experience (SAE) Project**

Agriculture students must have and maintain an agriculture related project or job over the course of the year. Students must work (paid or unpaid) at least ten hours per semester with their SAE. SAE hours must be recorded in the official FFA Record Book and/or approved by the Agriculture Instructor. The SAE component is worth five percent of a students grade each semester.

## **Hall Pass Policy**

To minimize disruptions in the class, each student is given three opportunities to leave the classroom per semester to use the restroom, get a drink of water, or go to their locker/car. A punch card is given to the student at the beginning of the school year which the student will have the teacher punch to leave the classroom. After the three opportunities are used up for the semester, the instructor will begin docking points out of the students semester participation grade for each time a student leaves the class. Participation points will also be lost for disruption in class, coming to class unprepared (no paper, books, pencils etc) or non participation in class discussion. The Participation component of a students grade is worth ten percent. **NO** Hall Passes will be replaced if lost or stolen.

## **Late and Absent Work Policy**

If a student has an Excused Absence, they must meet with the instructor during break or lunch (or make other arrangements) to get the work that they missed. They have as many school days that they have missed to turn in their make-up work. Unexcused or Unverified Absences do not warrant make-up assignments unless otherwise approved by the instructor. Absolutely **NO** late or make-up work will be accepted after a grading period (ie. progress, quarter or semester).

# **SYVUHS Agriculture Course Animal Husbandry Permission Form**

To: All Parents/Guardians  
From: SYVUHS Agriculture Department Staff  
Re: Agriculture Animal Science Lab Activities

Over the course of the year, your student will have the opportunity to experience many different aspects of animal science production that they may never otherwise see. The laboratory exercises that are part of the instructional program in the agriculture education department are reflective of real-world industry practices that are necessary to produce, process and market safe, high quality foods to consumers. Although many consumers never observe the accepted husbandry practices associated with food production, we believe it is vitally important that our students understand these processes.

These processes may include, but are not limited to: docking and castration of lambs and pigs; vaccination practices for all forms of livestock; notching and ear tagging for identification purposes; accepted treatment practices for sick or injured animals; and harvesting and processing of meat animals. All of these practices are performed using industry-based standards and following all state and federal laws concerning pharmaceutical products, including proper drug withdraw protocols. All harvest activities are performed by state-licensed and bonded professionals.

While we feel that these are great learning opportunities for all students, we understand that some parents and students may not feel comfortable observing these activities. Therefore, we would like to acknowledge the following:

- No students are required to physically conduct these activities
- No student will be forced to watch, touch etc.
- Students will be given the option of staying in a designated location while these lab activities are conducted
- Grades will not be affected for students choosing not to observe these laboratory activities
- Students will be expected to demonstrate an understanding of the important role that these animal husbandry practices play in modern livestock production.

We sincerely hope that your student enjoys their experiences in the agricultural education program, while learning first-hand what it takes to produce safe, healthy foods for an ever-growing world.

Sincerely,

SYVUHS Agriculture Department Staff  
805.688.6487 ext.2368/3219

# AGRICULTURE EARTH SCIENCE COURSE AGREEMENT

Please complete, sign and return

1. I have read and understand the class syllabus and agree to the course expectations.
2. I have read, understand and agree to the Agriculture Course Policies.
3. I have read and understand that I have read the information and understand students have options regarding the observance of animal science laboratory activities. I have discussed these options with my child and feel comfortable that they understand the guidelines as presented by the agriculture education staff.

---

PRINT Student Name

---

Student Signature

---

Date

---

Parent/Guardian Signature

---

Date



# Support Material 8: FFA Program of Activities

# Santa Ynez High School Agriculture Department

## Support Material 8: FFA Program of Activities

The Chapter Program of Work is planned by the Chapter FFA Officers during the Chapter FFA Officer retreat at the beginning of the school year. It is the responsibility of the President to compile and updates the Program of Work so that it may be put in the Comprehensive Program Plan and made available to chapter members, parents and the community at large.

Our Program of Activities needs to be updated and reformatted. Next year, I hope that our Chapter Officers will take ownership of the Program of Activities and revamp it so that we can compete in the Program of Works competition.

**Revised 6/2012**

### **Purpose & Standards**

FFA Chapters use their Program of Activities (POA) to plan and develop their goals for the year. A well-planned and well-executed program of activities can help students develop their leadership and planning skills. These skills are essential in all careers; developing and conducting the POA provides students opportunities to prepare for their futures. A well-developed POA serves many purposes. First, it defines chapter goals and outlines steps needed to meet those goals. Second, it is a written guide that provides administrators, advisory committees, alumni and others with a calendar of events the chapter will follow in the year ahead. A well-planned POA will:

- ensure that chapter activities meet the needs of its members
- provide direction year to year
- lead to a workable budget
- provide experience in planning
- serve as a reference point throughout the year

The key to a good POA is getting every member involved in planning and carrying out the activities.

Foundation Standards: 2.0 Communications, 2.2 Writing, 2.3 Written and Oral English Language Conventions, 3.0 Career Planning and Management, 7.0 Responsibility and Flexibility, 9.0 Leadership and Teamwork, and 11.0 Demonstration and Application.

### **Rules**

#### **I. GENERAL INFORMATION**

- A. The contest will be held on the Section, Region and State level.
- B. The top two POA's will be allowed to move from the section to the region, and the top four POA's will be allowed to move from the region to the state contest.
- C. The state contest will be held during the Fresno State FFA Field Day so that the top five (5) POA's can be put on display after the judging at the Agriscience Fair, during the State FFA Leadership Conference.
- D. Three (3) judges for the state contest will be from communications and public relations fields with agriculture and FFA experience.
- E. The top five (5) placing POA's will be announced during the State FFA Leadership Conference.
- F. POA's on all levels will be judged using the scorecard on the next page. There will be 150 points possible.
- G. All work must be done by students, as the POA is not intended to be a professional production and is intended to be distributed to all members, parents, etc.
- H. Completed scorecards will be returned to the appropriate chapter along with their submitted POA by the contest chairman, following the display of the winning POA's at the State FFA Leadership Conference.



II. SCORECARD: The region and state will score POA's using the following scoresheet:

A. **Content Scorecard**

		Points Possible	Points Awarded
1.	Introduction and Table of Contents	1-5	
2.	Greetings	1-5	
3.	History	1-10	
4.	Calendar	1-10	
5.	Budget	1-10	
6.	Committee Structure and Membership	1-5	
7.	Committee Goals, Objectives and Plans		
	a. Student	1-10	
	b. Chapter	1-10	
	c. Community	1-10	
8.	Points Award System	1-5	
9.	Constitution	1-5	
10.	Chapter Applications	1-5	
11.	Current Officers	1-5	
12.	FFA Information	1-5	
		100 points possible	Total

B. **General Effects Scorecard**

		Points Possible	Points Awarded
1.	<b>Usefulness --</b> Is the POA in a form which could reasonably be produced for members, parents, etc.?	1-10	
2.	<b>Organization --</b> Is the POA presented in an organized manner?	1-10	
3.	<b>Spelling and Grammar</b>	1-10	
4.	<b>Membership --</b> Are the officers, committee chairs and members clearly noted?	1-10	
5.	<b>Accuracy and Timelines --</b> Is the information accurate & up to date?	1-10	
		50 points possible	Total

Santa Ynez FFA Chapter

2013-2014

# Program of Activities



# **Table of Contents**

**Introduction**

**Chapter officers**

**Duties of officers**

**Aims and purposes**

**Santa Ynez FFA Budget**

**Attitude**

**FFA Creed**

**Success**

**Leadership**

**Chapter Goals**

**Santa Ynez FFA History**

**Santa Ynez FFA Calendar  
of Activities**



# **SANTA YNEZ FFA**

## **OFFICER TEAM**

### **2013-2014**

**President**

**Kayla Tullis**

**Vice President**

**Jacob Harrison**

**Secretary**

**Kristin Martin**

**Treasurer**

**Izack Romero**

**Reporter**

**Frances Domingos**

**Sentinel**

**Melissa Brocke**

**Advisors**

**Heather Clement,  
Genevieve Bishop,  
Kathy Bibby**

# Introduction

**The National FFA Organization, or the Future Farmers of America as it was formally known, is the national organization of, by, and for students studying agriculture education in public secondary schools under the provisions of the national vocational education acts.**

**As an integral part of the program of education in agriculture in the Public School System of America, the FFA has become well known. No national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA Organization. Organized in November of 1928, the foundation of the Future Farmers of America was built. This organization includes leadership, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism. It is an honor to have been elected to serve on the Santa Ynez FFA Chapter Leadership Team. Service is rewarding in and of its own.**

## THE FFA MISSION

**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.**

**FFA Motto:  
Learning to Do,  
Doing to Learn,  
Earning to Live,  
Living to Serve**



# Duties of Officers and Members

## President:

- Preside over meetings
- Appoint committees
- Ex-officio member of all committees
- Be familiar with all bylaws
- Be familiar with constitution
- Oversee progress of chapter
- Set a good example for members

## Vice President:

- Assume all duties of the president if necessary
- Have charge of committee work
- Program of Activities chairman
- Assist President at all times

## 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
- Be responsible for chapter correspondence
- Maintain member attendance and activity records and issue membership cards
- Keep the Program of Activities wall chart up-to-date.
- Report attendance of members and guests at each chapter meeting

## Treasurer:

- Receive, record and deposit FFA funds and issue receipts
- Present monthly treasurer's reports at chapter meetings
- Collect dues and special assessments
- Prepare and submit the membership roster and dues
- Encourage chapter thrift

## Reporter:

- Release news and information to local and regional news media
- Publish a chapter newsletter
- Prepare and maintain a chapter scrapbook
- Send local stories to section, region and state reporters
- Send articles and photographs to FFA New Horizons magazine and other national publications
- Work with local media on radio and television appearances concerning FFA news
- Serve as the chapter photographer

## Sentinel:

- 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.

## 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

# **Aims and Purposes of the FUTURE FARMERS OF AMERICA**

- 1. To develop competent and competitive agricultural leadership.**
- 2. To create and nurture a love of agricultural life.**
- 3. To strengthen the confidence of students of vocational agriculture in themselves and their work.**
- 4. To create more interest in the intelligent choice of agricultural occupations.**
- 5. To encourage members in the development of individual occupational experience programs in agriculture and in the establishment in agricultural careers.**
- 6. To encourage members to improve their homes and communities.**
- 7. To participate in the worthy undertaking for the improvement of the industry of agriculture.**
- 8. To develop character, prepare for contributive citizenship, and foster patriotism.**
- 9. To participate in cooperative effort and brotherhood.**
- 10. To encourage and practice thrift among membership.**
- 11. To encourage improvement in scholarship.**
- 12. To provide and encourage the development of organized recreational activities.**

# **Santa Ynez FFA Budget**

## **Estimated Expenses:**

### **Football Games:**

Tri-Tip	\$ 3000
Pepsi Products	\$ 1200
Fire Wood	\$ 200
Misc. Supplies	\$ 500
State Convention	\$ 1200
Leadership Conference	\$ 150
Meeting & Activity Supplies	\$ 200
Banquet & Awards	\$ 1000

**Total: \$7450**

## **Estimated Receipts:**

Football Games Receipts	\$ 6000
Sale of Livestock	\$ 1000
Misc. Fund-raisers	\$ 8000

**Total: \$ 8000**

**Estimated Closing Balance \$ 550**



# **ATTITUDE**

**By: Charles Swindoll**

**"The longer I live, the more I realize the impact of attitude on life.**

**Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company... a church... a home.**

**The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude... I am convinced that life is 10% what happens to me and 90% how I react to it.**

**And so it is with you... we are in charge of our attitudes."**

**Attitude is a direct result of the achievements one earns in agriculture classes, the FFA, and life as a whole. If one is willing to become involved and participate, then there are many opportunities for accomplishment. Good grades, local, sectional, regional, and state recognition, profit from SAE projects, new friends, travel, leadership and job opportunities are just a few of the benefits one can receive with a great attitude toward this organization.**

**Every day there is a choice to be made. The choice to either get out of bed with a frown and give up on the day, or the choice to smile; to smile because there are limitless opportunities in the FFA, in future careers, and in life. Keep in mind: ATTITUDE IS EVERYTHING!"**

# *THE FFA CREED*

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

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

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

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

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

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

# **The Name of the Game is Success!**

Success means many things to many people. Generally success can be simply stated as being happy; with who you are, what you've accomplished, and where you are going in life. To be successful, you must learn and practice many different skills. Not job skills alone, but also those of teamwork, reliability, and effective communication.

Agriculture is IMPORTANT! Agriculture provides the basic necessities of food, clothing, and shelter. Today, one farmer produces enough food to feed 150 people. Dairy is California's #1 agricultural commodity, with grapes, nursery products, lettuce, cattle, and hay coming up behind. Santa Barbara County's top commodities include strawberries, broccoli, wine grapes, head lettuce & cauliflower. Santa Barbara County ranks 14<sup>th</sup> in the agriculture production race in the state of California.

It is essential that agriculture be taught in our schools. By enrolling in Santa Ynez High School Agriculture courses, you are taking the first steps in preserving an industry and a way of life in our community. You are encouraged to become involved in all aspects of the agriculture program and the FFA program. There are many opportunities for growth: experience with hands-on learning, friendship, travel, leadership, awards, income, and the chance to become involved in the most vital industry in the world.

Santa Ynez welcomes you to the agriculture department and the FFA Organization. You have joined one of the most successful programs at Santa Ynez High School. We are proud of our facilities and school farm laboratory, allowing you to practice what you've been taught in the classroom. It is our goal to couple the theory learned in the classroom with practical experience found in the "real" world.

We are most proud of our students, and their success! The students have demonstrated success by entering today's competitive career world, committing to a future in the military, enrolling in technical and trade school, and attending community colleges and universities. Many alumni from Santa Ynez High School agriculture department and Santa Ynez FFA have remained in the community, giving back to ensure the future success of our students.

*"Knowing is not enough; we must apply. Willing is not enough; we must do."  
Johann Wolfgang von Goethe*

# LEADERSHIP ACTIVITY

FFA/Leadership Activities help students build their self-esteem. They are a great advantage to success in school and future careers. School traditionally has taught the technical skills needed, but has done little to build upon one's practical and personal skills. FFA not only teaches how to produce the product, but how to organize for its manufacture and work efficiently with customers, supervisors, and co-workers; the kinds of skills that are necessary to achieve career advancement and a good salary.

*The following activities are opportunities for students to develop these skills:*

## **Leadership Activities**

Attend monthly chapter meetings  
Committee Member or Chairperson  
Chapter Officer Leadership Conference  
Sectional Officer Leadership Conference  
Made For Excellence Program  
California State Leadership Conference  
Achievement Awards  
Creed Speaking Contest  
Best Informed Greenhand Contest  
Public Speaking Competitions  
Chapter, Sectional, Regional, and State Leadership Positions  
FFA Degrees: Greenhand, Chapter, State and American

## **Skill Development Activities**

Judging Contests - compete in state-wide judging events and develop hands-on skills in the agriculture industry  
Proficiency Awards showcase and compete with a Supervised Agriculture Experience projects  
Project Competition- chapter and regional competition  
Participation in fairs and shows - Western Bonanza, Cow Palace, Santa Barbara County Fair, etc.

## What is Leadership?

**Service.** Leadership is the process of serving one's community, state and country.

**Making a Difference.** Leadership is simply influencing the attitudes and actions of other people through various methods: a presentation, speech, or simple conversation.

**Learn.** No one is born a leader; they learn to be one. What they do to prepare for the future is more important than any personality characteristic one can have. Leaders must constantly seek self-improvement and be open to constructive criticism in order to succeed,

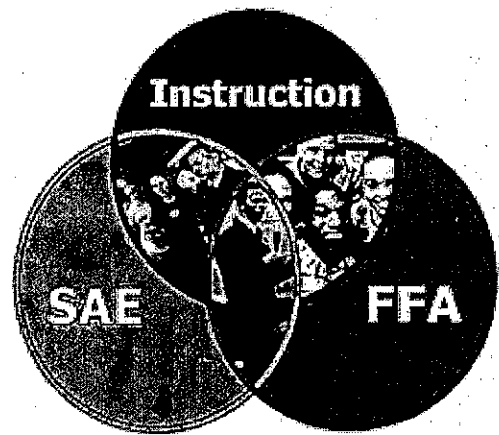
**Delegate.** No one person can do it all. Leadership is divided among individuals so that each person can do what best meets their needs or interests. Teamwork is imperative to ensure the success of the chapter and team.

**Earn it.** People depend on leaders. A leader cannot lead unless they work hard to get where they are. Be the leader people need and deserve.



# Our Goals:

- TO GIVE STUDENTS PRACTICAL AND PERSONAL SKILLS NEEDED FOR SUCCESSFUL AND PRODUCTIVE CAREERS.
- TO GIVE STUDENTS THE NECESSARY PREPARATION TO CONTINUE THEIR EDUCATION BEYOND HIGH SCHOOL.
- TO GIVE STUDENTS THE SELF-CONFIDENCE NEEDED TO BE SUCCESSFUL THROUGHOUT THEIR LIFE.
- TO PROVIDE AGRICULTURE AND AGRIBUSINESS QUALIFIED EMPLOYEES NEEDED TO MAINTAIN AND IMPROVE THE STANDARD OF LIVING WE NOW ENJOY.
- TO ENSURE THE FUTURE OF AGRICULTURE AND THAT THIS COUNTRY IS IN CAPABLE HANDS.



To accomplish our *GOALS*, we use a three dimensional approach to learning. Each is different, yet they support each other by overlapping the experiences you can obtain by being active in Agriculture program. The CLASSROOM represents the traditional settings of education. New information is presented, demonstrations are made, and skills are perfected. To reach beyond traditional educational methods, we offer participation in both FFA and Supervised Agricultural Experience Programs.

The FFA teaches leadership. It is a member-run organization which allows students to perfect skills in planning, organization, and reliability in order to accomplish goals. These are the same skills needed by any successful business person. The FFA is a very active and respected organization in the school and community. The FFA sponsors many awards and recognitions available to the Agriculture students.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS (SAE) give you practice perfecting those skills needed to get jobs, as well as helping you to make a well informed decisions about college. SAE's are hands-on approach to learning, The student raising a crop, animal, building a project, working in the community, etc. are some opportunities to gain experience and learn about agriculture. The project is supervised by the instructor, and qualifies the student to earn money, awards and recognition through the FFA.

# Chapter Officers

1995-1996

<b>President</b>	<b>Sasha Orton</b>	<b>Treasurer</b>	<b>Demory Brown</b>
<b>Vice President</b>	<b>Aja Herman</b>	<b>Reporter</b>	<b>Lisa Petersen</b>
<b>Secretary</b>	<b>Jenni Gehrs</b>	<b>Sentinel</b>	<b>Anselmo Ramirez</b>

1996-1997

<b>President</b>	<b>Kelli Christian</b>	<b>Treasurer</b>	<b>Tyler Storey</b>
<b>Vice President</b>	<b>Ansemlo Ramirez</b>	<b>Reporter</b>	<b>Lisa Petersen</b>
<b>Secretary</b>	<b>Melissa Williams</b>	<b>Sentinel</b>	<b>Steve Flores</b>
<b>Historian</b>	<b>Michelle Duckett</b>		

1997-1998

<b>President</b>	<b>Lauren Green</b>	<b>Treasurer</b>	<b>Josh Knauss</b>
<b>Vice President</b>	<b>Vanessa Armenta</b>	<b>Reporter</b>	<b>Jessie Condit</b>
<b>Secretary</b>	<b>Jennie Brown</b>	<b>Sentinel</b>	<b>Robin Brown</b>

1998-1999

<b>President</b>	<b>Shelene Petersen</b>	<b>Treasurer</b>	<b>Jermain Florence</b>
<b>Vice President</b>	<b>Samantha Lassither</b>	<b>Reporter</b>	<b>Lauren Green</b>
<b>Secretary</b>	<b>Robyn Christian</b>	<b>Sentinel</b>	<b>Aaron Fisher</b>
<b>Historian</b>	<b>Erica Flores</b>		

2000-2001

<b>President</b>	<b>Robyn Christian</b>	<b>Treasurer</b>	<b>Luis Ramirez</b>
<b>Vice President</b>	<b>Erica Flores</b>	<b>Reporter</b>	<b>Kate DeSchryver</b>
<b>Secretary</b>	<b>Krystal Keese</b>	<b>Sentinel</b>	<b>Andy Petersen</b>

### 2001-2002

<b>President</b>	<b>Erica Flores</b>	<b>Treasurer</b>	<b>Audrey Fisher</b>
<b>Vice President</b>	<b>Kate DeSchryver &amp; Luis Ramirez</b>	<b>Reporter</b>	<b>Jennifer Domigos</b>
<b>Secretary</b>	<b>Brittani Williams</b>	<b>Sentinel</b>	<b>Andy Petersen</b>

### 2002-2003

<b>President</b>	<b>Luis Ramirez</b>	<b>Treasurer</b>	<b>Andy Petersen</b>
<b>Vice President</b>	<b>Audrey Fisher &amp; Jessica Perez</b>	<b>Reporter</b>	<b>Martin Aguilera</b>
<b>Secretary</b>	<b>Calah Kaslow</b>	<b>Sentinel</b>	<b>Lauren Christiansen</b>

### 2003-2004

<b>President</b>	<b>Calah Kaslow</b>	<b>Treasurer</b>	<b>Thomas Rose</b>
<b>Vice President</b>	<b>Francine Pelka &amp; Martin Aguilera</b>	<b>Reporter</b>	<b>Jennifer Potterton</b>
<b>Secretary</b>	<b>Jessica Perez</b>	<b>Sentinel</b>	<b>Nicole Rasmussen</b>

### 2004-2005

<b>President</b>	<b>Francine Pelka</b>	<b>Treasurer</b>	<b>Terrah Jepsen</b>
<b>Vice President</b>	<b>Jennifer Potterton &amp; Shealene Laroe</b>	<b>Reporter</b>	<b>Raseann Pelka</b>
<b>Secretary</b>	<b>Nicole Rasmussen</b>	<b>Sentinel</b>	<b>John Perez</b>
<b>Historian</b>	<b>Lacie Jepsen</b>		

### 2005-2006

<b>President</b>	<b>Raseann Pelka</b>	<b>Treasurer</b>	<b>Samantha Perez</b>
<b>Vice President</b>	<b>Lacie Jepsen &amp; John Perez</b>	<b>Reporter</b>	<b>Kelly Loff</b>
<b>Secretary</b>	<b>Perla Navarro</b>	<b>Sentinel</b>	<b>Jesus Aguilera</b>
<b>Historian</b>	<b>Erika Haas</b>		

### 2006-2007

<b>President</b>	<b>Matt Brady</b>	<b>Treasurer</b>	<b>Veronica Garcia</b>
<b>Vice President</b>	<b>Samantha Perez</b>	<b>Reporter</b>	<b>Kasi Costa</b>
<b>Secretary</b>	<b>Diana Martinez</b>	<b>Sentinel</b>	<b>Shawna Lennen</b>

### 2007-2008

<b>President</b>	<b>Samantha Perez</b>	<b>Treasurer</b>	<b>Shawna Lennen</b>
<b>Vice President</b>	<b>Veronica Garcia</b>	<b>Reporter</b>	<b>Diana Martinez</b>
<b>Secretary</b>	<b>Caitlyn Brady</b>	<b>Sentinel</b>	<b>Ian Brady</b>

### 2008-2009

<b>President</b>	<b>Shawna Lennen</b>	<b>Treasurer</b>	<b>Adrian Lopez</b>
<b>Vice President</b>	<b>Caitlyn Brady</b>	<b>Reporter</b>	<b>Kylin Costa</b>
<b>Secretary</b>	<b>Ashlee Shelly</b>	<b>Sentinel</b>	<b>Connor Wolford</b>
<b>Historian</b>	<b>Emily Shimamura</b>	<b>Advisor</b>	<b>Kathy Bibby</b>

### 2009-2010

<b>President</b>	<b>Connor Wolford</b>	<b>Treasurer</b>	<b>Luke Wilson</b>
<b>Vice President</b>	<b>Kylin Costa</b>	<b>Reporter</b>	<b>Emily Shimamura</b>
<b>Secretary</b>	<b>Melissa Flynn</b>	<b>Sentinel</b>	<b>Brandon Bennet</b>
<b>Historian</b>	<b>Emily Shimamura</b>	<b>Advisor</b>	<b>Kathy Bibby</b>

### 2010-2011

<b>President</b>	<b>Emily Shimamura</b>	<b>Treasurer</b>	<b>Anna Ramirez</b>
<b>Vice President</b>	<b>Kaitlyn Enticknap</b>	<b>Reporter</b>	<b>Ryan Howard</b>
<b>Secretary</b>	<b>Kylin Costa</b>	<b>Sentinel</b>	<b>Samantha Kelly</b>
<b>Historian</b>	<b>Maryury Diaz</b>	<b>Advisor</b>	<b>Kathy Bibby</b>
		<b>Advisor</b>	<b>Heather Clement</b>



2011-2012

<b>President</b>	<b>Kaitlyn Enticknap</b>	<b>Treasurer</b>	<b>Taylor Williams</b>
<b>Vice President</b>	<b>Brandon Bennett</b>	<b>Reporter</b>	<b>Anna Ramirez</b>
<b>Secretary</b>	<b>Kayla Tullis</b>	<b>Sentinel</b>	<b>Maryury Diaz</b>
<b>Advisor</b>	<b>Kathy Bibby</b>	<b>Advisor</b>	<b>Heather Clement</b>

2012-2013

<b>President</b>	<b>Anna Ramirez</b>	<b>Treasurer</b>	<b>Jacob Harrison</b>
<b>Vice President</b>	<b>Kayla Tullis</b>	<b>Reporter</b>	<b>Taylor Williams</b>
<b>Secretary</b>	<b>Maryury Diaz</b>	<b>Sentinel</b>	<b>Hanali Tapia-Palacios</b>
<b>Advisor</b>	<b>Kathy Bibby</b>	<b>Advisor</b>	<b>Heather Clement</b>

2013-2014

<b>President</b>	<b>Kayla Tullis</b>	<b>Treasurer</b>	<b>Izack Romero</b>
<b>Vice President</b>	<b>Jacob Harrison</b>	<b>Reporter</b>	<b>Frances Domingos</b>
<b>Secretary</b>	<b>Kristin Martin</b>	<b>Sentinel</b>	<b>Melissa Brocke</b>
<b>Advisor</b>	<b>Kathy Bibby</b>	<b>Advisor</b>	<b>Heather Clement</b>
<b>Advisor</b>	<b>Genevieve Bishop</b>		

# Awards and Achievements

## LEADERSHIP ACTIVITIES

22 National FFA Degrees  
150 State FFA Degrees  
1 National Proficiency Award Finalist  
10 State Proficiency Award Winners  
28 State Proficiency Award Finalists  
59 Regional Proficiency Award Winners  
98 Sectional Proficiency Award Winners  
Superior Chapter Award 1995-2011  
State Star Ag. Placement- Sectional & Regional Level  
3 National FFA Scholarship Recipients  
4 State FFA Scholarship Finalists  
2 Agriculture Entrepreneurship State Finalists  
2 Agriculture Entrepreneurship Regional Winners  
1 Agriscience Fair winner, Division 1, State level  
7 State FFA Officer Candidates  
10 Voting Delegates to the National FFA Convention  
State FFA Committee Chairpersons  
3 State Nominating Committee Members  
2 State FFA Officers: Harmon Kaslow, President  
Erica Flores, Secretary  
11 Regional FFA Officers  
19 Sectional FFA Officers  
Solvang Breakfast Rotary: Outstanding Student Recognition  
ACE Testing- student receiving state recognition

## CAREER DEVELOPMENT EVENTS

Commodity Marketing Activity- State Winners 1998, 1999, 2001, 2002  
Agriculture Sales Team- State Winners 1997  
Job Interview- Sectional & Regional Winners, State Finalist  
Prepared Public Speaking- Sectional & Regional Winners, State Finalist  
Extemporaneous Public Speaking-Regional Winner, State Finalist  
Parliamentary Procedure, Advanced-Sectional & Regional Winners,  
State Finalist  
Discussion Meet- Regional Finalists  
Creed Speaking- Sectional & Regional Winners, State Finalists  
Best Informed Greenhand Contest  
Open/Close Contest- Open & Officer Teams  
Poultry Judging Contest

**Project Competition- Division I & II Winners**

**LEADERSHIP CONFERENCE**

**National FFA Leadership Conference**

**State FFA Leadership Experience**

**Sacramento Leadership Experience**

**Advanced Leadership Academy**

**Made For Excellence Conference**

**Greenhand Conference**

**State Officer Leadership Conference**

**Chapter Officer Leadership Conference**

**Spring Regional Leadership Meetings**

**LIVESTOCK ACTIVITIES**

**(Listed are the Championships earned by students)**

**BEEF**

**Champion All Other Breeds Steer- California State Fair**

**Champion Beef Showman- California State Fair**

**Champion Cow/Calf Pair- Grand National**

**Grand Champion Market Steer- Santa Barbara County Fair**

**2 Supreme Champion Replacement Heifer- Santa Barbara County Fair**

**4 Reserve Supreme Champion Replacement Heifer- Santa Barbara County Fair**

**5 Grand Champion Local Bred Steers- Santa Barbara County Fair**

**6 Grand Champion Replacement Heifers- Santa Barbara County Fair**

**6 Reserve Champion Market Steers- Santa Barbara County Fair**

**5 Reserve Grand Champion Local Bred Steers- Santa Barbara County Fair**

**7 Reserve Grand Champion Replacement Heifers- Santa Barbara County Fair**

**4 Reserve Grand Champion Local Bred Heifers- Santa Barbara County Fair**

**1st Place Beef Showman- Novice, Intermediate & Advanced- Santa Barbara County Fair**

**Champion Jackpot Market Steer- Santa Barbara Exposition**

**Champion Angus Heifer- Western Bonanza**

**Champion Cow/Calf Pair- Cow Palace Livestock Exposition**

### **SWINE**

Grand Champion FFA Market Hog- Grand National  
2 Champion All Other Breed Market Hogs- Grand National  
4 Grand Champion Market Hogs- Santa Barbara County Fair  
6 Reserve Grand Champion Market Hogs- Santa Barbara County Fair  
1 Champion Market Gilt- Santa Barbara County Fair  
1 Reserve Champion Market Gilt- Santa Barbara County Fair  
1 Reserve Champion Market Barrow- Santa Barbara County Fair  
4 Champion Swine Exhibitors- Santa Barbara County Fair  
1<sup>st</sup> Place Swine Showman- Novice & Intermediate- Santa Barbara County Fair

### **GOATS**

7 Champion Breeding Goats- Santa Barbara County Fair  
1<sup>st</sup> Place Goat Showman- Advanced- Santa Barbara County Fair

### **SHEEP**

Numerous Class Winners  
1<sup>st</sup> Place Sheep Showman- Novice- Santa Barbara County Fair

### **POULTRY & RABBITS**

Grand Champion Meat Pen of Rabbits- Santa Barbara County Fair  
Grand Champion Meat Pen of Chickens- Santa Barbara County Fair  
3 Grand Champion Turkeys- Santa Barbara County Fair  
1<sup>st</sup> Place Small Stock Showman- Novice, Intermediate Advanced- Santa Barbara County Fair



# 2013-2014 FFA ACTIVITIES

Activity	Date	Location	Level
Home Football Game- Sell Sandwiches	August 30th	SYHS	Chapter
FFA Meeting	September	SYHS	Chapter
Home Football Game- Sell Sandwiches	September 6	SYHS	Chapter
Blue Jacket Bonanza Application	September 30th	Buellton	Sectional
Home Football Game- Sell Sandwiches	October 4th	SYHS	Chapter
FFA Meeting	October	SYHS	Chapter
Chapter Officer Leadership Conference (Officers Only)	October 12-13th	Hollister	Regional
Greenhand Conference (Freshmen Only)	October 16th or 17th	Paso Robles	State
Home Football Game- Sell Sandwiches	October 18th	SYHS	Chapter
Opening and Closing Ceremonies Competition	October 19th	San Luis Obispo	Sectional
Home Football Game- Sell Sandwiches	October 25th	SYHS	Chapter
FFA Meeting	November	SYHS	Chapter
Best Informed Greenhand Competition (Freshmen Only)	November 13th	Nipomo	Sectional
FFA Meeting and Morning Wave?	December	SYHS	Chapter
FFA Meeting	January	SYHS	Chapter
Dinuba Vine Pruning Contest	January 18th?	Dinuba	State
Reedley Vine Pruning Contest	January 25th?	Reedley	State
State FFA Degree Application	January 27th	Santa Maria	State
Made for Excellence & Advanced Leadership Academy (Sophomores and up)	January/February	Monterey	State
Vine Pruning State Finals	February 1st	Fresno	State
Proficiency Award Application	February 4th	San Luis Obispo	Regional
FFA Meeting	February	SYHS	Chapter
Sectional Public Speaking Competition (Manuscripts/Resumes due January 30th)	February 19th	Arroyo Grande	Sectional
Regional Officer Screening	February 23-24th	San Luis Obispo	Regional
Sacramento Leadership Experience (Seniors Only)	March 4-7th	Sacramento	State
FFA Meeting	March	SYHS	Chapter
Spring Regional Meeting	March 21st	King City	Regional
State FFA Degree Ceremony	March 30th	Arroyo Grande	State
FFA Meeting	April	SYHS	Chapter
Open House/Morning Wave?	April 9th	SYHS	Chapter
State FFA Conference	April 10th-15th	Fresno	State
FFA Banquet	May	Mission Santa Ines	Chapter
Sectional Officer Screening (Sophomores and up)	May 6th	Pioneer Valley	Sectional
Sectional Project Competition	May 15th	Santa Ynez	Sectional
Sectional Project Competition Banquet	May 27th	Lompoc	Sectional

# Support Material 9: Recruitment Program



# Santa Ynez High School Agriculture Department

## Support Material 9: Recruitment Program

Recruitment at Santa Ynez High School is done in a number of ways. Arguably, one of the most important groups of people to recruit is the students. We have a two facet process in which we recruit and retain students. We recruit current 8th graders in February because they register for classes in March with our school guidance counselors. A recruitment meeting letter is sent out before Winter Break informing the feeder schools that we would like to speak with their 8th graders about their science class choices and list available dates and times in February in which they can sign up. Next, in January, emails are sent to the science teacher and/or the school secretaries to schedule the recruitment dates. We usually block out no longer than thirty minutes in a class period in order to respect the teachers learning time with students. Our agriculture instructor presents the program and current freshmen share their experiences with the 8th graders to get them excited about the program. We hand out flyers and have students fill out a half sheet with their name and address. After the recruitment presentation, we go back to the department and send home letters to all of the parents of the students we met and encourage that their child sign up for an agriculture class their freshmen year.

To retain the students we already have enrolled, we also send home a letter to the parents of our current students that show them their options for sophomore, junior and senior year. We provide them with a look at how they can take an agriculture class every year and be college and career ready by the time they graduate. This system of recruitment has been in place for a few years and we have seen a dramatic increase in our enrollment. It also helps that most of our classes count for college admissions and all count for high school graduation.



Santa Ynez Valley Union High School  
Agriculture Department  
PO Box 398  
2975 East HWY 246  
Santa Ynez, CA 93460  
805.688.6487 ext. 3219

Dear Parent/Guardian of a Future Santa Ynez High School Student,

Greetings from the Santa Ynez Valley Union High School Agriculture Department! It is that time of year when students are making important choices on their courses for their freshman year of high school. What an exciting time as your student prepares to take the next step in their education! We would like to take this opportunity to share some information about the valuable opportunities that the Agriculture Department has to offer that will help your student meet college entrance and high school graduation requirements.

As a freshman, students are required to take a science class to meet their freshman science requirement. The Agriculture Department offers Agriculture Earth Science that counts for more than Integrated Science. Agriculture Earth Science is a UC/CSU approved Science Elective and helps meet college entrance requirements. Agriculture Earth Science teaches California Earth Science Curriculum Standards dictated by the California Department of Education and does it in a hands-on, agricultural context.

**Good for Parents to Know About Agriculture Earth Science:**

- \*It is the only freshmen science class that meets UC/CSU Elective Credit
- \*Agriculture classes are not for "lower" performing students. Meets the needs of all students
- \*You don't have to show an animal if you are in an agriculture class
- \*You can be in 4H and FFA!
- \*Provide leadership and public speaking experiences

Agriculture courses prepare students for premier leadership, personal growth and career success and we hope that your student continues their learning journey by choosing Agriculture Earth Science next year. Please feel free to email us with your questions. Thank you for your time and consideration.

Sincerely,

Kathy Bibby  
Agriculture Instructor  
[kbibby@syvuhsd.org](mailto:kbibby@syvuhsd.org)

Heather Clement  
Agriculture Instructor  
[hclement@syvuhsd.org](mailto:hclement@syvuhsd.org)

We want you  
in Ag. Earth Science!  
can't wait to see  
you in my class  
next year!





Agriculture

# EARTH SCIENCE



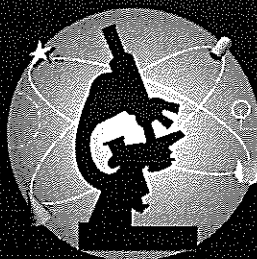
WHAT'S IN IT FOR YOU?

HS PHYSICAL SCIENCE CREDIT

UC/CSU ELECTIVE CREDIT

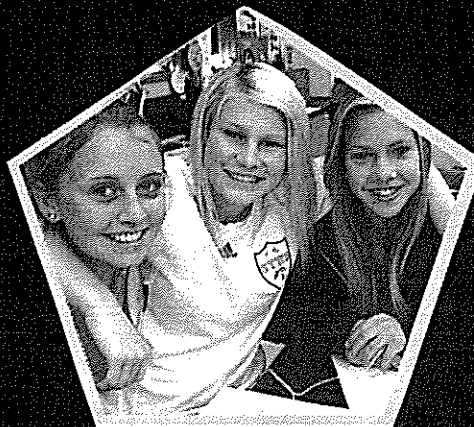
HANDS-ON FUN

LEADERSHIP SKILLS



## TAKING AG MEANS:

- \* LEADERSHIP
- \* GETTING INVOLVED
- \* NEW FRIENDS
- \* AG FACILITIES



## TAKING AG DOESN'T MEAN:

- \* BEING A "HICK"
- \* SHOWING AN ANIMAL
- \* NOT GOING TO  
COLLEGE

Santa Ynez Valley Union High School Agriculture Department  
Instructor: Heather Clement [hclement@syvuhd.org](mailto:hclement@syvuhd.org)

# Agriculture CLASS OFFERINGS

## Why choose agriculture classes?

Santa Ynez High School Agriculture Department curriculum is designed to meet college and career needs of our agricultural economy, while providing a diverse academic curriculum experience through the development of relevant 21st Century Skills. Most Agriculture classes count for both high school and college requirements!

Agriculture Department UC/CSU Approved Course Schedule (Select one course from each subject area each year where applicable)				
Subject	Freshman	Sophomore	Junior	Senior
English	CP English	CP English	CP English	CP English
Math	Algebra 1 Geometry Algebra 2	Geometry Algebra 2 Honors Algebra 2 Pre-Calculus Honors Pre-Calculus	Algebra 2 Pre-Calculus Honors Pre-Calculus AP Statistics AP Calculus	Pre-Calculus Honors Pre-Calculus AP Statistics AP Calculus
Social Studies	Freshman Requirement	World Cultures AP European History	US History AP US History	Ag Gov't/Economics
Science	Ag Earth Science	Agriculture Biology	Vet. Science or Physics or Chemistry	Vet. Science or Physics or Chemistry
Foreign Language	Foreign Language	Foreign Language	Foreign Language	Foreign Language
Electives	Visual or Performing Arts	<u>College Prep Elective:</u> Ornamental Horticulture  <u>High School Elective:</u> Agriculture Mechanics	<u>College Prep Elective:</u> Ornamental Horticulture  <u>High School Elective:</u> Agriculture Mechanics	<u>College Prep Elective:</u> Ornamental Horticulture  <u>High School Elective:</u> Agriculture Mechanics
Physical Education	Physical Education	Physical Education		

Santa Ynez Valley Union High School Agriculture Department  
Instructor: Heather Clement hclement@syvuhsd.org



**Santa Ynez Valley Union High School**  
**Agriculture Department**  
PO Box 398  
2975 East HWY 246  
Santa Ynez, CA 93460  
805.688.6487 ext. 3219

Dear Parent/Guardian of an Agriculture Biology Student,

Greetings from the Santa Ynez Valley Union High School Agriculture Department! It is that time of year when students are making important choices on their courses for the next school year. We would like to take this opportunity to share some information about the valuable opportunities that the Agriculture Department has to offer that will help your student meet college entrance and high school graduation requirements.

Your student has done very well this year in Agriculture Biology. They have shown enthusiasm for the subject and enjoy the hands on learning that agriculture courses provide. We would highly recommend that your student continue to take agriculture courses next year. As a junior, students are starting to really consider their post high school options, whether it be college or a career. The Agriculture Department offers several choices that will prepare students for graduation and college entrance:

**Ornamental Horticulture** is a UC/CSU approved Science Elective and also counts for High School Fine Arts credit. Ornamental Horticulture helps students earn those much needed UC/CSU elective credits.

**Agriculture Mechanics** provides High School Elective credit, and is articulated with Allan Hancock College.

**Veterinary Science** is a UC/CSU approved Lab Science. All juniors are required to take a laboratory science course, and Veterinary Science meets this requirement as well as college admissions requirements.

Students should also keep in mind that if they want to take the UC/CSU approved Agriculture Government and Economics during their senior year, they must take one agriculture course their junior year as a prerequisite.

Agriculture courses prepare students for premier leadership, personal growth and career success and we hope that your student continues their learning journey by choosing an agriculture course next year. Please feel free to email us with your questions. Thank you for your time and consideration.

Sincerely,

Heather Clement  
Agriculture Instructor  
[hclement@syvuhd.org](mailto:hclement@syvuhd.org)



# Agriculture BIOLOGY

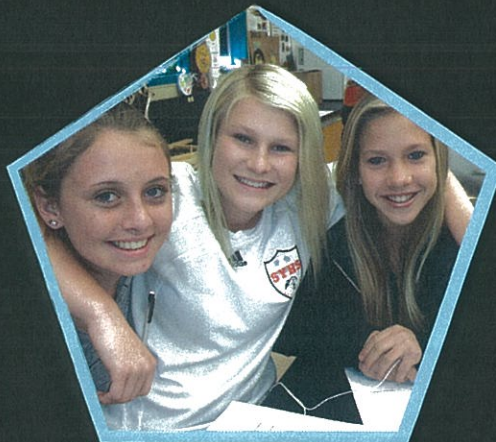
*WHAT'S IN IT FOR YOU?*

*HS LIFE SCIENCE CREDIT  
UC/CSU LAB SCIENCE CREDIT  
HANDS-ON FUN*



## *TAKING AG MEANS:*

- \* LEADERSHIP*
- \*GETTING INVOLVED*
- \*NEW FRIENDS*
- \*AG FACILITIES*



## *TAKING AG DOESN'T MEAN:*

- \*BEING A "HICK"*
- \*SHOWING AN ANIMAL*
- \*NOT GOING TO  
COLLEGE*

Santa Ynez Valley Union High School Agriculture Department  
Instructor: Heather Clement [hclement@syvuhsd.org](mailto:hclement@syvuhsd.org)





Santa Ynez Valley Union High School  
Agriculture Department  
PO Box 398  
2975 East HWY 246  
Santa Ynez, CA 93460  
805.688.6487 ext. 3219

Dear Parent/Guardian of an Agriculture Biology Student,

Greetings from the Santa Ynez Valley Union High School Agriculture Department! It is that time of year when students are making important choices on their courses for the next school year. We would like to take this opportunity to share some information about the valuable opportunities that the Agriculture Department has to offer that will help your student meet college entrance and high school graduation requirements.

Your student has done very well this year in Agriculture Biology. They have shown enthusiasm for the subject and enjoy the hands on learning that agriculture courses provide. We would highly recommend that your student continue to take agriculture courses next year. As a junior, students are starting to really consider their post high school options, whether it be college or a career. The Agriculture Department offers several choices that will prepare students for graduation and college entrance:

**Ornamental Horticulture** is a UC/CSU approved Science Elective and also counts for High School Fine Arts credit. Ornamental Horticulture helps students earn those much needed UC/CSU elective credits.

**Agriculture Mechanics** provides High School Elective credit, and is articulated with Allan Hancock College.

**Veterinary Science** is a UC/CSU approved Lab Science. All juniors are required to take a laboratory science course, and Veterinary Science meets this requirement as well as college admissions requirements.

Students should also keep in mind that if they want to take the UC/CSU approved Agriculture Government and Economics during their senior year, they must take one agriculture course their junior year as a prerequisite.

Agriculture courses prepare students for premier leadership, personal growth and career success and we hope that your student continues their learning journey by choosing an agriculture course next year. Please feel free to email us with your questions. Thank you for your time and consideration.

Sincerely,

Kathy Bibby  
Agriculture Instructor  
[kbibby@syvuhsd.org](mailto:kbibby@syvuhsd.org)

Heather Clement  
Agriculture Instructor  
[hclement@syvuhsd.org](mailto:hclement@syvuhsd.org)



# JUNIOR YEAR

## Agriculture

### VETERINARY SCIENCE

HS LIFE SCIENCE CREDIT  
UC/CSU LAB SCIENCE CREDIT

### ROP HORTICULTURE

HS ART CREDIT  
UC/CSU ELECTIVE CREDIT

### ROP AG MECHANICS

HS ELECTIVE CREDIT  
ARTICULATED WITH ALLAN HANCOCK

#### TAKING AG MEANS:

- \* LEADERSHIP
- \*GETTING INVOLVED
- \*NEW FRIENDS
- \*AG FACILITIES



#### TAKING AG DOESN'T MEAN:

- \*BEING A "HICK"
- \*SHOWING AN ANIMAL
- \*NOT GOING TO COLLEGE

Santa Ynez Valley Union High School Agriculture Department  
Instructor: Kathy Bibby [kbibby@syvuhd.org](mailto:kbibby@syvuhd.org)





Santa Ynez Valley Union High School  
Agriculture Department  
PO Box 398  
2975 East HWY 246  
Santa Ynez, CA 93460  
805.688.6487 ext. 3219

Dear Parent/Guardian of an Agriculture Student,

Greetings from the Santa Ynez Valley Union High School Agriculture Department! Congratulations to you and your student as they begin to sign up for classes for their senior year! What an exciting milestone! We would like to take this opportunity to share some information about the valuable opportunities that the Agriculture Department has to offer that will help your student meet college entrance and high school graduation requirements.

Your student has done very well this year in their agriculture class. They have shown enthusiasm for the subject and enjoy the hands on learning that agriculture courses provide. We would highly recommend that your student continue to take agriculture courses next year. As a senior, students are strongly considering their post high school options, whether it be college or a career. The Agriculture Department offers several choices that will prepare students for graduation and college entrance:

**Agriculture Government and Economics** is UC/CSU approved for Government and Economics and is viewed the same as regular Government and Economics by college admissions. All seniors are required to take Government and Economics their senior year.

**Ornamental Horticulture** is a UC/CSU approved Science Elective and also counts for High School Fine Arts credit. Ornamental Horticulture helps students earn those much needed UC/CSU elective credits.

**Agriculture Mechanics** provides High School Elective credit, and is articulated with Allan Hancock College.

**Veterinary Science** is a UC/CSU approved Lab Science and meets lab science requirements for graduation and college admissions.

Agriculture courses prepare students for premier leadership, personal growth and career success and we hope that your student continues their learning journey by choosing an agriculture class next year. Please feel free to email us with your questions. Thank you for your time and consideration.

Sincerely,

Kathy Bibby  
Agriculture Instructor  
[kbibby@syvuhsd.org](mailto:kbibby@syvuhsd.org)

Heather Clement  
Agriculture Instructor  
[hclement@syvuhsd.org](mailto:hclement@syvuhsd.org)



# SENIOR YEAR

## Agriculture

### *AG GOV'T & ECONOMICS*

*HS GOV'T/ECON CREDIT  
UC/CSU GOV'T/ECON CREDIT*

### *VETERINARY SCIENCE*

*HS LIFE SCIENCE CREDIT  
UC/CSU LAB SCIENCE CREDIT*

### *ROP HORTICULTURE*

*HS ART CREDIT  
UC/CSU ELECTIVE CREDIT*

### *ROP AG MECHANICS*

*HS ELECTIVE CREDIT  
ARTICULATED WITH ALLAN HANCOCK*

### *TAKING AG MEANS:*

- \* LEADERSHIP*
- \*GETTING INVOLVED*
- \*NEW FRIENDS*
- \*AG FACILITIES*



### *TAKING AG DOESN'T MEAN:*

- \*BEING A "HICK"*
- \*SHOWING AN ANIMAL*
- \*NOT GOING TO COLLEGE*

Santa Ynez Valley Union High School Agriculture Department  
Instructor: Kathy Bibby [kbibby@syvuhd.org](mailto:kbibby@syvuhd.org)



# Support Material 10: FFA Chapter Scrapbook

# Santa Ynez High School Agriculture Department

## Support Material 10: FFA Chapter Scrapbook

We have not had a Chapter FFA Scrapbook for many years because we have not made it a priority for the Reporter (or Historian). It is our challenge as advisors next year to teach our students about the Chapter FFA Scrapbook and encourage them to make one for the 2014-2015 school year. It would be wise if we made a committee and delegate the work so that it did not fall solely on one person. Hopefully, we can present our scrapbook for competition at the Spring Regional Meeting in King City next year.



# Support Material 11: Summer Activities Calendar

# Santa Ynez High School Agriculture Department

## Support Material 11: Summer Activities Calendar

Summer activities in the program include managing projects for the Santa Barbara County Fair, attending the CATA Conference in June and preparing for the next school year. I included a brief list of my summer responsibilities until school begins on August 31, 2014.

Since I teach the ROP Livestock Management class during the summer, this is how I earn my summer stipend (not an extended contract). The ROP Office requires me to submit my class schedule with hours to account for my work time from March through July.



# Santa Ynez High School Agriculture Dept. Summer Plans 2014

<b>Date</b>	<b>Activity</b>	<b>Location</b>
May 30, 2014	Master's Oral Exam	Cal Poly, SLO
June 3, 2014	Livestock Management Meeting	SYHS Farm
June 3-6, 2014	Weigh Animals	Various
June 10, 2014	Livestock Management Meeting	SYHS Farm
June 10-13, 2014	Weigh Animals	Various
June 17, 2014	Livestock Management Meeting	SYHS Farm
June 22-26, 2014	CATA Conference	Cal Poly, SLO
June 30-July 2, 2014	Clip/Shear Fair Animals	Various
July 3, 2014	Mandatory Fair Meeting	SYHS
July 5, 2014	Move in tack for fair	Santa Maria
July 6, 2014	Move in animals for fair	Santa Maria
July 7, 2014	Weigh in	Santa Maria
July 8, 2014	Swine Showmanship, Sheep/Goat show	Santa Maria
July 9, 2014	Hog show, Sheep/goat showmanship, Beef show	Santa Maria
July 10, 2014	Beef Showmanship	Santa Maria
July 11, 2014	Heifer show and Auction	Santa Maria
July 12, 2014	Junior Livestock Auction	Santa Maria
July 13, 2014	Last day of fair, Thank You letters due	Santa Maria
July 14, 2014	Clean Up and Load Out	Santa Maria
July 16, 2014	Collect Carcass Data	Harris Ranch
July 17- August 1, 2014	Vacation	
August 4-8, 2014	Prep for school	SYHS
August 11-12, 2014	Prep for school	SYHS
August 13, 2014	First Day of School	SYHS
August 16-17, 2014	Chapter Officer Retreat	Santa Ynez

\*Some of these dates are tentative and subject to change,

# TENTATIVE Livestock Meeting Schedule

Date	Activity
<b>Wednesday January 29th</b>	<b>Mandatory Exhibitor and Parent Meeting 6:00pm Little Theater</b>
Tuesday March 11th	Livestock Meeting 3:30pm S1
Tuesday March 18th	Livestock Meeting 3:30pm S1
Tuesday March 25th	Livestock Meeting 3:30pm S1
Tuesday April 1st	Livestock Meeting/FFA Meeting 6pm Little Theatre
Tuesday April 8th	Livestock Meeting 3:30pm S1
Tuesday April 22nd	Livestock Meeting 3:30pm S1
Tuesday April 29th	Livestock Meeting 3:30pm S1
Thursday May 8th	Livestock Meeting 3:30pm S1
Tuesday May 13th	Livestock Meeting 3:30pm S1
Tuesday May 20th	Livestock Meeting 3:30pm S1
Tuesday May 27th	Livestock Meeting 3:30pm S1
Tuesday June 3rd	Showmanship Practice
Tuesday June 10th	Showmanship Practice
Tuesday June 17th	Showmanship Practice
Tuesday June 24th	Showmanship Practice
<b>Thursday July 3rd</b>	<b>Mandatory Exhibitor and Parent Meeting 5:30pm Little Theatre</b>
<b>Santa Barbara County Fair</b>	
Saturday July 5th	Tack Move In
Sunday July 6th	Animals Move In
Monday July 7th	Weigh In
Tuesday July 8th	Swine showmanship, Sheep/goat show
Wednesday July 9th	Swine show, sheep/goat showmanship, beef show
Thursday July 10th	Beef showmanship
Friday July 11th	Heifer show and auction
Saturday July 12th	Auction
Sunday July 13th	Last Day of Fair
Monday July 14th	Clean Up and Move Out

**\*These are tentative dates and subject to change. Please keep in contact with FFA Advisors for most current information**

**\*ALL students are required to attend meetings, practices and fair days.**

# 2014 ROP LIVESTOCK MANAGEMENT COURSE HOURS

Date	Hours	Clement	Bishop
Tuesday, March 11th	3.00	3	
Tuesday, March 18th	3.00		3
Tuesday March 25th	3.00	3	
Tuesday April 1st	3.00		3
Tuesday April 8th	3.00	3	
Tuesday April 22nd	3.00		3
Tuesday April 29th	3.00	3	
Thursday May 8th	3.00		3
Tuesday May 13th	4.00	4	
Tuesday May 20th	4.00		4
Tuesday May 27th	4.00	4	
Tuesday June 3rd	5.00		5
Tuesday June 10th	5.00	5	
Tuesday June 17th	6.00		6
Tuesday June 24th	6.00	6	
<b>Fiscal Year 2013-2014</b>	<b>58.00</b>	<b>31</b>	<b>27</b>
Thursday July 3rd	7.00		7
Saturday July 5th	8.00	8	
Sunday July 6th	8.00		8
Monday July 7th	8.00	8	
Tuesday July 8th	8.00		8
Wednesday July 9th	8.00	8	
Thursday July 10th	8.00		8
Friday July 11th	8.00	8	
Saturday July 12th	8.00		8
Sunday July 13th	8.00	8	
Monday July 14th	8.00		8
<b>Fiscal Year 2014-2015</b>	<b>87.00</b>	<b>40</b>	<b>47</b>
<b>TOTAL HOURS</b>	<b>145.00</b>	<b>71</b>	<b>74</b>



# Support Material 12: Graduate Follow Up Survey

# Santa Ynez High School Agriculture Department

## Support Material 12: Graduate Follow Up Survey

The follow up survey form used at Santa Ynez High School is given to students during the fall after graduation of their Senior year. These students are surveyed so we may properly enter their information in to the R-2 report and keep them on our FFA Roster for the following year. It helps use keep track of our graduates and assists us in planning for American FFA Degree applications.

We hope to increase the number of results received by communicating with our graduates in a fashion they are most familiar with. The survey will be administered through email as an Adobe Forms attachment.

Dear Agriculture Education Graduate:

As a recent graduate of Santa Ynez Valley Union High School, and as a former student of the agriculture program, you have been selected to help advise us on the areas needing improvement in the agriculture program. Your knowledge and opinions of the present program is vital to future improvements. Your honest comments will be kept confidential, and will help to insure the continued success of the agriculture program and the FFA Chapter at Santa Ynez High School.

Your participation in this survey is very important to us, and we hope that you will take a few minutes to complete the form with thought and integrity. Please return the survey to the high school in the enclosed, stamped envelope at your earliest convenience. Thank you for your help!!

Sincerely yours,

Kathy Bibby

Agriculture Department  
Santa Ynez High School

## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name \_\_\_\_\_
2. Permanent mailing address  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Phone number \_\_\_\_\_
4. What are you doing at the present time?  
\_\_\_\_\_ working full time                      \_\_\_\_\_ in school full time  
\_\_\_\_\_ working part time                      \_\_\_\_\_ in school part time
5. If working, what type of business or industry are you employed in?
6. If in school, where are you enrolled? What is your major?
7. Please list the agriculture courses that you took in high school.
  - a.
  - b.
  - c.
  - d.
  - e.

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing. Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful



17. The most valuable aspect of projects is:

- ☐ learning skills related to agricultural jobs
- ☐ development of responsibility
- ☐ learning how to keep records
- ☐ developing a record of Ag. experience for future employment
- ☐ references
- ☐ a chance to make money
- ☐ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☐ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☐ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☐ adequate space for facilities
- ☐ modern
- ☐ old fashioned
- ☐ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☐ not enough supplies
- ☐ well maintained
- ☐ not well maintained
- ☐ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_

Preview

# Graduate Follow-Up

We would love to know where you  
are now!

(((



)))

Date



First name

Last name

Permanent address and phone

▶▶▶

**Please answer the following**

**What are you doing at the present time?**

- ☐ Working full time
- ☐ Working part time
- ☐ In school full time
- ☐ in school part time

**If attending school, is your major in agriculture?**

- ☐ Yes
- ☐ No

If working, what type of business or  
industry are you employed in?

**How many years were you in Ag at SYV?**

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

**Which agriculture course did you take in high school?**

- ☐ Agriculture (Earth)  
Science
- ☐ Agriculture Biology

- ☐ Veterinary Science
- ☐ Agriculture  
Mechanics
- ☐ Ornamental  
Horticulture
- ☐ Agriculture  
Government &  
Economics

**We would like to know whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing. Please use the scale 1-5 to respond:**

- ☐ 1 Essential
- ☐ 2 Very valuable or useful
- ☐ 3 Somewhat valuable or useful
- ☐ 4 Of little value or use
- ☐ 5 Not valuable or useful

**The most valuable aspect of project is:**

- ☐ learning skills related to agricultural jobs
- ☐ development of responsibility
- ☐ learning how to keep records
- ☐ developing a record of Ag. experience for future employment
- ☐ a chance to make money
- ☐ Other

▶▶▶

**Please mark as many as you feel apply to the agriculture program**

**The facilities, equipment and supplies provided for the ag program are:**

- ☐ overcrowded
- ☐ adequate space for facilities
- ☐ modern
- ☐ old fashion
- ☐ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☐ not enough supplies
- ☐ well maintained
- ☐ not well maintained
- ☐ appropriate facilities and equipment for course taught
- ☐ not appropriate facilities and equipment
- ☐ Other

**The attitude of the agriculture students in general toward the program is:**

- ☐ unaware
- ☐ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical

- ☐ very critical
- ☐ Other

▶▶▶

**What other comments would like to make that were not covered in this survey?**

**Thank you for your time!! May you be well in all your endeavors!**

Submit



# Support Material 13: Graduate Follow Up Survey Results

# Santa Ynez High School Agriculture Department

## Support Material 13: Graduate Follow Up Survey Results

Results from our Graduate Follow Up Survey are entered into our R-2 Report. This allows us to keep track of our graduates more effectively. This year, we should have a few American Degree applicants based on the information we have gathered through our survey. It is also important and interesting to see which students are still involved in agriculture post high school graduation.

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

## Graduate Follow-up Report

Filing Year=2013

# CA0230 Santa Ynez  
Santa Ynez Valley UHS  
Santa Ynez, CA 93460

Printed: 4/23/2014 10:20:04 AM

Total Seniors (Year=2012 ):	35
Total Seniors having completed 3 or more years of Ag Instruction:	12
<b>Program Completer Status</b>	
Two Year College Ag Major	6
Two Year College Non-Ag Major	5
Employed - Parttime Ag Job	1

---

Site developed and maintained by the California FFA Association.

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

## Graduate Follow-up

# CA0230 Santa Ynez  
Santa Ynez Valley UHS  
Santa Ynez, CA 93460

Graduates for Spring: 2013

Last Name	First Name	Graduate Status
✓ Diaz	Maryury	Two Year College-Non-Ag Major
Howard	Ryan	Two Year College-Non-Ag Major
✓ Alcantar	Selynna	Two Year College-Non-Ag Major
Giordani	Angela	Two Year College-Ag Major
✓ Ramirez	Anna	Two Year College-Non-Ag Major
✓ Moniot	Melissa	Two Year College-Ag Major
✓ Daily	Tristan	Two Year College-Ag Major
✓ Beaton	Kaitlin	Two Year College-Ag Major
✓ Hurtado	Jennifer	Two Year College-Non-Ag Major
✓ Spry	Kelsea	Two Year College-Ag Major
✓ Wilks	Jake	Employed - Parttime-Ag Job
Williams	Taylor	Two Year College-Ag Major

Printed: 4/23/2014 10:19:40 AM  
Count: 12

---

Site developed and maintained by the California FFA Association.



## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name [REDACTED] KS
2. Permanent mailing address  
[REDACTED]  
[REDACTED]  
[REDACTED]
3. Phone number [REDACTED]
4. What are you doing at the present time?  
☐ working full time      ☒ in school full time  
☐ working part time      ☐ in school part time
5. If working, what type of business or industry are you employed in?

6. If in school, where are you enrolled? What is your major?

Allan hancock studying agriculture business

7. Please list the agriculture courses that you took in high school.

- a. ag science
- b. ag economics and government
- c. veterinary science
- d. agriculture biology
- e.

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing.

Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☒ learning skills related to agricultural jobs
- ☒ development of responsibility
- ☐ learning how to keep records
- ☐ developing a record of Ag. experience for future employment
- ☐ references
- ☒ a chance to make money
- ☐ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☐ very supportive
- ☐ supportive
- ☐ disinterested
- ☒ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☐ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☒ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☐ adequate space for facilities
- ☐ modern
- ☐ old fashioned
- ☐ adequate numbers of equipment
- ☒ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☐ not enough supplies
- ☒ well maintained
- ☐ not well maintained
- ☐ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_

## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name [REDACTED]
2. Permanent mailing address  
[REDACTED]  
[REDACTED]  
[REDACTED]
3. Phone number [REDACTED]
4. What are you doing at the present time?  
☐ working full time                      ☐ in school full time  
☒ working part time                      ☒ in school part time
5. If working, what type of business or industry are you employed in?  
restaurant in Santa Ynez
6. If in school, where are you enrolled? What is your major?  
Allan Hancock SM Ag major
7. Please list the agriculture courses that you took in high school.
  - a. Ag. government + Economics
  - b. Veterinary Science
  - c.
  - d.
  - e.

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing. Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☒ learning skills related to agricultural jobs
- ☐ development of responsibility
- ☐ learning how to keep records
- ☐ developing a record of Ag. experience for future employment references
- ☒ a chance to make money
- ☐ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☐ very supportive
- ☐ supportive
- ☒ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☒ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☒ adequate space for facilities
- ☒ modern
- ☐ old fashioned
- ☐ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☒ not enough supplies
- ☐ well maintained
- ☐ not well maintained
- ☐ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_



## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name [REDACTED]
2. Permanent mailing address  
[REDACTED]  
[REDACTED]  
[REDACTED]
3. Phone number [REDACTED]
4. What are you doing at the present time?  
\_\_\_\_\_ working full time                      X in school full time  
\_\_\_\_\_ working part time                      \_\_\_\_\_ in school part time
5. If working, what type of business or industry are you employed in?  
Animal Science
6. If in school, where are you enrolled? What is your major?  
Allan Hancock, major Animal Science
7. Please list the agriculture courses that you took in high school.
  - a. Ag. Science
  - b. Ag. Bio.
  - c. Ag. Government / Econ.
  - d. Vet. Science
  - e. Ag. Mechanics

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing. Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☒ 2 learning skills related to agricultural jobs
- ☐ 1 development of responsibility
- ☐ 1 learning how to keep records
- ☒ 3 developing a record of Ag. experience for future employment references
- ☐ 1 a chance to make money
- ☐ 1 other (please describe) learning to work on a team

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☐ very supportive
- ☒ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☐ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☒ other (please describe) some support / other don't care

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☒ adequate space for facilities
- ☒ modern
- ☐ old fashioned
- ☐ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☒ adequate amounts of supplies
- ☐ not enough supplies
- ☒ well maintained
- ☐ not well maintained
- ☒ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_

## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name
2. Permanent mailing address
3. Phone number
4. What are you doing at the present time?  
           working full time                                 in school full time  
  X   working part time                                 in school part time
5. If working, what type of business or industry are you employed in?  
*Welding*
6. If in school, where are you enrolled? What is your major?
7. Please list the agriculture courses that you took in high school.
  - a. *Ag Sci*
  - b. *Ag Mech*
  - c. *Ag Sci/Econ*
  - d. *Ag Bio*
  - e.

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing. Please use the 1 - 5 scale described here in responding to the following questions.

- ☒ 1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☒ learning skills related to agricultural jobs
- ☒ development of responsibility
- ☐ learning how to keep records
- ☐ developing a record of Ag. experience for future employment references
- ☐ a chance to make money
- ☐ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☐ very supportive
- ☒ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☐ very supportive
- ☒ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☒ adequate space for facilities
- ☐ modern
- ☐ old fashioned
- ☐ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☐ not enough supplies
- ☒ well maintained
- ☐ not well maintained
- ☒ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_



## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name \_\_\_\_\_
2. Permanent mailing address  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Phone number N/A
4. What are you doing at the present time?  
\_\_\_\_\_ working full time \_\_\_\_\_ in school full time  
\_\_\_\_\_ working part time \_\_\_\_\_ in school part time
5. If working, what type of business or industry are you employed in?
6. If in school, where are you enrolled? What is your major?  
Marquette Horticulture
7. Please list the agriculture courses that you took in high school.
- a. Horticulture
- b.
- c.
- d.
- e.

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing. Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
- ×2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☒ learning skills related to agricultural jobs
- ☒ development of responsibility
- ☒ learning how to keep records
- ☐ developing a record of Ag. experience for future employment references
- ☐ a chance to make money
- ☐ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☐ very supportive
- ☒ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☐ very supportive
- ☒ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☐ adequate space for facilities
- ☐ modern
- ☐ old fashioned
- ☐ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☐ not enough supplies
- ☒ well maintained
- ☐ not well maintained
- ☒ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_

## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name \_\_\_\_\_
2. Permanent mailing address  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Phone number \_\_\_\_\_
4. What are you doing at the present time?  
\_\_\_\_\_ working full time      ☒ in school full time  
\_\_\_\_\_ working part time      \_\_\_\_\_ in school part time
5. If working, what type of business or industry are you employed in?
6. If in school, where are you enrolled? What is your major?  
*Alam Hancock Animal Science*
7. Please list the agriculture courses that you took in high school.
  - a. *Ag Science*
  - b. *Ag Biology*
  - c. *Ag Mechanics*
  - d.
  - e.

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing. Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☒ learning skills related to agricultural jobs
- ☐ development of responsibility
- ☐ learning how to keep records
- ☐ developing a record of Ag. experience for future employment
- ☐ references
- ☐ a chance to make money
- ☐ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☒ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☒ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☐ adequate space for facilities
- ☐ modern
- ☐ old fashioned
- ☐ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☐ not enough supplies
- ☐ well maintained
- ☐ not well maintained
- ☒ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_



## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name \_\_\_\_\_
2. Permanent mailing address  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Phone number \_\_\_\_\_
4. What are you doing at the present time?  
\_\_\_\_\_ working full time      ☒ in school full time  
\_\_\_\_\_ working part time      \_\_\_\_\_ in school part time
5. If working, what type of business or industry are you employed in?
6. If in school, where are you enrolled? What is your major?  
ALAN HANKOK      VET TECH
7. Please list the agriculture courses that you took in high school.
  - a. AG SCIENCE
  - b. AG BIO
  - c. AG MECH
  - d. HORTICULTURE
  - e. AG ECON

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing. Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☒ learning skills related to agricultural jobs
- ☒ development of responsibility
- ☐ learning how to keep records
- ☐ developing a record of Ag. experience for future employment references
- ☒ a chance to make money
- ☐ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☒ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☐ very supportive
- ☒ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☒ overcrowded
- ☐ adequate space for facilities
- ☐ modern
- ☐ old fashioned
- ☐ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☐ not enough supplies
- ☒ well maintained
- ☐ not well maintained
- ☒ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_

## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name \_\_\_\_\_
2. Permanent mailing address  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Phone number \_\_\_\_\_
4. What are you doing at the present time?  
\_\_\_\_\_ working full time      ☒ in school full time  
\_\_\_\_\_ working part time      \_\_\_\_\_ in school part time
5. If working, what type of business or industry are you employed in?
6. If in school, where are you enrolled? What is your major?  
SBC Digital Media
7. Please list the agriculture courses that you took in high school.
  - a. Agriculture Science
  - b. Agriculture Biology
  - c. Veterinary Science
  - d. ag. Government & Econ.
  - e.

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing.

Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☒ learning skills related to agricultural jobs
- ☒ development of responsibility
- ☒ learning how to keep records
- ☒ developing a record of Ag. experience for future employment references
- ☒ a chance to make money
- ☒ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☒ very supportive
- ☒ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☐ very supportive
- ☒ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☒ adequate space for facilities
- ☒ modern
- ☐ old fashioned
- ☐ adequate numbers of equipment
- ☒ not enough equipment for class size
- ☒ adequate amounts of supplies
- ☐ not enough supplies
- ☒ well maintained
- ☐ not well maintained
- ☐ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☒ other (please describe) great experience



## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name [REDACTED]
2. Permanent mailing address  
[REDACTED]  
[REDACTED]  
[REDACTED]
3. Phone number \_\_\_\_\_
4. What are you doing at the present time?  
\_\_\_\_\_ working full time      X in school full time  
\_\_\_\_\_ working part time      \_\_\_\_\_ in school part time
5. If working, what type of business or industry are you employed in?
6. If in school, where are you enrolled? What is your major?  
Alon Hancock
7. Please list the agriculture courses that you took in high school.
  - a. Horticulture
  - b. Ag Government/Econ
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing. Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
- 3 3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☐ learning skills related to agricultural jobs
- ☒ development of responsibility
- ☐ learning how to keep records
- ☐ developing a record of Ag. experience for future employment
- ☐ references
- ☐ a chance to make money
- ☐ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☐ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☒ other (please describe) IDK

19. The attitude of agriculture students in general toward the program is:

- ☐ very supportive
- ☐ supportive
- ☒ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☐ adequate space for facilities
- ☒ modern
- ☐ old fashioned
- ☐ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☐ not enough supplies
- ☒ well maintained
- ☐ not well maintained
- ☒ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_

## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name [REDACTED]
2. Permanent mailing address  
[REDACTED]  
[REDACTED]  
[REDACTED]
3. Phone number [REDACTED]
4. What are you doing at the present time?  
☐ working full time      ☒ in school full time  
☒ working part time      ☐ in school part time
5. If working, what type of business or industry are you employed in?  
Retail,
6. If in school, where are you enrolled? What is your major?  
Allan Hancock
7. Please list the agriculture courses that you took in high school.
  - a. Ag. Earth
  - b. Ag. Biology
  - c. Vet. Science
  - d. TA - Ag
  - e.

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing. Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- 2 learning skills related to agricultural jobs
- 1 development of responsibility
- 2 learning how to keep records
- 2 developing a record of Ag. experience for future employment references
- 1 a chance to make money
- other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- NO unaware
- ✓ very supportive
- ✓ supportive
- NO disinterested
- slightly critical
- very critical
- other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ✓ very supportive
- ✓ supportive
- disinterested
- slightly critical
- very critical
- other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- overcrowded
- ✓ adequate space for facilities
- ✓ modern
- old fashioned
- adequate numbers of equipment
- not enough equipment for class size
- ✓ adequate amounts of supplies
- not enough supplies
- ✓ well maintained
- not well maintained
- ✓ appropriate facilities and equipment for courses taught
- not appropriate facilities and equipment
- other (please describe) \_\_\_\_\_



## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name [REDACTED]
2. Permanent mailing address  
[REDACTED]  
[REDACTED]  
[REDACTED]
3. Phone number [REDACTED]
4. What are you doing at the present time?  
☐ working full time      ☒ in school full time  
☐ working part time      ☐ in school part time
5. If working, what type of business or industry are you employed in?  
SBCC
6. If in school, where are you enrolled? What is your major?  
Performing Arts
7. Please list the agriculture courses that you took in high school.
  - a. Ag Bio
  - b. Ag Science
  - c. Ag Mechanics
  - d. Ag Government Econ
  - e. Ag Hort.

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing.

Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☒ learning skills related to agricultural jobs
- ☒ development of responsibility
- ☐ learning how to keep records
- ☐ developing a record of Ag. experience for future employment
- ☐ references
- ☒ a chance to make money
- ☐ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☐ unaware
- ☒ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☐ very supportive
- ☒ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☐ adequate space for facilities
- ☐ modern
- ☐ old fashioned
- ☒ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☐ not enough supplies
- ☒ well maintained
- ☐ not well maintained
- ☒ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_

## AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name [REDACTED]
2. Permanent mailing address  
[REDACTED]  
[REDACTED]  
[REDACTED]
3. Phone number [REDACTED]
4. What are you doing at the present time?  
☐ working full time      ☒ in school full time  
☒ working part time      ☐ in school part time
5. If working, what type of business or industry are you employed in?

6. If in school, where are you enrolled? What is your major?

SBCB Don't know what I want to  
do yet. Working on general ed.

7. Please list the agriculture courses that you took in high school.

a.

b. ag. bio

c. ag. economics & government

d.

e.

We are interested in knowing whether or not the agriculture program was valuable to you and if what you learned there is useful to you now in whatever you are doing.

Please use the 1 - 5 scale described here in responding to the following questions.

1. essential
2. very valuable or useful
3. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

17. The most valuable aspect of projects is:

- ☐ learning skills related to agricultural jobs
- ☒ development of responsibility
- ☒ learning how to keep records
- ☐ developing a record of Ag. experience for future employment
- ☐ references
- ☐ a chance to make money
- ☐ other (please describe) \_\_\_\_\_

18. The attitude of the community toward the agriculture program is:

- ☒ unaware
- ☐ very supportive
- ☐ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

19. The attitude of agriculture students in general toward the program is:

- ☐ very supportive
- ☒ supportive
- ☐ disinterested
- ☐ slightly critical
- ☐ very critical
- ☐ other (please describe) \_\_\_\_\_

For the following, please mark as many as you feel apply to the agriculture program.

20. The facilities, equipment and supplies provided for the agriculture program are:

- ☐ overcrowded
- ☐ adequate space for facilities
- ☐ modern
- ☒ old fashioned
- ☒ adequate numbers of equipment
- ☐ not enough equipment for class size
- ☐ adequate amounts of supplies
- ☐ not enough supplies
- ☐ well maintained
- ☐ not well maintained
- ☐ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) \_\_\_\_\_



# Support Material 14: Comprehensive Program Plan

# Santa Ynez High School Agriculture Department

## Support Material 14: Comprehensive Program Plan

The Comprehensive Program Plan is a large binder that holds all of the pertinent information relating to our agriculture program. It is updated every year and a copy is kept in our Regional FFA Supervisor, Greg Beard's, office.

Our Comprehensive Program Plan is copied as is and needs some work. Some of the elements are old and outdated (course descriptions, acquisition lists, Program of Activities). By completing this binder of support materials through the AGED 539 class, it will be much easier to upgrade the existing Comprehensive Program Plan for the upcoming year.



**COMPREHENSIVE PROGRAM PLAN**  
**SANTA YNEZ VALLEY UNION HIGH SCHOOL**  
**AGRICULTURE DEPARTMENT**

Job Market Description

The Santa Ynez Valley Union High School District covers an area of more than 1,000 square miles. Students come from as far north as Los Alamos, south to Gaviota, east to the San Marcos Pass, and west to Drum Canyon Road. There are several towns and villages included in the District. Consequently, a wide variety of businesses operate in the Valley.

In general, the residential areas are a bedroom community. The major sources of income are agriculture, tourism, small business, and income from investments. About one-half of the residents are employed by the tourism industry that thrives here. About one-fourth of the employed residents work on ranches or at trades and services. Approximately one-fourth commute to larger cities to the north and south to work.

The most prominent type of agri-business is the horse and wine industries. Depending on the size of the operation, they might employ one all-around manager or several specialized task employees. Many of these positions require post-secondary education. The ranching and farming industries do not typically seek employees, at least for full-time work. Unique to this area is the large number of animal care facilities. These clinics and hospitals do need staff to service the medical needs of the large number of commercial and personal animals in the Valley. A lot of

our students find employment in this area, while attending high school and during summers. Most students attend community college, trade schools or four-year colleges upon graduation.

### Targeted Occupations

#### Agricultural Production

Farmer, rancher, ranch hand, veterinarian assistant, animal technician, artificial inseminator, tractor driver, fence builder, butcher, meat cutter, meat wrapper, livestock equipment salesman, trucker, bookkeeper, ranch/farm manager, sheep producer, swine producer, beef producer, horse trainer, horseshoer, field representative, feedlot stocker, saleyard worker, general foreman, feed salesman, feedstore owner/operator, irrigation worker, secretary, fruit/grape producer.

#### Agriculture Mechanics

Welder's helper, welder, fabricator, designer, tractor operator, equipment operator, construction worker, parts person, diesel mechanic, hydraulic mechanic, truck driver, small engine mechanic, machinist, equipment sales, and equipment service.

#### Horticulture

Delivery person, floral salesperson, greenhouse foreman, flower shop manager, greenhouse worker, propagator, farm worker, chemical sales, flower sales person, nursery worker, mechanic, retail sales, seed production, grounds supervisor, landscape planter, landscape designer, landscape architect.



### Agriculture Business

Secretary, ranch/farm manager, loan officer, bank teller, checker, counter person, bookkeeper, veterinarian assistant, receptionist, salesman, field representative, teacher, parts person, and just about anything yqu can think of.

## **AGRICULTURE PRODUCTION JOB LISTINGS**

The jobs listed here are typical of those which require agricultural competencies of the job holder.

Job skills required of the occupations listed in the "high school" area should be possessed by persons successfully completing our high school level agricultural program.

For the occupations listed in the "community college" section, it is recommended that the student complete the high school level program in agriculture, continue in an appropriate community college agricultural program, private training program, or specialized on-the-job training for employment in these areas.

The occupations listed in the "post-secondary" section are on a professional level. These usually require four or more years of agricultural education at the college level.

### **HIGH SCHOOL**

Farm equipment operator  
Farm laborer  
Propagator  
Pruner  
Livestock handler  
Lab animal keeper  
Dairy farm hand  
Feed lot worker  
Vineyard laborer  
Construction

Farm equipment maintenance  
Basic equipment maintenance  
Irrigator  
Soil conservation aide  
Milker  
Pet boarding employee  
Poultry farm hand  
Field crop laborer  
Fire control laborer

### **COMMUNITY COLLEGE**

Veterinarian assistant  
Auctioneer  
Farrier  
Farm/Ranch foreman  
Grain/Hay buyer  
Veterinarian technician  
Herdsman  
Landscape maintenance

Inseminator  
Brand inspector  
Horse trainer  
Nurseryman  
Livestock buyer  
Vineyard foreman  
Forest service laborer

## POST-SECONDARY

Farm/Ranch manager  
Agricultural consultant  
Farm/Equipment appraiser  
Agriculture teacher  
Agricultural journalist  
Veterinarian  
Public relations  
Vineyard manager  
Bureau of Land Management  
Landscape architect  
Department of Fish and Game  
Sales and marketing

Farm advisor  
Agronomist  
County Ag. Commissioner  
Soil conservationist  
Feed lot manager  
Animal nutritionist  
Wine maker  
Water conservationist  
Forestry service  
Parks and Recreation  
4-H Youth advisor

## **GOALS AND OBJECTIVES OF THE AGRICULTURE DEPARTMENT**

1. Supply students with the knowledge and skills required for entry into and successful progress in agricultural occupations that do not require education beyond the secondary school level.
2. Prepare students for advanced post-secondary level education I agricultural production and mechanics.
3. Enable students to acquire an understanding of the economic and social impact of the agricultural industry on society and its relationship to agriculture in general.
4. Provide FFA activities in conjunction with the classroom to increase the student's leadership, citizenship and cooperation skills.
5. Provide a supervised agricultural experience in conjunction with the classroom to increase the student's hands-on-experience.
6. Provide the agriculture production industry with people who are prepared for entry-level employment in occupations which already exist.



## **PROGRAM DESCRIPTION SANTA YNEZ HIGH SCHOOL AGRICULTURE DEPARTMENT**

The agriculture department is a comprehensive program, offering courses in a variety of areas. The diverse course offerings help to meet the needs of the students and our community, broadening the student's education in their area of interest.

Agriculture Earth Science, Agriculture Biology and Veterinary Science curriculum covers core subject matter, with Agriculture Earth Science meeting "E" elective requirements and Agriculture Biology and Veterinary Science both meeting "D" Lab science requirements for UC admittance. Agriculture Government and Agriculture Economics are both taught over one semester and meet UC requirements for Government and Economics. Students then have the option of perusing their individual areas of interest; Agriculture Mechanics, Ornamental Horticulture and Livestock Management.

The agriculture department has a fully equipped mechanics shop, garden and greenhouse areas, and livestock facilities. Students receive hands-on learning opportunities, utilizing the available facilities. The FFA chapter owns a small flock of Suffolk breeding sheep that are used for instruction where applicable.

Santa Ynez FFA is an active FFA chapter, participating in activities at the chapter, sectional, regional, state and national levels. Three years ago, in 2010, the school added two sections of agriculture courses and in 2011 a third section allowing for an additional teacher to be added to the department, teaching at 60%. The department hopes to increase the offering to have this position become a 100% time position.

## **PROGRAM AND COURSE SUBJECT MATTER ALTERNATIVE CREDIT**

The following courses are offered at Santa Ynez Valley Union High School and the requirements they meet for graduation and/or college entrance.

1. Agriculture Earth Science – UC approved Science elective
2. Agriculture Biology \_ UC approved “D” lab science, SYHS biology credit
3. Agriculture Government & Agriculture Economics – UC approved “G” elective
4. Veterinary Science – UC approved, “D” lab science elective
5. Ornamental Horticulture – UC “G” elective, SYHS fine arts credit
6. Agriculture Mechanics and Advanced Agriculture Mechanics – articulated with Allan Hancock College
7. Livestock Management – summer course

# **Agriculture Economics**

## **UC/CSU "G" Approved**

### **I. COURSE INFORMATION:**

- A. Course Title: Agriculture Economics
- B. Grade Level: 12<sup>th</sup>
- C. Length of Course: 1 semester
- D. Prerequisites: Prior enrollment in agriculture courses; 1 year min.
- E. Credit: 5 Units

### **II. MAJOR GOAL AND STUDENT OUTCOMES:**

- A. In this course, students will pursue an understanding of basic and fundamental economic concepts and principles as they pertain to micro and macroeconomics, international economics, comparative economic systems in order to better understand the world they live in. Students will demonstrate the ability to think critically. Learn autonomously and to solve problems by effectively completing challenging group and individual projects and assignments.
- B. The Agriculture Economics course is designed to be both academically challenging and demanding. Students will be expected to not only acquire knowledge, but also to organize, analyze, evaluate, predict, problem solve and apply this knowledge. The student must be able to read and comprehend a variety of materials; demonstrate writing skills that convey ideas in written and visual form; speak with clarity, meaning, and confidence, exhibit creativity; use technology in research and accessing information; appreciate and respect individual and cultural differences; and demonstrate the ability to work collaboratively.

### **III. Major Objectives:**

A. The course objectives are as follows:

1. Students will understand the key factors of economics and develop an appreciation of agriculture and how it affects our economy.
2. Students will incorporate agriculture into the principals of economics, business management, employability and marketability of agricultural products.
3. Students will develop an appreciation of global agriculture production and the economic impact of agriculture.
4. The student will demonstrate the ability to analyze international economics by comparing and contrasting historical and present policy on international trade.
5. The student will demonstrate an understanding of economic systems by comparing advantages and disadvantages of each system.
6. Students will demonstrate the ability to analyze the concepts of microeconomics and policies to better understand how they relate to economic goals.

### **IV. Course Outline**

A. The Science of Economics

- a. Economic Systems
- b. Scarcity
- c. Opportunity Costs
- d. Factors of Production
- e. Three Basic Questions of Economics
- f. Circular flow Model
- g. Supply & Demand

B. Microeconomics – study of individual behavior in the economy

- a. Operations of markets
- b. How prices & the quantity demanded & supplied are determined in the markets for goods and services.
- c. Events that lead to changes in demand & supply and how these changes influence prices.
- d. Business organizations
- e. Operations of the labor market
- f. Distribution of income in our economy
- g. Market structures
- h. Responsibilities of government, including establishing trade regulations and price controls and influencing the market's equilibrium.

C. Macroeconomics – study of aggregate economic behavior of the economy as a whole.



- a. Statistics that measure the functioning of our economy.
  - b. Gross national product (GNP)
  - c. Consumer price index (CPI)
  - d. Use of these statistics and measures of employment & unemployment to study the business cycle, unemployment, inflations and economic growth.
  - e. Monetary policy
  - f. Fiscal policy
  - g. Aggregate demand and supply
  - h. Federal Reserve
- D. International Economic concepts
- a. Balance of trade
  - b. Foreign exchange
  - c. Comparative and absolute advantage
  - d. Specialization and exchange
- E. Agri-Economic Research Project
- a. Development of Agri-economic projects
  - b. Statistical management of project via record book
  - c. Instructional coordination
  - d. Analysis of project results
- F. Agricultural Leadership Development
- a. Development of listening, speaking, writing & reading skill activities
  - b. Critical thinking & group team building activities
  - c. Speech & seminar presentations

**V. TEXTS & SUPPLEMENTAL INSTRUCTIONAL RESOURCES:**

Agribusiness Fundamentals & Applications, Ricketts & Ricketts, 2009  
Virtual Economics, version 3, National Council on Economic Education  
High School Economics Courses, Teaching Strategies, Morton, Buckles, Miller, Nelson, & Prehn.  
 Local newspaper publications.  
 California FFA Association (2004). California Agriculture Record Book, Sacramento, CA.  
 University of California, Davis & California Department of Education (2002). Agriculture Model Curriculum Lesson Plans, CDE Press. Sacramento, CA.

**VI. KEY ASSIGNMENTS:**

- A. Research Paper on Agriculture Government Policy Concepts
- B. Seminar Presentation on Economic & Government Policy Practices
- C. Development of Personal Portfolio

- D. A variety of guided-practice activities involving data analysis of agriculture government policies
- E. Development of business marketing plan based on government regulations and policies.

**VII. INSTRUCTIONAL METHODS:**

- A. Lecture
- B. Audio Visual Materials
- C. Research Readings and Written Presentations
- D. Homework Assignments
- E. Group & Individual Activities
- F. Discussion & Group Dynamics
- G. Quizzes, Tests & Final Exam
- H. Guest Speakers
- I. Internet Exploration
- J. Seminar Presentation

**VIII. ASSESSMENT METHODS:**

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

## Course Description

<b>1. Course Title</b> Agricultural Government Policy	<b>9. Subject Area</b> <input checked="" type="checkbox"/> History/Social Science English Mathematics Laboratory Science Language other than English Visual & Performing Arts (for 2003) College Prep Elective
<b>2. Transcript Title / Abbreviation</b> Ag Government Policy	
<b>3. Transcript Course Code / Number</b> 1745 and 1747	
<b>4. School</b> Delta High School	
<b>5. District</b> River Delta Unified School District	
<b>6. City</b> Clarksburg	<b>10. Grade Level(s)</b> 12 <sup>th</sup> grade
<b>7. School / District Web Site</b> <a href="http://www.riverdelta.k12.ca.us">http://www.riverdelta.k12.ca.us</a>	<b>11. Seeking "Honors" Distinction?</b> <div style="text-align: center;"> <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No         </div>
<b>8. School Contact</b> <b>Name:</b> Paul Gengler <b>Title/Position:</b> Principal <b>Phone:</b> (510) 748 4314 <b>Ext.:</b> <b>Fax:</b> 916-744-1673 <b>E-mail:</b> pgengler@riverdelta.k12.ca.us	<b>12. Unit Value</b> <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) Other: _____
	<b>13. Date of School Board Approval</b> Spring 2001
<b>14. Was this course previously approved by UC?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No      If so, year removed from list. Under what course title? AGRICULTURAL ECONOMICS AND GOVERNMENTAL POLICY. We are resubmitting this course as a separate course. AGRICULTURAL ECONOMICS will stay the same under the 'g'.	
<b>15. Is this course modeled after an UC-approved course from another school?</b> <input type="checkbox"/> No If so, which school(s)?	
<b>16. Pre-Requisites</b> U.S. History	
<b>17. Co-Requisites</b> None	

**18. Brief Course Description**

In this course, students will pursue a deeper understanding of the institutions of American Government. They will do an in-depth study of the system of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments and their relationship to agriculture and agribusiness. This course will create civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.

**19. Course Goals and/or Major Student Outcomes:**

Students will demonstrate the ability to think critically, learn autonomously and to solve problems by effectively completing challenging group and individual projects and assignments they will help develop.

**20. Course Objectives:**

By taking an active role/part in the activities of the local government students will know how American society, political systems, and economy function within a global context; understands and appreciates the diversity in America and the world community; will be able to participate in community activities and assume the responsibilities of citizenship.

**21. Course Outline:**

- A. Foundations of American Government
  - 1. Principles of Government
  - 2. Principles of Government
- B. The Formation of Governments
  - 1. Types of Government
  - 2. Economic Theories
- C. Origins of American Government
  - 1. The Colonial Period
  - 2. Uniting for Independence
  - 3. The Articles of Confederation
  - 4. The Constitutional Convention
- D. The Constitution
  - 1. Structure and Principles
  - 2. Three Branches of Government
- E. Amending the Constitution
  - 1. The Amendments



- F. The Federal System
  - 1. National and State Powers
  - 2. Relations Among the States
  - 3. Developing Federalism
  - 4. Federalism and Politics
  
- G. The Legislative Branch
  - 1. The Organization of Congress
  - 2. Congressional Membership
  - 3. The House of Representatives
  - 4. The Senate
  - 5. Congressional Committees
  - 6. Staff and Support Agencies
  - 7. Development of Congressional Powers
  - 8. Constitutional Powers
  - 9. Investigations and Oversight
  - 10. Congress and the President
  
- H. Congress at Work
  - 1. How a Bill Becomes a Law
  - 2. Taxing and Spending Bills
  - 3. Influencing Congress
  - 4. Helping Constituents
  
- I. The Executive Branch
  - 1. The Presidency
  - 2. President and Vice President
  - 3. Electing the President
  - 4. The Cabinet
  - 5. The Executive Office
  
- J. Presidential Leadership
  - 1. Presidential Powers
  - 2. Roles of the President
  - 3. Styles of Leadership
  
- K. The Federal Bureaucracy
  - 1. Bureaucratic Organization
  - 2. The Civil Service System
  - 3. The Bureaucracy at Work
  
- L. The Judicial Branch
  - 1. The Federal Court System
  - 2. Powers of the Federal Courts
  - 3. Lower Federal Courts
  - 4. The Supreme Court
  - 5. Supreme Court Decision Making
  - 6. The Supreme Court at Work
  - 7. Shaping Public Policy
  - 8. Influencing Court Decisions

9. Liberty and Justice for ALL

M. Constitutional Freedoms

1. Constitutional Rights
2. Freedom of Religion
3. Freedom of Speech
4. Freedom of the Press
5. Freedom of Assembly
6. Citizenship and Equal Justice
7. A Nation of Immigrants
8. The Basis of Citizenships
9. The Rights of the Accused
10. Equal Protection of the Accused
11. Challenges for Civil Liberties

N. Law in America

1. Sources of American Law
2. Civil Law
3. Criminal Law

O. Participating in Government

1. Political Parties
2. Development of Parties
3. Party Organization
4. Nominating Candidates

P. Elections and Voting

1. Election Campaigns
2. Expanding Voting Rights
3. Interest Groups and Public Opinion
4. Interest Group Organization
5. Affecting Public Policy
6. Shaping Public Opinion
7. Measuring Public Opinion

Q. The Mass Media

1. Structure of the Mass Media
2. How Media Impact Government
3. Regulation of the Media

R. Public Policies and Services

1. Taxing and Spending
2. Raising Money
3. Preparing the Federal Budget
4. Managing the Economy
5. Social and Domestic Policy
6. Business and Labor Policy
7. Agriculture and the Environment
8. Health and Public Assistance
9. Education, Housing, and Transportation

- S. Foreign Policy and Defense
  - 1. Development of Foreign Policy
  - 2. Shared Foreign Policy Powers
  - 3. State and Defense Departments
  - 4. Foreign Policy in Action
- T. State and Local Government
  - 1. Structure and Function of State Government
  - 2. State Constitutions
  - 3. The Three Branches
  - 4. State Government Policy
  - 5. Financing State Government
- U. Structure and Function of Local Government
  - 1. Structure of Local Government
  - 2. Serving Localities
  - 3. Challenges of Urban Growth
- V. Political and Economic Systems
  - 1. Political Systems in Today's World
  - 2. Consolidated Democracies
  - 3. Emerging Democracies
  - 4. Authoritarian States
  - 5. Global Security
- W. Development of Economic Systems
  - 1. Capitalist and Mixed Systems
  - 2. Emerging Economies
  - 3. Collapse of Soviet Communism
  - 4. The Global Economy
  - 5. Agricultural Policy
- X. Investigate current domestic and international issues in the context of U.S. Agricultural Policy
- Y. Understand how government organizations affect agriculture and agribusiness.
- Z. Professional Career Opportunities
  - 1. Resumes
  - 2. Cover Letters
  - 3. Interview Skills
  - 4. University & College Applications
  - 5. Scholarship Applications
- AA. Agri-Government Research Project
  - 1. Development of Agri-government Projects
  - 2. Statistical Management of Project via Record Book
  - 3. Instructional Coordination
  - 4. Analysis of Project Results

5. Presentation & Defense of Results

BB. Agricultural Inter-Personal & Leadership Development

1. Completion of a Supervised Agricultural Experience Program and Record Book
2. Development of listening, speaking, writing & reading skill activities
3. Critical thinking & group team building activities
4. Speech & seminar presentations

22. **TEXTS & SUPPLEMENTAL INSTRUCTIONAL RESOURCES:**

United States Government - Democracy in Action - Richard C. Remy, PhD.

Agriculture Alert Magazine

Sacramento Bee

Political Publications

Economics, Applications To Agriculture and Agribusiness, Fourth Edition, Randall D. Little, 1997

An Introduction to Commodity Marketing, Chicago Mercantile Exchange

High School Economics Courses, Teaching Strategies, Morton, Buckles, Miller, Nelson, & Prehn

23. **KEY ASSIGNMENTS:**

1. Research Paper on Agriculture Government Policy Concepts
2. Seminar Presentation on Economic & Government Policy Practices
3. Development of Personal Portfolio
4. A rich variety of guided-practice activities involving data analysis of agriculture government policies
5. Development of Business Marketing Plan based on government regulations & policies

24. **INSTRUCTIONAL METHODS:**

Lecture

Tests & Quizzes

Essays & Written Assignments

Research Paper

Discussion & Critical Thinking Activities

Reading Assignments

Group/Individual Activities

Audio Visual Materials

Guest Speakers

Field Trips

25. **ASSESSMENT METHODS:**

Quizzes, Tests & Final Exam	40%
Portfolio	10%
Homework assignments	10%
Study guides	



Leadership Activity Participation	10%
SAE Project & Record Book	10%
Research Paper(s)	10%
Seminar Presentation	10%

# *Santa Ynez Valley Union High School District*

**COURSE TITLE and DIST. NO.:**

Veterinary Science  
2698

**DATE:**

October 5, 2012

**CBEDS:**

**DEPARTMENT/PROGRAM:**

Science

**GRADE LEVEL:**

11-12

**PREREQUISITE:**

**CLASSIFICATION:**

**APPROVED TEXT(S):**

Ag Science, Ag Biology, Biology  
Baker and Lawhead, Introduction to  
Veterinary Science, Thomson Delmar  
Learning, copyright (2005)  
Romich, Janet Amundson, An  
Illustrated Guide to Veterinary Medical  
terminology, Thomson Delmar  
Learning, copyright (2005)

**COURSE LENGTH:**

Annual

<b>Satisfies Graduation Requirement As:</b>	Required Class	<input type="checkbox"/>	<b>Fulfills UC/CSU Entrance Requirement</b>	<input checked="" type="checkbox"/>
	Required Subject Area Elective Class	<input checked="" type="checkbox"/>		
	Elective Requirement Option	<input type="checkbox"/>		

## COURSE DESCRIPTION

To provide students with an opportunity to investigate different aspects of the veterinarian and animal care field by forming a link between classroom instruction and field experience which will promote critical thinking through project based student learning. To combine teamwork, technology and integrated academics that will enable students to understand the animal anatomy and physiology in health and disease. This course will also focus on leadership development, business management through the principles of accounting and computer applications, and basic plant and animal husbandry technique. Students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA.

## REQUIRED STRATEGIES

**CRITICAL THINKING SKILLS:**

Various simulation activities related to veterinary and animal science.

**WRITING ASSIGNMENTS:**

An average of two assignments per every five class periods, oncluding homework writing, summary, and analysis ofreading assignments and essay answers on tests, individual and group presentations, research papers, laboratory reports.

**READING ASSIGNMENTS:**

Selected agricultural industry articles, text reading, newspaper articles.

**HOMEWORK :**

Assignments from text, article reviews and presentations.

# **UNITS OF INSTRUCTION - RECOMMENDED TIME TABLE**

UNIT	TIME	UNIT	TIME	UNIT	TIME
1. Safety With Animals, Facilities, Chemicals	5.00	11. Laboratory Procedures	6.00	21.	
2. Career Opportunities	4.00	12. Anatomy & Physiology	15.00	22.	
3. Behavior & Attitude	2.00	13. Common Surgical Procedures	4.00	23.	
4. Animal Care	15.00	14. Laboratory Experiments	10.00	24.	
5. Skin, Membranes & Intestinal Discharges	5.00	15. Review Of Cellular Structure & Function	3.00	25.	
6. Body Temperature, Pulse & Respiration	3.00	16. Review Of Body Systems	5.00	26.	
7. Maintaining Animal Health	6.00	17.		27.	
8. Animal Diseases	15.00	18.		28.	
9. Common Disease Causing Agents	10.00	19.		29.	
10. Pharmacology	8.00	20.		30.	



# Santa Ynez Valley Union High School District

<b>COURSE TITLE and DIST. NO.:</b>	Agriculture Earth Science - Crs # 1766	<b>DATE:</b>	October 9, 2012
<b>CBEDS:</b>			
<b>GRADE LEVEL:</b>	2618	<b>DEPARTMENT/PROGRAM:</b>	Science
<b>CLASSIFICATION:</b>	9-12	<b>PREREQUISITE:</b>	
		<b>APPROVED TEXT(S):</b>	Earth Science (Holt, Rinehart, Winston) Earth Science 2009 (Prentice Hall)
<b>COURSE LENGTH:</b>	Physical Science		
	Annual		

Satisfies Graduation Requirement As:	<input checked="" type="checkbox"/> Required Class <input type="checkbox"/> Required Subject Area Elective Class <input type="checkbox"/> Elective Requirement Option	<input checked="" type="checkbox"/> Fulfills UC/CSU Entrance Requirement
--------------------------------------	---	--

## COURSE DESCRIPTION

To meet the challenges of the future, the scientific community has recognized the importance of uniting efforts in understanding and caring for Earth and its systems. This course will explain how scientists have found it necessary to share their research across disciplines and try to comprehend Earth's complexities, including how it is being affected by human activities. It brings together the agriculture interactions that occur during living and non living world and provides the learner with a solid understanding of the processes that take place on and around the Earth and the synergies that exist between them. In addition, students enrolled in this course will be encouraged to participate in leadership training activities, public speaking events and become active members in the FFA.

## REQUIRED STRATEGIES

<b>CRITICAL THINKING SKILLS:</b>	Various laboratory activities related to Earth Science and Agriculture, Collaborative activities and presentations
<b>WRITING ASSIGNMENTS:</b>	*Average of two assignments/activities per class period (Writing, reading, summarization and analysis) *Collaborative and individual presentations *Research/ Laboratory projects
<b>READING ASSIGNMENTS:</b>	Selected environmental, physical science and agricultural industry related articles and texts.
<b>HOMEWORK:</b>	Assignments from text, article/concepts reviews and presentations.

# **UNITS OF INSTRUCTION - RECOMMENDED TIME TABLE**

UNIT	TIME	UNIT	TIME	UNIT	TIME
1. Safety	5.00	11. Biogeochemical Cycles	5.00	21. Ffa, Leadership And Sae Projects	10.00
2. Into To Earth Science	10.00	12. Atmosphere	20.00	22.	
3. Plate Tectonics	10.00	13. Ocean Properties	5.00	23.	
4. Deformation Of The Crust	10.00	14. Ocean Movement	10.00	24.	
5. Earthquakes	10.00	15. Climate	10.00	25.	
6. Volcanoes	10.00	16. Stars	5.00	26.	
7. Rocks	15.00	17. The Sun	5.00	27.	
8. Natural Resources And Energy	10.00	18. The Solar System	25.00	28.	
9. Natural Disasters	10.00	19. Constellations	5.00	29.	
10. California Water Supply	5.00	20. Spectra	5.00	30.	

# Santa Ynez Valley Unified School District

COURSE TITLE: AGRICULTURAL BIOLOGY

DATE: February 1997

CBEDS#33

DEPARTMENT/PROGRAM: Agriculture

GRADE LEVEL: 10th - 11th

APPROVED TEXT: Animal Science Digest

Agriscience Fundamentals and Applications

CLASSIFICATION:

(AP, H, CP, S, B, SPEC. ED.)

COURSE LENGTH: Annual

PREREQUISITE: Agriculture Science or instructor approval

Fulfills UC/CSU Entrance Requirement X

Satisfies Graduation Requirement As: Required Class

Required Subject Area Elective Class

Elective Requirement Option X

## COURSE DESCRIPTION

Note: Completion of Agriculture Science and Agricultural Biology satisfies biology science graduation requirements.

This course is a one year laboratory science course, designed for the student with career interests in agriculture. Using agriculture as the learning vehicle, the course emphasizes the principles, central concepts and interrelationships among the following topics: molecular and cellular aspects of life, growth and reproduction in plants and animals, plant and animal genetics, taxonomy of plant and animals, animal behavior, ecological relationships among plants, animals, humans, and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. Participation in the FFA and completion of a Supervised Occupational Experience Project are emphasized.

## REQUIRED STRATEGIES

**CRITICAL THINKING SKILLS:** Critical thinking skills are developed through the term research project, laboratory exercises, and practical hands-on experiences offered in the course

**WRITING ASSIGNMENTS:** The research assignment will enhance a student's ability to logically express themselves in written form.

**READING ASSIGNMENTS:** Reading assignments will include information from texts and current periodicals.

**HOMEWORK:** Occasional homework will be completed by students.

## UNITS OF INSTRUCTION - RECOMMENDED TIME SCHEDULE

Unit	Description	Time	Unit	Description	Time
1	Cell Structure & Function	3 hours	22	Soil Tillage, Land Preparation & Cons.	7 hours
2	Plant & Animal Cells	3 hours	23	Irrigation & Drainage	3 hours
3	Agricultural & California Resources	4.5 hours	24	Animal Protein	1 hours
4	Energy & Agriculture	3 hours	25	Animal Behavior	2 hours
5	Agriculture, Populations, Communities and Ecosystems	3 hours	26	Animal Physiology	10.5 hours
6	Nomenclature	1.5 hours	27	Nutrition and Feeds	10.5 hours
7	Plant & Animal Classification	1.5 hours	28	Animal Health	12 hours
8	Functions of Plant Structures	7.5 hours	29	Livestock Pests	4.5 hours
9	Plant Growth Requirements	4 hours	30	Plant and Animal Genetics	6 hours
10	Cellular Transport	1.5 hours	31	Record Keeping	11 hours
			32	Term Research Project	14, 5 hours

UNIT I: CELL STRUCTURE & FUNCTION  GOAL(S): The student will be able to identify the major components and explain the functions of muscle, blood, nerve, and adipose cells.  Agricultural Biology				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP	PSAT/SAT	Stanford
Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria									
The student will be able to:													
1. Identify muscle, blood, nerve, and adipose cells.	1a. Teacher led discussion. 1b. Student worksheets and illustrations.	1a. Agriculture Core Curriculum/ Agricultural Biology Cluster 1b. Bio-Sci laserdisk	1 hour			X	X						
2. Identify the major components of various cells.	2a. Teacher led discussion. 2b. Student illustrations and worksheets.	2a. Agriculture Core Curriculum/ Agricultural Biology Cluster 2b. Bio-sci laserdisk	1 hour			X	X						
3. Explain the function of the various cell types.	3a. Teacher led discussion. 3b. Student worksheets.	3. Agriculture Core Curriculum/ Agricultural Biology Cluster	1 hour			X	X						



## UNIT 2: PLANT AND ANIMAL CELLS

GOAL(S): The student will compare and contrast the basic structure of plant and animal cells to the different functions of each.

### Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
The student will be able to:	Identify both plant and animal cells.	1a. Agriculture Core Curriculum, Agriculture Biology Cluster. 1b. Bio-sci laserdisk	1 hours	X		X	X	X	X		
	Identify the major components of both cell types.	2a. Agriculture Core Curriculum, Agriculture Biology Cluster. 2b. Bio-sci laserdisk	2 hours	X		X	X	X	X		

### UNIT 3: AGRICULTURAL AND CALIFORNIA RESOURCES

**GOAL(S):** The student will locate the major forest regions and watersheds of California and learn to appreciate agriculture as a steward of natural resources.

#### Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:	1. Describe the major watershed of California.	1. Agriculture Core Curriculum/ Agricultural Biology Cluster	1 hours			X	X			
	2. Identify the major forest regions of California.	2. Agriculture Core Curriculum/ Agricultural Biology Cluster	.5 hour			X	X			
	3. Begin to appreciate the role of farmers and ranchers towards natural resources.	3a. Agriculture Core Curriculum/ Agricultural Biology Cluster 3b. Various agricultural publications 3c. Library	3 hours			X	X			

# UNIT 4: ENERGY AND AGRICULTURE

GOAL(S): The student will identify major sources of energy in California and describe how agriculture is using alternative energy.

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria
The student will be able to:  Identify the major sources of energy in California.  Describe 3 ways agriculture is using alternative energy.	1a. Brainstorming. 1b. Discuss and list alternate types of energy.  2. Groups research energy and report on alternative energy.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster.  2a. Library 2b. Internet	1.5 hours  1.5 hours	X  X

# UNIT 5: AGRICULTURE POPULATIONS, COMMUNITIES AND ECOSYSTEMS

- GOAL(S): 1. The student will explain a population, community, and ecosystem and understand how all relate to each other.  
2. The student will describe the oxygen and nitrogen cycles.

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria									
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP	PSAT/SAT	Stanford
The student will be able to: 1. Define and give an example of population, a community, and an ecosystem. 2. Describe and give an example of three relationships that exist among organisms in a community. 3. Explain the importance of the oxygen and nitrogen cycles.	1a. Teacher led discussion. 1b. Activity p. 4.95 - investigate ecosystem of 10' x 10' plot	1. AgricultureCore Curriculum, 1 hours Agriculture Biology Cluster	1 hours	X			X	X	X				
	2. Activity on p. 4.96 - observe survival of planted plants vs. weeds.	2. AgricultureCore Curriculum, 1 hour Agriculture Biology Cluster.	1 hour	X		X	X	X	X				
	3. Illustrate oxygen and nitrogen cycles.	3a. Agriculture Core Curriculum, 1 hours Agriculture Biology Cluster.	1 hours				X	X	X				

**UNIT 6: NOMENCLATURE**

**GOAL(S):** The student will understand nomenclature and explain how and why things are classified.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria									
he student will be able to:  Define the term nomenclature.  Explain how and why things are classified.	1. Teacher led discussion.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster.	.5 hour										
	2. Teacher led discussion.	2a. Agriculture Core Curriculum, Agricultural Biology Cluster.	1 hour										



# UNIT 7: PLANT AND ANIMAL CLASSIFICATION

GOAL(S): The student will identify the principles of classification and demonstrate the ability to key out plants from a simple botanical key.

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:	1. Discuss the development of the "Kingdom Concept".	1. Agriculture Core Curriculum, Agricultural Biology Cluster.	.5 hour				X			
	2. Define taxonomy.						X			
	3. Discuss three reasons for classification.						X			
	4. Place the following term in the correct descending order: kingdom, phylum, class, order, family, genus, specie, and variety.						X			
	4. Student activity - p. 4.111	4. Agriculture Core Curriculum, Agricultural Biology Cluster.	1 hour				X			

# UNIT 8: FUNCTIONS OF PLANT STRUCTURES

GOAL(S): The student will correctly identify major plant structures and explain structure function.

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
The student will be able to:											
1. Diagram and label root, stem, leaf, flower, and fruit; indicating the functions of each.	1. Teacher led discussion and demonstration.	1a. Plant samples 1b. Agriculture Core Curriculum, Agricultural Biology Cluster. 1c/ Bio-sci laserdisk	1.5 hours		X		X		X		
2. Compare and contrast monocotyledons and dicotyledons.	2. Teacher led discussion.	2a. Agriculture Core Curriculum, Agricultural Biology Cluster. 2b. Seed samples - corn, bean	1.5 hours			X	X		X		
3. Discuss the transpiration and translocation systems of plants.	3. Teacher led discussion.	3. Agriculture Core Curriculum Agricultural Biology Cluster	1 hour			X	X		X		
4. Describe the functions of the vascular cambium, xylem, and phloem.	4. Teacher led discussion.	4. Agriculture Core Curriculum Agricultural Biology Cluster	1 hour			X	X		X		
5. Compare leaf forms, simple vs. compound.	5. Student activity - comparison of leaf form found on campus.	5. Plants available on campus.	1 hour			X	X		X		
6. Identify flower parts, complete vs. incomplete flowers.	6a. Teacher led discussion. 6b. Dissection of flowers.	6a. Agriculture Core Curriculum Agricultural Biology Cluster 6b. Flowers.	1.5 hours			X	X		X		

# UNIT 9: PLANT GROWTH REQUIREMENTS

GOAL(S): The student will list plant growth requirements and indicate the importance of each.

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:										
1. Discuss how temperature affects the growth process.	1a. Teacher led discussion. 1b. Place 3 plants in hot/warm/cold situations. Compare growth.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. P. 5.34	1.5 hours	X	X	X	X	X	X	X
2. Explain light duration, intensity, and quality.	2a. Teacher led discussion. 2b. Phototropism demonstration.	2a. Agriculture Core Curriculum, Agricultural Biology Cluster.	.5 hour	X	X	X	X	X	X	X
3. Recognize moisture needs of plants.	3. Teacher led discussion.	3. Agriculture Core Curriculum, Agricultural Biology Cluster.	.5 hour	X	X	X	X	X	X	X
4. Explain how O <sub>2</sub> and CO <sub>2</sub> are used by plants for growth.	4. Teacher led discussion.	4. Agriculture Core Curriculum, Agricultural Biology Cluster.	.5 hour	X	X	X	X	X	X	X
5. List the 16 essential nutrients.	5a. Teacher led discussion. 5b. Activity on page 5.22.	5. Agriculture Core Curriculum, Agricultural Biology Cluster.	1 hour	X	X	X	X	X	X	X

**UNIT 10: CELLULAR TRANSPORT**

**GOAL(S):** The student will explain the processes of cellular transport.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
The student will be able to:  Describe the steps in the processes of cellular transport.	1a. Teacher led discussion. 1b. Student experiment Activity #2	1. Agriculture Core Curriculum, Agricultural Biology Cluster.	1.5 hours								

**UNIT 11: SEED GERMINATION**

**GOAL(S):** The student will recognize the requirements necessary for germination and understand factors that might decrease germination.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
The student will be able to: 1. Explain factors that affect germination; dormancy, light, dark, temperature, moisture, and oxygen.	1. Teacher led discussion. 1b. Sprout variety of seeds in controlled environments p. 5.31 through 5.33	1. Agriculture Core Curriculum, Agricultural Biology Cluster.	3 hours			X	X	X	X		



# UNIT 12: PLANT REPRODUCTION

GOAL(S): The student will differentiate the two types of plant reproduction and explain important factors concerning propagation.

Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>Explain the difference between sexual and asexual propagation.</li> <li>Define pollination and discuss 4 methods by which pollen is distributed.</li> <li>Compare the advantages and disadvantages of both sexual and asexual reproduction.</li> </ol>	1. Teacher led discussion.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster. pp. 5.41 and 5.47	1 hour			X	X		X		
	2. Dissection of various types of flowers; view pollen grains from flowers under microscope, p. 5.46	2. Agriculture Core Curriculum, Agricultural Biology Cluster.	2 hours			X	X		X		
	3a. Teacher led discussion. 3b. Students perform asexual propagation of plants 3c. Students perform plant propagation by seed, p. 5.54.	3a Agriculture Core Curriculum, Agricultural Biology Cluster. pp. 5.54 and 5.57	3 hours			X	X		X		

# UNIT 13: PHOTOSYNTHESIS

GOAL(S): The student will understand photosynthesis, its importance to life, and what affects photosynthesis.

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
The student will be able to:	1. Arrange in order the steps in photosynthesis.	1. Agriculture Core Curriculum, Agricultural Biology Cluster. pp. 5.63 and 5.72	1.5 hours			X			X		
	2. Explain how light affects photosynthesis.	2. Agriculture Core Curriculum, Agricultural Biology Cluster. p. 5.67	1.5 hours			X			X		
	3. Understand transpiration, cohesion-tension theory.	3. Agriculture Core Curriculum, Agricultural Biology Cluster. pp. 5.68, 5.69, and 5.70	1 hour								

# UNIT 14: RESPIRATION

GOAL(S): The student will describe the steps in the process of respiration.

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria	Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP	PSAT/SAT	Stanford
The student will be able to:  Understand and explain the process of respiration.	1a. Teacher led discussion and demonstration. 1b. Handout, p. 5.84 - comparison of photosynthesis and respiration.	1. Agriculture Core Curriculum, Agricultural Biology Cluster.	1 hour					X	X	X	X			

**UNIT 15: INTRODUCTION TO SOILS**

**GOAL(S):** The student will describe the various functions of soil and soils relationship to Earth, including economic uses.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
The student will be able to:	1. Brainstorming	1. Agriculture Core Curriculum, Agricultural Biology Cluster.	.75 hour			X	X		X		
	2. Teacher led discussion.	2. Agriculture Core Curriculum, Agricultural Biology Cluster	.75 hour				X	X	X		

**GOAL(S):** The student will be able to name the five major factors in the formation of soils.

## Agricultural Biology

Reading  
Writing  
Thinking  
Curr. St.  
Framework  
er Design  
ict Exam  
GSEP  
SAT/SAT  
Stanford



**GOAL(S):** The student will understand the function of soil as related to plant growth and maintenance.

## Agricultural Biology

18

**UNIT 18: SOIL FORMING FACTORS**

**GOAL(S):** The student will correctly identify the soil type of a sample using either a ribbon test or soil test and triangle.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
The student will be able to:	1. List basic soil components, their relative size and texture.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. Soils Manual for Land Judging.	1.5 hours	X		X	X	X	X		
	2. Correctly identify the soil type of a given sample.	2. Soil Triangle, mason jars, soap solution and instructions for soil test.	1.5 hours	X		X	X	X	X		

UNIT 19: INFLUENCE OF TEXTURE ON SOIL

GOAL(S):

2.1.10.10

Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
The student will be able to:  1. Understand the types of soil texture and how it relates to soil tilth, water use, and fertility.	1a. Teacher led discussion. 1b. Students identify unknown soil samples for identification (1 sample of sand, silt, and clay). 1c. Students perform soil infiltration laboratory.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. Soil samples of sand, silt, and clay. Perform ribbon test. 1c. Coffee cans cut to form cylinders, stop watch, data collection sheet, measuring cups, and water.	3 hours								

**UNIT 20: SOIL EROSION AND CONSERVATION**

**GOAL(S):** The student will understand factors influencing soil erosion, management and control of erosion.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:	1. List four types of soil erosion.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. Nursery flats, soil seeds, supplemental worksheet 1.	1.5 hours			X	X	X	X	
	2. Describe management practices that aid in erosion control.	2a. Agriculture Core Curriculum, Agricultural Biology Cluster. 2b. Guest speaker from Soil Conservation Service.	1 hour			X	X	X	X	
	3. Understand the importance of erosion control.	3. Agriculture Core Curriculum, Agricultural Biology Cluster.	.5 hour			X	X	X	X	

**UNIT 21: SOIL WATER**

**GOAL(S):** The student will be able to describe how soil texture affects water penetration, infiltration, and percolation, and identify ways to improve-moisture relationships.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:	1. Describe the effect of soil texture on infiltration and water and nutrient holding capacity.	1. Teacher led discussion.	1.5 hours			X	X			
	2. Describe the difference between infiltration and percolation.	2a. Teacher led discussion. 2b. Activity on page 4.76 - observe rates of water percolation and water holding capacity.	1 hour			X	X			
	3. Identify two ways of modifying soil to improve moisture relationships.	3a. Brainstorming 3b. Group discussion with groups presenting results to class.	.5 hour			X	X			



**UNIT 22: SOIL TILLAGE, LAND PREPARATION, AND CONSERVATION**

**GOAL(S):** The student will demonstrate a basic knowledge of techniques of soil tillage, land preparation, and conservation.

**Agricultural Biology**

	Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
					Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:	1. List and discuss four advantages of cultivation.	1. Teacher led discussion.	1. Agriculture Core Curriculum, Agricultural Biology Cluster.	1.5 hours			X	X	X	X	
	2. Identify four methods of land preparation and seeding.	2. Teacher lecture.	2. Agriculture Core Curriculum, Agricultural Biology Cluster.	1 hour			X	X	X	X	
	3. Explain the effect of depth of planting on seed emergence.	3. Student activity, p. 5.91 -- plant seeds at various depths, record results.	3. Agriculture Core Curriculum, Agricultural Biology Cluster.	1.5 hours			X	X	X	X	

**UNIT 23: IRRIGATION AND DRAINAGE**

**GOAL(S):** The student will demonstrate basic knowledge of common management practices used in irrigation and drainage.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:	1. Define irrigation and drainage and list sources of irrigation water.	1. Agriculture Core Curriculum, Agricultural Biology Cluster.	1 hour			X	X		X	
	2. Compare differences in water holding capacities and infiltration rates with sand, silt, and clay.	2. Agriculture Core Curriculum, Agricultural Biology Cluster.	1 hour			X	X		X	
	3. Describe factors that determine water penetration.	3. Agriculture Core Curriculum, Agricultural Biology Cluster.	1 hour			X	X		X	

**GOAL(S):** The student will identify the major sources of animal protein in the world.

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria
The student will be able to:				
1. Discuss the sources of animal protein in the world.	1a. Teacher led discussion. 1b. Student research of third world countries on Internet and in Library.	1. Agriculture Core Curriculum, Agricultural Biology Cluster.	1 hour	X  X  X  X     

**UNIT 25: ANIMAL BEHAVIOR**

**GOAL(S):** The student will understand animal behavioral patterns that will make livestock safer and easier to handle.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
The student will be able to:  1. Demonstrate animal handling techniques ensuring human and animal safety.	1a. Student guided practice. 1b. Teacher demonstration.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. Livestock at school farm. 1c. Supplemental handout, p. 6.47	2 hours								

# UNIT 26: ANIMAL PHYSIOLOGY

GOAL(S): The student will understand the role of the various body systems, how they function alone, and together.

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:	1. Explain how the skeleton functions, identifying the major bones that make up skeletons.	1a. Teacher led discussion. 1b. "Napoleon Bone-Apart" from the science department.	1.5 hours			X	X	X	X	
	2. List the functions of the major organs found in the body.	2. Dissection of fetal pig.	2.5 hours			X	X	X	X	
	3. Identify the organs of the digestive system, and their role in nutrition.	3a. Fetal pigs 3b. Dissection trays 3c. Dissection tools 3d. Agriculture Core Curriculum, Agricultural Biology Cluster.	2 hours			X	X	X	X	
	4. Visually identify the respiratory and vascular system.	4. Fetal pigs	1.5 hours			X	X	X	X	
	5. Understand how muscles attach and function to provide movement.	5. Fetal pigs	1.5 hours			X	X	X	X	
	6. Describe the endocrine system, location of glands, and list the hormones produced.	6a. Teacher led discussion. 6b. Fetal pig dissection.	1.5 hours			X	X	X	X	



# UNIT 27: NUTRITION AND FEEDS

GOAL(S): The student will develop an understanding of the principles involved in animal nutrition and feeds

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:										
1. Identify three common roughages and four concentrates available in our area, and discuss nutrient content of each.	1a. Teacher led discussion. 1b. Visual identification of samples.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. Feed samples 1c. Supplemental worksheet, p. 6.56.	2 hours			X	X	X		
2. Identify feed additives and explain how each additive affects products.	2a. Teacher led discussion. 2b. Complete supplemental worksheet.	2a. Agriculture Core Curriculum, Agricultural Biology Cluster. 2b. Supplemental worksheet p. 6.60	2 hours			X	X	X		
3. Explain how hormones are used as growth regulators and list animals on which they are used.	3a. Teacher led discussion. 3b. Show implant gun, explain how used	3. Agriculture Core Curriculum, Agricultural Biology Cluster.	1 hour			X	X	X		
4. List vitamins and amino acids	4a. Teacher led discussion. 4b. Identify visually, feed samples	4. Agriculture Core Curriculum, Agricultural Biology Cluster.	2 hours			X	X	X		
5. Describe five common nutritional diseases caused by vitamin or mineral deficiencies.	5a. Teacher led discussion. 5b. Completion of supplemental worksheet	5. Agriculture Core Curriculum, Agricultural Biology Cluster.	2 hours			X	X	X		
6. Given specific data, calculate the rate of gain, cost of feed per pound for three livestock species.	6. Teacher demonstration and completion of practice problems.	6a. Agriculture Core Curriculum, Agricultural Biology Cluster. 6b. Supplemental worksheet 6.94	1.5 hours			X	X	X		

**UNIT 28: ANIMAL HEALTH**

**GOAL(S):** The student will develop an understanding of specific health problems related to sheep, swine, cattle, and horses, and the identification, treatment, and prevention of these problems.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:	1. Describe the differences between vaccines, antiserum, and bacterins, and how they are used to fight diseases.	1. Teacher led discussion.	2 hours			X	X	X	X	
	2. Identify five categories of pathogens and list the major classes of each.	2a. Teacher lecture 2b. Supplemental handout p. 6.111	2 hours			X	X	X	X	
	3. List major infectious diseases of livestock, symptoms, treatment, and prevention.	3a. Teacher led discussion. 3b. Supplemental worksheet #2.	4 hours			X	X	X	X	
	4. Identify four noninfectious diseases and prevention.	4. Teacher led discussion.	2 hours				X	X	X	
	5. Explain the differences between and administration location of vaccinations.	5a. Teacher demonstration. 5b. Student practice.	2 hours				X	X	X	

# UNIT 29: LIVESTOCK PESTS

GOAL(S): The student will learn the major internal and external livestock pests, their life cycles, and their control.

## Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:	1. Draw the life cycle of internal parasites and how to control them.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. Animal Science Digest, Emsminger	1.5 hours			X	X			
	2. Perform basic administration of antihelmentics.	2. Livestock at school farm.	1.5 hours			X	X			
	3. Draw the life cycle of three common external parasites, including hosts and how to control them.	3a. Agriculture Core Curriculum, Agricultural Biology Cluster. 3b. Animal Science Digest, Emsminger	1.5 hours			X	X			

**UNIT 30: PLANT AND ANIMAL GENETICS**

**GOAL(S):** The student will understand cell division and its phases, reproduction, basic genetics, selection and heritability.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria							
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP
The student will be able to:											
1. Explain all the phases of mitosis.	1. Teacher lecture.	1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. BioSci Laserdisk	1.5 hours	X	X	X	X	X	X	X	X
2. Explain all the phases of meiosis.	2. Teacher lecture	2a. Agriculture Core Curriculum, Agricultural Biology Cluster. 2b. BioSci Laserdisk	1.5 hours	X	X	X	X	X	X	X	X
3. Draw and describe the difference between oogenesis and spermatogenesis.	3a. Teacher led discussion. 3b. Supplemental worksheet p. 7.16	3. Agriculture Core Curriculum, Agricultural Biology Cluster.	1.5 hours	X	X	X	X	X	X	X	X
4. Define the terms: homozygous vs. heterozygous; phenotype vs. genotype, gene, locus, allele, variation, and mutation.	4a. Teacher led discussion. 4b. Worksheet "Make a Baby"	4. Agriculture Core Curriculum, Agricultural Biology Cluster.	1.5 hours	X	X	X	X	X	X	X	X
5. Diagram a dihybrid cross and determine the genotype and phenotype of the offspring.	5a. Teacher demonstration. 5b. Supplemental worksheet #2, p. 7.24	5. Agriculture Core Curriculum, Agricultural Biology Cluster.	2 hours	X	X	X	X	X	X	X	X

**UNIT 31: RECORD KEEPING**

**GOAL(S):** The student will keep accurate accounts involving their personal Supervised. Occupational Experience Program.

**Agricultural Biology**

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria						
				Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam
The student will be able to:  1. Keep track of important events in the calendar.  2. Complete a business agreement; covering capital, labor, management, and facilities.  3. Complete a budget of projected costs and receipts.  4. Accurately enter receipts and expenses in a double entry accounting system.  5. Inventory non-depreciable property.  6. Complete an income summary and year-end financial summary.	1. Guided student practice.	1a. Record book. 1b. Instructional manual	1.5 hours			X	X		X	
	2. Guided student practice.	2a. Record Book 2b. Instructional manual	1.5 hours			X	X		X	
	3. Guided student practice.	2a. Record Book 2b. Instructional manual	1 hour			X	X		X	
	4. Guided student practice.	2a. Record Book 2b. Instructional manual	4.5 hours			X	X		X	
	5. Guided student practice.	2a. Record Book 2b. Instructional manual	1 hour			X	X		X	
	6. Guided student practice.	2a. Record Book 2b. Instructional manual	1.5 hour			X	X		X	



UNIT 32: TERM RESEARCH PROJECT

GOAL(S): The student will select a topic, perform library research, and form a hypothesis.  
The hypothesis will be tested through the development of methodology.

Agricultural Biology

Goals/Objectives	Strategies	Resources	Time	Evaluations / Other Criteria	Reading	Writing	Critical Thinking	Meets Model Curr. St.	Meets Framework	Teacher Design	District Exam	GSEP	PSAT/SAT	Stanford
The student will be able to:														
1. Develop a hypothesis through library and computer research.	1. Guided student activity.	Library, computer, lab, texts in class.	1.5 hours			X	X	X	X	X	X	X	X	X
2. Conduct an experiment to test the hypothesis.	2. Guided student activity.		3 hours			X	X	X	X	X	X	X	X	X
3. Analyze test results and form a conclusion.	3. Guided student activity.		4 hours			X	X	X	X	X	X	X	X	X
4. Complete a written research paper and present an oral presentation to the class.	4. Guided student activity.		3 hours			X	X	X	X	X	X	X	X	X

## REGIONAL OCCUPATIONAL PROGRAM COURSE INFORMATION

### Course Identification

CBEDS CODE: 4030  
CBEDS TITLE: Mechanics and Engineering Technology  
ROC/P COURSE TITLE: Advanced Agricultural Mechanics A  
TOTAL COURSE HOURS: 135

### Job Titles for which students will be prepared (from dictionary of occupational titles):

409.683-014	Farm Hauler
409.685-010	Farm Machine Tender
409.683-010	Farm Machine Operator
421.683-010	Farmworker- General
624.381-014	Farm-Equipment Mechanic II
624.281-014	Farm Equipment Mechanic Apprentice
624.381-010	Assembly Repairer (Ag. Equipment)
624.684-010	Equipment Greaser
801.684-022	Ag Equip Assembler & Fitter
810.384-014	Arc Welder
811.684-014	Gas Welder
819.381-010	Welder Assembler

### Course Overview

This course is designed to prepare students for employment, or entrepreneurship, in agricultural mechanics occupations including: Farm Power, Construction, Machinery and Equipment, Welding and other areas. This capstone program also prepares students to continue in advanced, post-secondary occupational training in this field.

ADVANCED AGRICULTURAL MECHANICS A  
COURSE OUTLINE  
135 HOURS

<u>Unit</u>		<u>Hours</u>
I.	<u>Course Orientation</u> a. Course Overview b. ROP Regulations c. General Safety	5
II.	<u>Arc Welding</u> a. Welding Equipment and Safety b. Striking and Maintaining an Arc c. American Welding Society (AWS) Classification System for Electrodes d. Controlling Distortion in Arc Welding e. Weld Testing f. Career Opportunities in Welding g. Field Trip to J & D Welding .	15
III.	<u>Oxyacetylene Welding</u> a. Oxyacetylene Equipment and Safety b. Oxyacetylene Equipment Setup c. Oxyacetylene Fusion Welding d. Four Basic Oxyacetylene Welds e. Oxyacetylene Brazing f. Oxyacetylene Cutting g. Oxyacetylene Heating of Metal h. Oxyacetylene Cutting/Welding Project i. Field Trip to J & D Welding (See II. g)	10
IV.	<u>Gas Metal Arc Welding</u> a. Introduction and Equipment b. Set-up and Operation c. Spot Welding d. CP Powered Processes e. Flux cored Arc Welding f. Field Trip to J & D Welding ( See II. g)	10
V.	<u>Fasteners</u> a. Types and Uses of Fasteners b. Selecting Fasteners c. Field Trip to Orchard Supply Hardware	3
VI.	<u>Concrete/Masonry</u> a. Ingredients & Characteristics of Concrete b. Concrete Proportions c. Estimating Concrete Materials	15

<u>Unit</u>	<u>Hours</u>
<ul style="list-style-type: none"> <li>d. Form Preparation and Reinforcement</li> <li>e. Placing, Finishing, and Curing</li> <li>f. Laying Masonry Units</li> </ul>	
VII. <u>Metalworking</u>	9
<ul style="list-style-type: none"> <li>a. Metalworking Safety</li> <li>b. Identification &amp; Use of Basic Metalworking Tools</li> <li>c. Types &amp; Properties of Common Metalworking Materials</li> <li>d. Layout and Transferring on Metal</li> <li>e. Sheet Metalwork</li> <li>f. Cold Metalwork</li> <li>g. Hot Metalwork</li> </ul>	
VIII. <u>Project Design</u>	6
<ul style="list-style-type: none"> <li>a. Preparing a Working Drawing</li> <li>b. Project Planning/Job Estimation &amp; Construction</li> </ul>	
IX. <u>Woodworking</u>	15
<ul style="list-style-type: none"> <li>a. Selecting Wood &amp; Lumber</li> <li>b. Measuring &amp; Marking Wood</li> <li>c. Woodworking Hand Tools</li> <li>d. Woodworking Power Tools</li> <li>e. Fastening Wood Joints</li> <li>f. Building Construction</li> </ul>	
X. <u>Tool Use and Maintenance</u>	10
<ul style="list-style-type: none"> <li>a. Shop Cleaning and Tool Storage</li> <li>b. Shop Safety Practices &amp; Hand Tools</li> <li>c. Tool Identification, Safety and Use</li> <li>d. Tool Selection for the Ag Mechanics Shop</li> <li>e. Sharpening Hand Tools and Grinder Safety</li> <li>f. Grinder and Wheel Selection</li> <li>g. Tool Sharpening Procedures</li> <li>h. Tool Handle Fitting</li> <li>i. Cutting Tool Construction and Repair</li> <li>j. Demonstration by Farm Supply</li> <li>k. Field Trip to Orchard Supply Hardware</li> </ul>	
XI. <u>Use of Manuals</u>	5
<ul style="list-style-type: none"> <li>a. Operator's Manual</li> <li>b. Service Schedules</li> <li>c. Field Trip to Coast Rock &amp; Construction Site</li> </ul>	
XII. <u>Equipment Operation and Maintenance</u>	12
<ul style="list-style-type: none"> <li>a. Equipment Operation Safety</li> <li>b. Oil &amp; Oil Filter Maintenance</li> <li>c. Air Filter Maintenance</li> <li>d. Fuel Filter Maintenance</li> </ul>	

<u>Unit</u>	<u>Hours</u>
<ul style="list-style-type: none"> <li>e. Battery Maintenance</li> <li>f. Hydraulic System Maintenance</li> <li>g. Hazardous Agricultural Chemicals</li> <li>h. In Field Operations</li> <li>i. Tractor Operation</li> <li>j. Forklift Driving</li> <li>k. In Field Safety</li> </ul>	
XII. <u>Job Seeking Skills/General Workplace Skills</u>	20
<ul style="list-style-type: none"> <li>a. Job Search Fundamentals</li> <li>b. Résumé and Employment Applications</li> <li>c. The Employment Interview</li> <li>d. General Workplace Skills <ul style="list-style-type: none"> <li>(1) Job Attitudes/Work Ethics</li> <li>(2) Personal Organization, Goal Settings and Time Management</li> <li>(3) Personal Grooming</li> <li>(4) Oral and Written Communication</li> <li>(5) Teamwork</li> <li>(6) Common workplace Rules and Regulations</li> <li>(7) Further Training and Career Ladders</li> <li>(8) Field Trips to Workplaces and Farm Implement Dealers</li> </ul> </li> <li>e. Supervised Occupational Experience Program (S.O.E.P.)</li> </ul>	
TOTAL	<u>135</u>



## ADVANCED AGRICULTURAL MECHANICS A

\_\_\_\_\_ has completed \_\_\_\_\_ hours of a 135 hour course of study and practice in Advanced Agricultural Mechanics A and has attained a competency level of (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent, as certified by the instructor in the following skill areas:

AGRICULTURAL MECHANICS SKILLS - This student can:	COMPETENCY LEVEL
Demonstrate personal job site safety, group safety and safe attire	_____
Demonstrate safety in the use of hand and power tools	_____
Demonstrate tool ID, selection, use and maintenance	_____
Knowledge of tractor component ID	_____
Perform servicing, scheduled maintenance	_____
Correctly use owner, shop and parts manuals	_____
Service and troubleshoot hydraulic systems	_____
Perform basic tractor driving skills in the field	_____
Demonstrate safe forklift operation	_____
Safely perform oxygen-acetylene cutting skills	_____
Safely perform arc welding skills - all positions	_____
Safely perform MIG welding skills	_____
Properly use fasteners	_____
Prepare working drawings	_____
Perform project planning	_____
Select correct hardware	_____
Perform job estimation skills	_____
Develop bills of materials	_____
Demonstrate basic concrete and masonry skills	_____
Perform sheet metalwork	_____
Perform cold metalwork	_____
Perform hot metalwork	_____
Demonstrate basic woodworking skills	_____
Demonstrate basic home electrical skills	_____
Demonstrate basic agricultural electrical skills	_____
Perform advanced surveying skills	_____
<b>EMPLOYABILITY SKILLS - This student can:</b>	
Exhibit safety consciousness	_____
Prepare a personal resume and job application form	_____
Demonstrate knowledge of appropriate appearance and dress	_____
Demonstrate ability to follow directions and ask questions	_____
Demonstrate initiative	_____
Demonstrate dependability	_____
Demonstrate punctuality and regular attendance	_____
Demonstrate ability to cooperate with others	_____

\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

ROP Office Phone (805) 937-8427

SANTA BARBARA COUNTY SCHOOLS  
REGIONAL OCCUPATIONAL PROGRAM  
ORNAMENTAL HORTICULTURE

**COURSE DESCRIPTION**

**CBEDS code:** 4050  
**CBEDS title:** Horticulture and the Environment  
**ROC/P course title:** Ornamental Horticulture

**JOB TITLES FOR WHICH STUDENT WILL BE PREPARED**  
(from Dictionary of Occupational Titles)

<u>Code</u>	<u>Title</u>
260.357-026	Salesperson Flowers
405.161-014	Flower Grower
405.161-014	Seed Grower
405.687-014	Laborer, Nursery
405.687-014	Nursery Worker
408.687-014	Laborer, Landscaper
408.161-010	Landscape Gardener
408.161-010	Landscape Agriculture

**OVERVIEW**

This class is designed to teach enrollees entry-level skills in ornamental and production plant growing and tending.

Students will learn plant propagation techniques (sexual and asexual), the care of liners, mixing different types of soil medias, plant observation skills, physiological needs of plants, pests and pesticides, potting and canning. Plant identification will be stressed. Basic floral design and landscaping are also covered.

There are no course prerequisites, but enrollment will be limited to 11th and 12th graders who are serious about entering this occupational area.

**Total Hours of Instruction 360**

# COURSE OUTLINE

## ORNAMENTAL HORTICULTURE

<u>Unit</u>	<u>Hours</u>
I. <u>Course Introduction</u>	6
A. Course requirements	
B. Safety	
II. <u>Career Opportunities in Ornamental Horticulture</u>	4
III. <u>Types of Greenhouse Operations</u>	25
A. Small independent grower - potted plants	
B. Small independent grower - specialization	
C. Small independent grower - seasonal crops	
D. Large growers - multiple crops	
E. Cut flower grower	
F. Grower of starter seedlings	
G. Retail nurseries	
IV. <u>Plant Growth &amp; Development</u>	30
A. Anatomy	
B. Physiology	
C. Plant growth needs	
D. Relative humidity	
V. <u>Plant Propagation</u>	30
A. Sexual - seed	
B. Asexual	
1. Cutting	
2. Bulb	
3. Grafting	
4. Air layering	
5. Division	
C. Plant growth needs	
VI. <u>Soil Mixtures and Sterilization</u>	30
A. Types of media	
B. Choosing the right media	
C. Amendments	
D. Sterilization	
VII. <u>Irrigation</u>	25
A. Plant requirements	
B. Systems and methods	
VIII. <u>Potting and Canning</u>	5
A. Reasons for	
B. Different types of containers	
C. Techniques	

Ornamental Horticulture (course outline continued)

	<u>Unit</u>	<u>Hours</u>
IX.	<b><u>Fertilizers</u></b>	20
	A. Necessity of	
	B. Major and minor nutrient requirements	
	C. Different types	
	D. Application methods	
	E. Excess/deficiency signs	
X.	<b><u>Basic Floral Design</u></b>	40
	A. Corsage construction	
	B. Dried flower arranging	
	C. Fresh flower arranging	
	D. Color bowls	
	E. Dish gardens	
XI.	<b><u>Pesticides</u></b>	20
	A. Recognition of pest and pest signs	
	B. Types of pesticides	
	C. Application of pesticides	
	D. Preventative measures	
	E. Integrated pest management	
	F. Safe handling of pesticides	
XII.	<b><u>Introduction to Marketing &amp; Distribution Skills</u></b>	15
	A. Telephone techniques	
	B. Serving the customer (retail and wholesale)	
	C. Basic sales techniques	
	D. Displays of plant materials	
XIII.	<b><u>Plant Identification</u></b>	20
	A. Name and know 75 house plants	
	B. Name and know 75 landscape plants	
XIV.	<b><u>Tools and Materials</u></b>	20
	A. Hand tools	
	B. Power tools	
	C. Injector systems	
	D. Propagation materials	
XV.	<b><u>Greenhouse Management</u></b>	10
	A. Basic budgeting	
	B. Supply orders	
XVI.	<b><u>Basic Landscaping</u></b>	40
	A. Design	
	B. Maintenance	
	C. Installation	

Ornamental Horticulture (course outline continued)

<u>Unit</u>	<u>Hours</u>
<b>XVII. <u>Job Seeking Skills/General Workplace Skills</u></b>	20
A. Job Search Fundamentals	
B. Résumé and Employment Applications	
C. The Employment Interview	
D. General Workplace Skills	
(1) Job Attitudes/Positive Work Ethics	
(2) Personal Organization, Goal Settings and Time Management	
(3) Personal Grooming	
(4) Oral and Written Communication	
(5) Teamwork	
(6) Common workplace Rules and Regulations	
(7) Further Training and Career Ladders	
	<hr/>
Total Hours	360

**\*\*Note:** Some of the total instructional hours for this program will take place off campus in community worksite locations. This off campus instructional time will be under the direct supervision of the course instructor who will accompany the students at all times.



**SANTA BARBARA COUNTY SCHOOLS  
REGIONAL OCCUPATIONAL PROGRAM**

Livestock Management I  
Livestock Management II  
Livestock Management III

**Course Overviews:**

Each Livestock Management class is designed to provide program graduates with specific entry-level skills. Therefore, by taking one of the three summer Livestock Management classes, a student would be prepared to seek entry-level employment in the animal care field. Students, however, who complete all three Livestock Management classes will find that they complement each other and provide additional job skills that will make the students eligible for a wider variety of employment opportunities.

These programs will be offered as contained classes on the Santa Ynez High School campus. The ROP Animal Care classroom, laboratory and the on-campus high school farm will be utilized for instructional purposes.

The ROP instructor will be in direct contact with the students at all times. The instructor will also take the students on field trips to area livestock ranches, feed lots and the County Fair.

Graduates of any or all of these Livestock Management classes will be prepared to obtain employment in one of the numerous animal care occupations that exist in the northern Santa Barbara County.

**SANTA BARBARA COUNTY SCHOOLS  
REGIONAL OCCUPATIONAL PROGRAM**

**COURSE IDENTIFICATION**

USOE Program Code: 01.0101

USOE Program Title: Animal Science

ROC/P Course Title: Livestock Management I (Livestock Financing, Selection, and Equipment)

**JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED**  
(from Dictionary of Occupational Titles)

DOT CODE	TITLE
186.267-014	Loan Counselor
205.367-022	Credit Clerk
410.664-010	Farm Worker, Livestock
410.674-014	Cowpuncher, Ranch Rider
410.687-022	Shepherd
421.683-010	Farm Worker, General
413.181-018	Herder, Swine
413.884-018	Farmhand, Livestock
413.884-030	Ranch Hand
410.674-010	Animal Caretaker
410.674-018	Livestock Yard Attendant

Course Description (Total Hours of Instruction 160)

**SANTA BARBARA COUNTY SCHOOLS  
REGIONAL OCCUPATIONAL PROGRAM**

**LIVESTOCK MANAGEMENT I  
(LIVESTOCK FINANCING, SELECTION AND EQUIPMENT)**

**COURSE OUTLINE**

	<u>Hours</u>
I. INTRODUCTION	4
A. ROP Rules and ROP Orientation	
B. Course Overview	
1. Competency List	
II. SAFETY	12
A. Work Procedures	
B. Animal Protection	
C. Equipment Handling	
D. Personal Safety	
E. Common Safety Rules and Regulations	
F. Accident Emergency Procedures	
III. FINANCING	10
A. Loan Sources	
1. Banks	
2. Credit Unions	
3. Production Credit Association	
4. Private Loans	
5. Other	
B. How to Apply for a Loan	
1. Application for a loan	
2. Qualifying for a loan	
3. Credit Information	
C. Loan Agreements	
1. Terms	
2. Conditions	
3. Interest	
4. Payments	
D. Profit and Loss Statement	
1. Close out loan	
2. Calculate profit (loss)	
IV. SELECTION	16
A. Introduction	
1. Livestock preference	
2. Image of the ideal animal	
3. Logical analysis of current market trends	
B. Live Animal Evaluation	
1. Factors determining value of live animal	
2. Breeding versus marketing	

**LIVESTOCK MANAGEMENT I (continued)**

Hours

- 3. Basic parts of the animal
- C. Breeding Animal Evaluation
  - 1. Breed characteristics
  - 2. Functional reproduction
  - 3. Pedigree and genetic makeup
- D. Meat Animal Evaluation
  - 1. Market animal judging terminology
  - 2. Conformation
  - 3. Finish
  - 4. Grade
- E. Meat Animal Selection
  - 1. Steps in evaluating the live animal
  - 2. Animal carcass evaluation and grading
  - 3. Special factors for different breeds
- F. Calculating Feed Requirements
  - 1. Projecting rate of gain
  - 2. Estimating cost of feeding
- V. **PURCHASING LIVESTOCK** 16
  - A. Market Sources
    - 1. Breeder sales
    - 2. Private individuals
    - 3. Sales yards
    - 4. Other club members
    - 5. Chapter flocks
  - B. Buying Livestock
    - 1. Methods of payment
    - 2. Bill of Sale
    - 3. Brand inspection
    - 4. Shipping and transportation
    - 5. Weight and age to purchase
    - 6. Survey of current market prices
  - C. Insurance for Livestock
    - 1. Source of insurance agent
    - 2. Insurance duration
    - 3. Filing applications
- VI. **RECORD KEEPING** 12
  - A. Importance of Keeping Good Records
  - B. Using the California Vo-AG Record Book
    - 1. Calendar of events and operations
    - 2. Business agreement
    - 3. Budget
    - 4. Journal
    - 5. Accounts and notes receivable and payable
    - 6. Financial statement

## LIVESTOCK MANAGEMENT I (continued)

Hour

7. Non-depreciable inventory
8. Depreciable inventory
9. Net Income summary
10. Recording school, community and leadership activities

C. Filling out time cards and other important information for this course.

## VII. MANAGEMENT PRACTICES

76

### A. Daily Routines

### B. Approved Scheduled Practices

### C. Disease Prevention

1. Common diseases
2. Control of common diseases
3. Use of veterinary equipment
  - a. using syringes
  - b. using a thermometer
  - c. reading medicine labels
  - d. giving oral medications
  - e. using bull holders and other restraining gear
4. Common veterinary practices
  - a. castration
  - b. dehorning
  - c. docking
  - d. suturing
  - e. dressing wounds

### D. Parasite Prevention

1. Common parasites
2. Control of common parasites
3. Use of veterinary equipment
  - a. worming equipment
  - b. spray equipment
  - c. dips and sprays

### E. Sanitary Practices

1. Fly control
2. Ventilation
3. Disinfecting
4. Manure disposal
5. Isolating sick animals
6. Dead animal disposal
7. Bedding materials

### F. When to Call the Veterinarian

1. Animal has high temperature
2. Animal refuses to eat and refuses to move or get up
3. Animal is bleeding profusely and needs medical attention
4. Breeding animal has been in labor for several hours



LIVESTOCK MANAGEMENT I (continued)

Hours

G.	Livestock Facilities	
1.	Housing	
2.	Fencing	
3.	Feeders	
4.	Waterers	
5.	Chutes and Scales	
VIII.	HOW TO APPLY FOR A JOB	4
A.	Job Application Forms	
B.	Personal Resume	
C.	Where to Look for a Job	
1.	Resources	
D.	Interview Techniques	
E.	What to Look for in a Job	
1.	Pay	
2.	Hours	
3.	Nature of work	
4.	Responsibilities	
5.	Opportunities for advancement	
6.	Benefits	
F.	How to Get Along on a Job	
1.	With your employer	
2.	With other employees	
3.	With customers	
G.	Career Opportunities in Livestock Management Selection and Equipment Fields	
IX.	EQUIPMENT AND SUPPLIES	10
A.	Basic Equipment Commonly Used With All Breeds	
B.	Specialty Equipment for Individual Breeds	
1.	Beef	
2.	Sheep	
3.	Swine	
C.	Proper Care of Equipment and Supplies	
D.	Equipment Inventory	
	TOTAL	<u>160 Hours</u>

**SANTA BARBARA COUNTY SCHOOLS  
REGIONAL OCCUPATIONAL PROGRAM**

**COURSE IDENTIFICATION**

USOE Program Code: 01.0101

USOE Program Title: Animal Science

ROC/P Course Title: Livestock Management II (Livestock Feeding, Transportation  
and Evaluation)

**JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED**  
(from Dictionary of Occupational Titles)

DOT CODE	TITLE
410.674-010	Animal Caretaker
410.674-018	Livestock Yard Attendant
520.885-122	Feed Mixer
272.357-010	Sales Representative, Animal Feed Products
214.362-014	Documentation Billing Clerk
214.587-014	Traffic Clerk
413.884-018	Farm Hand Livestock
413.884-030	Ranch Hand
520.886-026	Feed Mixer Helper

Course Description (Total Hours of Instruction 160)

**SANTA BARBARA COUNTY SCHOOLS  
REGIONAL OCCUPATIONAL PROGRAM**

**LIVESTOCK MANAGEMENT II  
(LIVESTOCK FEEDING, TRANSPORTATION AND EVALUATION)**

**COURSE OUTLINE**

	<u>Hours</u>
I. INTRODUCTION	4
A. ROP Rules and ROP Orientation	
B. Course Overview	
1. Competency List	
II. SAFETY	12
A. Safe Job Procedures	
B. Safe Animal Handling	
C. Equipment Safety Practices	
D. Industry Safety Rules and Regulations	
F. Accident Emergency Procedures	
III. FEEDING LIVESTOCK	84
A. Basic Animal Nutrients that Affect Development	
1. List basic nutrients	
2. Effect of nutrients on the animal	
B. Common Livestock Feeds	
1. List common feeds	
2. Availability of feeds	
a. locality	
b. season	
C. Feeding Tools and Equipment	
1. Identifying tools and equipment	
2. Uses of tools and equipment	
D. Feed Rationing	
1. Meaning of a ration	
2. Balanced rations	
E. Weight Adjustment	
1. Weighing animals	
2. Calculating rate of gain	
3. Calculating feed conversion	
4. Weight control (shipping, etc.)	
F. Feeding Practices	
1. Time and frequency	
2. Progressive feeding	
3. Functional feeding	
a. Market animals	
b. Breeding animals	
c. Maintenance	
IV. TRANSPORTING LIVESTOCK	22
A. Preparing Animals for Transportation	
1. Feed requirements	
2. Medication	

LIVESTOCK MANAGEMENT II (continued)

Hours

B.	Methods of Transportation	
1.	Types of transportation	
2.	Types of equipment	
C.	Market Considerations	
1.	Time	
2.	Distance	
3.	Weight loss	
D.	Handling Animals for Transport	
1.	How to collect and identify animals	
2.	Loading	
a.	Equipment	
b.	Procedures	
3.	In Transport	
a.	Number of animals for space available	
b.	Arrangement of animals	
c.	Animal restraints	
4.	Delivery	
a.	Unloading procedures	
b.	Containment and/or distribution	
E.	Laws and Regulations Enroute	
V.	CARCASS EVALUATION AND INVENTORY	10
A.	Identification and Recording	
B.	Classification	
C.	Grading	
D.	Measuring Yield	
E.	Cuts of Meat	
F.	Special Requirements of Species	
G.	Estimating Herd or Flock Yield	
VI.	ANIMAL EVALUATION	22
A.	Current Judging Standards	
B.	Projecting Future Judging Trends	
VII.	HOW TO APPLY FOR A JOB	6
A.	Job Application	
B.	Personal Resume	
C.	Job Resources	
D.	What to Look for in a Job	
E.	How to Get Along on a Job	
F.	Career Opportunities in livestock feeding, transportation, and evaluation fields	
	TOTAL	160 Hours

**SANTA BARBARA COUNTY SCHOOLS  
REGIONAL OCCUPATIONAL PROGRAM**

**COURSE IDENTIFICATION**

USOE Program Code: 01.0101

USOE Program Title: Animal Science

ROC/P Course Title: Livestock Management III (Livestock Exhibiting, Showing and Show Operations)

**JOB TITLES FOR WHICH STUDENTS WILL BE PREPARED**  
(from Dictionary of Occupational Titles)

DOT CODE	TITLE
410.674-022	Stable Attendant
410.664-010	Farm Worker, Livestock
410.674-010	Animal Caretaker
219.363-010	Auction Clerk
410.694-014	Sheep Shearer
410.687-022	Sheep Herder
209.562-010	Clerk, General
272.357-014	Sales Rep. Farm and Garden
	Equipment and Supplies
413.884-018	Farm Hand, Livestock
413.884-030	Ranch Hand
410.674-010	Animal Caretaker
410.674-018	Livestock Yard Attendant

Course Description (Total Hours of Instruction 160)



**SANTA BARBARA COUNTY SCHOOLS  
REGIONAL OCCUPATIONAL PROGRAM**

**LIVESTOCK MANAGEMENT III  
(LIVESTOCK EXHIBITING, SHOWING AND SHOW OPERATIONS)**

**COURSE OUTLINE**

	<u>Hours</u>
I. INTRODUCTION	
A. ROP Rules and ROP Orientation	4
B. Course Overview	
1. Competency List	
II. SAFETY	
A. Job Safety Procedures	12
B. Safe Animal Handling	
C. Equipment Safety Practices	
D. Accident Emergency Procedures	
III. FITTING SHOW ANIMALS	
A. General Procedures	50
1. Washing	
2. Brushing	
3. Trimming	
4. Conditioning	
B. Specialty Treatment by Species	
1. Beef	
2. Swine	
3. Sheep	
C. Grooming Supplies and Materials	
D. Grooming Equipment	
E. Pre-Entry Conditioning	
IV. SHOWING LIVESTOCK	
A. Animal Control	50
B. Entering Show Ring	
C. Personal Appearance of Showperson	
1. Dress	
2. Poise	
3. Attitude	
D. Presenting the Animal	
1. Posing	
2. Moving in the show ring	
3. Animal condition	
4. Specialty requirements by species	
E. Show Ring Conduct	
F. Show Ring Procedures	
G. Judging Practices	
V. SHOW AND FAIR REGULATIONS	
A. State Rules	12
1. General	
2. By Species	

LIVESTOCK MANAGEMENT III (continued)

Hours

	B.. Show Dress/Uniform	
	C. Entry Rules	
	1. Health Papers	
	2. Owner	
	3. Weight Division	
	D. Presentation of Exhibit	
	1. Judging schedules	
	2. Judging criteria	
	3. Awards	
	4. Displays	
	E. Fair Entries	
	1. Registration procedures and dates	
	2. Completing forms and applications	
	3. Fees and schedules	
	4. Advisors	
VI.	FAIR CONDUCT AND DRESS	3
	A. Proper Dress/Uniform	
	B. Knowledge of Local Rules	
	C. Conduct on Fair Grounds	
	D. Project Buyer	
VII.	LIVESTOCK DISPLAY	10
	A. Condition of Display	
	1. Cleanliness	
	2. Arrangement	
	3. Equipment	
	4. Seating	
	B. Display Signs and Poster	
	1. Consumer information	
	2. Project information	
	3. Presenter information	
	C. Fire and Safety Control	
VIII.	JUNIOR FAIR BOARD	1
	A. Eligibility	
	B. Function	
IX.	JUNIOR LIVESTOCK AUCTION	8
	A. Pre-Fair Advertisement	
	B. Consumers Information on Bidding	
	C. Quality of Exhibits	
	D. Auction Order	
	E. Displaying the Animal	
	F. Photographs of Animal	
	G. Notifying Buyers	
X.	POST-SHOW AND SALE OBLIGATIONS	4
	A. Load-Out	
	B. Equipment Inventory and Maintenance	
	C. Publicity	
	D. Thank-You Letters	

LIVESTOCK MANAGEMENT III (continued)

Hours

XI. HOW TO APPLY FOR A JOB

6

- A. Job Application
- B. Personal Resume
- C. Job Resources
- D. What to Look for in a Job
- E. How to Get Along on a Job
- F. Career Opportunities in livestock exhibiting, showing and show operations

TOTAL

160 Hours

## PROGRAM COMPLETION STANDARDS

A student who completes the agriculture education program must:

1. Complete 720 hours of instruction in a minimum of four courses within their program area, including Agriculture Earth Science and/or Agriculture Biology.
2. Be engaged in a Supervised Agricultural Experience that should be related to their career goal, and be of at least four months in duration each year, for a minimum of three years. SAE's constitutes 10% of the student's grade.
3. Participate in a least three different types of FFA activities during the year. Therefore, each student enrolled in agriculture education is a member of the FFA and is encouraged to be active at the local level. FFA constitutes 10% of the student's grade.

## PROGRAM SEQUENCE OF COURSES

<b>FRESHMAN YEAR:</b> English Math Physical Science Physical Education Freshman Core Foreign Language Agriculture Earth Science	<b>SOPHOMORE YEAR:</b> English Math World Cultures Agriculture Biology Foreign Language Agriculture elective or other elective
<b>JUNIOR YEAR:</b> English Math US History Veterinary Science Ag. Mechanics, Ornamental Horticulture	<b>SENIOR YEAR:</b> English Agriculture Government/Economics Advanced Ag Mechanics Advanced Ornamental Horticulture Other electives

## **FACILITIES AND EQUIPMENT**

The agriculture department encompasses several facilities available for teaching use. All are maintained and improved by the agriculture department.

- Classroom, office and shop areas. This includes storage areas for supplies and an enclosed compound area.
- Shop contains work stations for welding, drill press, iron worker, plasma cutter/cam, work tables, and miscellaneous equipment and tools.
- Greenhouse and garden growing areas.
- Livestock facility includes permanent pastures, hog barn and pens, sheep/beef/goat barn with storage areas.
- Kubota tractor and implements.
- Chevrolet pickup
- Barrett stock trailer



FIVE YEAR ACQUISITION PLAN  
2012-2013

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment

1. Construct "lockers" for feed/tack areas for students to house feed and supplies
2. Construct shade area for hardening off plants from greenhouse.
3. Landscape west of classroom.
4. Plant oak trees in pasture
5. Install shade cloth over the large pens on west side of barn
6. Have maintenance repair the roof on the gardening shed
7. Update computers in lab next to S1 classroom

FIVE YEAR ACQUISITION PLAN  
2011-2012

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment

1. Construct "lockers" for feed/tack areas for students to house feed and supplies
2. Landscape around new livestock facility.
3. Improve pasture fences
4. Construct shade area for hardening off plants from greenhouse.
5. Landscape west of classroom.
6. Plant oak trees in pasture
7. purchase a small truck to haul livestock scale

FIVE YEAR ACQUISITION PLAN  
2010-2011

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment

- ✓ 1. Install shade over hog pens to prevent sunburn.
- ✓ 2. Install heating in hog pens
- 3. Construct "lockers" for feed/tack areas for students to house feed and supplies
- 4. Landscape around new livestock facility.
- 5. Improve pasture fences
- 6. Construct shade area for hardening off plants from greenhouse.
- 7. Landscape west of classroom.
- 8. Plant oak trees in pasture

FIVE YEAR ACQUISITION PLAN  
2009-2010

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment

- ✓ 1. Complete new livestock facility: build fencing for turn-out pens
- 2. Construct "lockers" for feed/tack areas for students to house feed and supplies
- 3. Landscape around new livestock facility.
- 4. Improve pasture fences
- ✓ 5. Purchase new ironworker for shop
- 6. Construct shade area for hardening off plants from greenhouse.
- 7. Landscape west of classroom.
- 8. Install shade over hog pens to prevent sunburn.
- 9. Plant oak trees in pasture

FIVE YEAR ACQUISITION PLAN  
2008-2009

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment

1. Complete new livestock facility: install water sources for livestock, feeders. etc.
2. Construct "lockers" for feed/tack areas for students to house feed and supplies
3. Landscape around new livestock facility.
4. Construct ally from pastures into new livestock facility
5. Purchase new ironworker for shop
6. Construct shade area for hardening off plants from greenhouse.
7. Landscape west of classroom.
8. Install shade over hog pens to prevent sunburn.
9. Plant oak trees in pasture



FIVE YEAR ACQUISITION PLAN  
2007-2008

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment

1. Demolish old livestock facilities and construct new beef, sheep, and goat barn, include larger feed storage, tack/medication room, and shelter from weather.
2. Construct shade area for hardening off plants from greenhouse.
3. Landscape west of classroom.
4. Install shade over hog pens to prevent sunburn.
5. Plant oak trees in pasture
6. Landscape around new livestock facility.

FIVE YEAR ACQUISITION PLAN  
2006-2007

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment

1. Demolish old livestock facilities and construct new beef, sheep & goat barns, storage for medications and feed room.
2. Construct small poultry facility
3. Construct shade area for hardening off plants from greenhouse.
4. landscape BBQ area west of classroom
5. install shade area over hog pens to prevent sunburn
6. plant oak trees in pastures

FIVE YEAR ACQUISITION PLAN  
2005/2006

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment.

1. Completion of small show arena, finish base and reinforce fences
2. Landscape BBQ area west of classroom
3. Construct shade area for hardening off plants
4. Install shade area over hog pens to prevent sunburn
5. Plant Oak trees in pastures and livestock areas

## FIVE-YEAR ACQUISITION PLAN 2004/2005

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment.

1. Complete watering system for greenhouse.
2. Complete construction of small show arena.
3. Install drip irrigation in all raised bed areas of garden.
4. Landscape BBQ area west of classroom
5. Repair existing pens, so are completely safe for livestock, and install panels so that sheep and hogs can be safely housed in beef pens.
6. Construct shade area over outside hog pens to prevent sun burning of animals.
7. Construct shade area to harden off plants (attached to north side of greenhouse).

FIVE YEAR ACQUISITION PLAN  
2003/2004

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment.

1. Repair/reconstruct the greenhouse so it has a heating/cooling system, improved irrigation, and better, weed free floor.
2. Completion of small show arena
3. Construction of raised beds in garden area
4. Landscape BBQ area west of classroom
5. Paint barns & fences
6. Construct shade area for hardening off plants
7. Install shade area over hog pens to prevent sunburn



FIVE-YEAR ACQUISITION PLAN  
2001/2002

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment.

1. Replace old wash rack with safer tie structure and foot surface.
2. Replace fencing and gate entryway to pastures with "hog" panels and barbed wire fence (matching other fences) and gate into ally-way.
3. Repair existing pens, so are completely safe for livestock.
4. Construct shade area over outside hog pens to prevent sun burning of animals.
5. Construct shade area to harden off plants (attached to north side of greenhouse).
6. Install botanical garden in BBQ area.
7. Construct small show arena for student use with livestock.

FIVE-YEAR ACQUISITION PLAN  
2000/2001

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment.

1. Replace old wash rack with safer tie structure and foot surface.
2. Replace fencing and gate entryway to pastures with "hog" panels and barbed wire fence (matching other fences) and gate into ally-way.
- ✓ 3. Complete watering system for greenhouse.
- ✓ 4. Replace squeeze chute & scale with operational equipment.
5. Repair existing pens, so are completely safe for livestock.
6. Construct shade area over outside hog pens to prevent sun burning of animals.
7. Construct shade area to harden off plants (attached to north side of greenhouse).
8. Plant lawn and bedding areas west of classroom. Re-do BBQ area.

FACILITY AND EQUIPMENT DEVELOPMENT  
AND ACQUISITION SCHEDULE  
1998-1999

Planned Acquisitions for the Agriculture Department

1. Completion of greenhouse
2. Greenhouse equipment
- Benches, irrigation system, heating/cooling
3. ~~Install sod farm, for use by school~~  
maintenance **NO**
4. Improve garden areas, repair drip irrigation,
5. Individual storage areas for student use with livestock - **HOG BARN**
- ✓ 6. Construct panels for housing livestock, (sheep or goats) at school farm. Also will be used at county fair. **Purchased Thru ROP**
7. Bring in rock dust to repair beef pens.

FACILITY AND EQUIPMENT DEVELOPMENT  
AND ACQUISITION SCHEDULE  
1997 - 1998

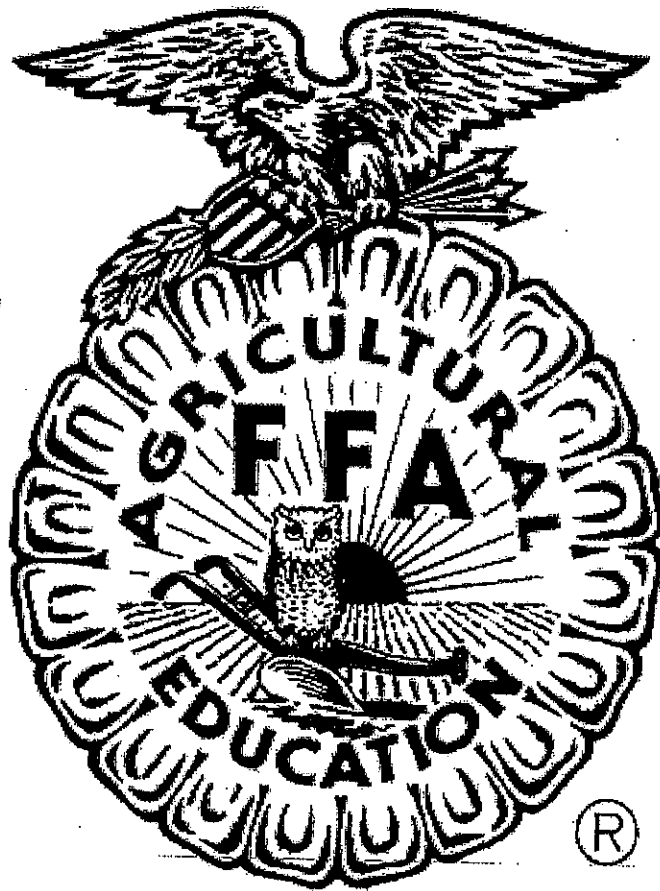
Planned Acquisitions for the Agriculture Department

1. Completion of greenhouse facility
2. Greenhouse equipment
3. Individual storage areas for student use
4. Repair to existing beef pens
5. Install lawn and clean up BBQ area

CHART OF RESPONSIBILITIES  
2012-2013

	BIBBY	CLEMENT
Faculty meetings	X	X
Department meetings	X	X
CATA meetings	X	X
Jr. Auction Committee meetings		X
Comprehensive Program Plan	X	X
R2 Reports	X	X
Advisory Committees	X	X
FFA Advisor		X
Fundraising activities	X	X
FFA Banquet	X	X
Eighth Grade Recruitment		X
School Farm Management	X	
Fall & Spring Regional FFA conferences	X	X
Leadership Conferences	X	X
Teams & Contests	X	X
FFA Award applications	X	
Livestock Shows and Fairs		X
Supervised Agriculture Experiences	X	X
Classroom/office upkeep & maintenance	X	X
Upkeep of shop and garden/greenhouse	X	
Upkeep of farm facilities	X	X
Upkeep of vehicles and trailer	X	
Upkeep of tractor & implements	X	
Computers, programs & printers	X	X
Department Budget	X	X
FFA ASB budget & transactions		X
ROP Budgets	X	X

**SANTA YNEZ FFA**  
**PROGRAM OF WORK**  
**2007-2008**



**BE BOLD WEAR THE BLUE AND GOLD!**



# TABLE OF CONTENTS

- Introduction
- Chapter Officers
- Duties of Officers
- Aims & Purposes
- Santa Ynez FFA Budget
- Attitude
- FFA Creed
- Success!
- Leadership
- Chapter Goals
- Santa Ynez FFA Calendar of Activities
- Santa Ynez FFA History

## INTRODUCTION

The National FFA Organization, or the Future Farmers of America as it was formally known, is the national organization of, by, and for students studying agriculture education in public secondary schools under the provisions of the national vocational education acts.

As an integral part of the program of education in agriculture in the Public School System of America, the FFA has become well known. No national student organization enjoys greater freedom of self-government under adult council and guidance than the FFA Organization. Organized in November of 1928, the foundation of the Future Farmers of America was built. This organization includes leadership, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism. We are honored to have been elected to serve as your Santa Ynez FFA officers. May you take advantage of all the Santa Ynez FFA has to offer.

## THE FFA MISSION

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.

Think you can, think you can't;  
Either way you'll be right.

Henry Ford

# **Santa Ynez FFA**

## **Officers Team**

**2007-2008**

**President**  
**Vice President**  
**Secretary**  
**Treasurer**  
**Reporter**  
**Sentinel**  
**Advisor**

**Samantha Perez**  
**Veronica Garcia**  
**Caitlyn Brady**  
**Shawna Lennen**  
**Diana Martinez**  
**Ian Brady**  
**Kathy Bibby**

**Future Farmers of America**  
**Future Farmers of America**

**THE NATIONAL ORGANIZATION FOR STUDENTS STUDYING AGRICULTURE  
EDUCATION**

**Santa Ynez FFA Chapter**

# Duties of Chapter Officers and Members

## President:

- Preside over meetings
- Appoint committees
- Member of all committees
- Be familiar with bylaws
- Be familiar with constitution
- Check on progress of chapter
- Set a good example for members

## Vice President:

- Assist the President
- Have charge of committee work
- Preside in absence of President
- Program of Work Chairman

## Secretary:

- Prepare and read minutes
- Prepare and read reports
- Attend to official correspondence
- Keep membership roll
- Keep degree roll
- Keep meeting attendance records
- Keep business attendance records
- Keep business meeting reports

## Treasurer:

- Keep record of chapter funds
- Complete membership roster dues
- Assist in preparing annual budget
- Pay out funds authorized
- Encourage chapter thrift
- Deposit funds and complete deposit slips

## Reporter:

- Prepare chapter news articles
- Keep file of chapter news
- Contract newspapers, PSA, TV
- Arrange for publicity
- Maintain FFA displays
- Maintain scrapbook
- Slide/Video show
- Apply for Star Reporter

## Sentinel:

- Set up the meeting room
- Care for the paraphernalia
- Attend the door
- Welcome visitors
- Keep meeting room comfortable
- Assist with entertainment
- Assist with refreshments

## Advisor:

- Help members and committee chairpersons
- Train, direct, and inform officers
- See that all ceremonies are carried out
- See that standard chapter equipment and supplies are secured and used.

All men seek one goal:  
success or happiness.

Aristotle

AIMS AND PURPOSES  
OF THE  
FUTURE FARMERS OF AMERICA

1. To develop competent and aggressive agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agriculture occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in worth undertakings for the improvement of the industry of agriculture.
8. To develop character train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarships.
12. To provide and courage the development of organized recreational activities.

## Santa Ynez FFA Budget

### **Estimated Expenses:**

#### **Football Games:**

Tri-Tip	\$3000
Pepsi	\$1200
Fire Wood	\$ 200
Misc. Supplies	\$ 500
State Convention	\$ 540
Leadership Conferences	\$ 150
Livestock Feed & Supplies	\$ 750
Meeting & Activity Supplies	\$ 200
Banquet & Awards	\$1000

**Total: \$7540**

### **Estimated Receipts:**

Football Game Receipts	\$6000
Sale of Livestock	\$1000
Misc. Fund-raisers	\$1000
<b><u>Total:</u></b>	<b><u>\$8000</u></b>

### **Estimated Closing Balance**

**\$460**



# **ATTITUDE**

By Charles Swineoll

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company... a church... a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past. We cannot change the fact that people will act a certain way. We cannot change the inevitable. The only thing we can do is play on the string we have, and that is our attitude. I am convinced that life is 10 percent what happens to me and 90 percent how I react to it. And so it is with you. We are in charge of our attitudes."

Attitude will affect the success you achieve in agriculture classes and the FFA. If you are willing to become involved and participate, there are many opportunities for accomplishment. Good grades, local, sectional, regional, and state recognition, profit from your projects, new friends, travel, leadership, and job opportunities are just a few of the things you can receive with a great attitude toward yourself and others.

Every day you and I come to class, our attitudes will be different. Good day, bad day, I hate school, I hate my classes, so-and-so does not like me, my boy/girl friend is a jerk, it's too hot, it's too cold, I don't feel good, I'm tired, I'm hungry, etc. There are a thousand excuses. I will remember that there are many things that affect your lives, and your attitudes. But you need to remember that there are many things that affect my life and attitude. We all need to overcome the "bad" things in our everyday lives, and learn from them. Keep in mind: **ATTITUDE IS EVERYTHING!**"

## **The FFA Creed**

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

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

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

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

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

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

# THE NAME OF THE GAME IS SUCCESS!

Success means many things to many people. Generally success can be simply stated as being happy; with who you are, what you've accomplished, and where you are going in life. To be successful, you must learn and practice many different skills. Not just job skills, but also those of working with others, coming through when counted upon, communicating effectively.

## Agriculture is **IMPORTANT!**

Agriculture provided the basic necessities of food, clothing, and shelter. Today, one farmer produces enough food for 129 people. Dairy is California's #1 agriculture product, with grapes, nursery products, cattle & calves, tomatoes, lettuce, strawberries, flowers & foliage, forestry, hay, and almonds completing the top 10 commodities. One-third of jobs in California are agriculture related. Driving through our community, you will see many different agriculture commodities in production.

It is essential that agriculture be taught in our school. By enrolling in Santa Ynez High School agriculture courses, you are taking the first steps in preserving an industry and a way of life on our community. You are encouraged to become involved in all aspects of the agriculture program and the FFA program. We have a lot to offer you: experience with hands-on learning, friendship, travel, leadership, awards, money, and the chance to become involved with the most vital industry.

Santa Ynez FFA welcomes you to the agriculture department and the FFA Organization. You have joined one of the most successful programs at Santa Ynez High School. We are proud of our facilities and school farm laboratory, allowing you to practice what you've been taught in the classroom. It is our goal to couple the theory learned in the classroom with practical experiences found in the "real" world.

We are most proud of our students, and their successes! The students have demonstrated success by entering the world of work, committing to a future in the military, enrolling in technical and trade school, attending community colleges and universities. Many alumni from Santa Ynez High School agriculture department and Santa Ynez FFA have remained in the community, giving back to ensure future success of our students.

## LEADERSHIP ACTIVITY

FFA/Leadership Activities help you build your self esteem. They are a great advantage to your success in school and your future career. School traditionally has taught the technical skills needed, but has done little to build your practical and personal skills. We not only teach how to produce the product, but how to organize for its manufacture and get along with the customer, boss, and fellow employees; the kinds of skills that you need to achieve career advancement and a good salary.

*The following activities are opportunities for you to develop these skills:*

### Leadership Activities

Attend general FFA meetings  
Committee member or chairperson  
Fall Leadership Conference  
State Leadership Conference  
Made For Excellence Program  
Spring Leadership Conference  
Achievement Awards  
Creed Speaking Contest  
Best Informed Greenhand Contest  
Public Speaking Contests  
Chapter, Regional and State Officer  
FFA Degrees: Greenhand, Chapter,  
State and National

### Skill Development Activities

Judging Contests - compete in state wide judging events and develop an eye for quality.  
Proficiency Awards - for outstanding SAE projects.  
Project Competition - chapter and regional competition  
Participation in fairs and shows - Western Bonanza, Cow Palace, Santa Barbara County Fair, etc.

## What is Leadership?

**Help** Leadership is the process of helping people do the worthwhile things they want to do.

**Speak up** Leadership is simply influencing the attitudes and actions of other people through various ways; advice, knowledge, help, opinions.

**Learn** Leadership is learned. What you do to prepare for the future is more important than any personality characteristic you have. It is not only what you have, but what you do with it that determines your success as a leader.

**Give** The more you share with others, the more you receive in return.

**Share** Leadership is divided among individuals so that each person can do what best meets their needs or interests. No one is a leader all the time, divide responsibilities, find the right person for a job so no one ends up doing all the work.

**Earn** People depend on leaders. They need to know that you will carry out your responsibilities.

## OUR GOALS:

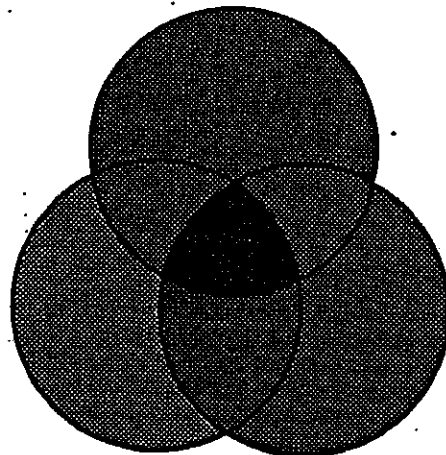
- TO GIVE STUDENTS PRACTICAL AND PERSONAL SKILLS NEEDED FOR SUCCESSFUL CAREERS.
- TO GIVE STUDENTS SUFFICIENT PREPARATION TO CONTINUE THEIR EDUCATION IN COLLEGE.
- TO GIVE STUDENTS THE SELF-CONFIDENCE NEEDED TO BE IN CONTROL OF THEIR LIFE.
- TO PROVIDE AGRICULTURE AND AGRI-BUSINESS QUALIFIED EMPLOYEES NEEDED TO MAINTAIN AND IMPROVE THE STANDARD OF LIVING WE NOW ENJOY.

planning, organizing, responsibilities to yourself and others to accomplish goals. These are the same skills needed by the successful business person. The FFA is a very active and respected organization in the school and community. The FFA sponsors many awards and recognition's available to the Agriculture students.

**Supervised Agricultural Experience Programs** give you practice perfecting those skills needed to get jobs, as well as helping you to make well informed decisions about college. SAEP's are a hands-on approach to learning, the student raising a crop, animal, building a project, working in the community, etc. to gain experience to learn about agriculture. The project is supervised by the instructor, and qualifies the student to earn money, awards and recognition through the FFA.

To accomplish our *GOALS*, we use a three dimensional approach to learning. Each is different, yet they support each other by overlapping the experiences you can obtain by being active in the Agriculture program. The **Classroom** represents the traditional settings of education. New information is presented, demonstrations are made, skills are perfected. To reach beyond traditional educational methods, we offer participation in both FFA and Supervised Agricultural Experience Programs.

The FFA teaches leadership. It is a student run organization which allows the student to perfect skills in



# CALENDAR OF EVENTS AND OPERATIONS

## September 2007

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
	Labor Day- no school					
9	10	11	12	13	14	15
					Football Game/ Tri-Tip BBQ fundraiser	
16	17	18	19	20	21	22
23	24	25	26	27	28	29
		FFA Meeting @ 6:00			Football Game/ Tri-Tip BBQ fundraiser	
30						



# CALENDAR OF EVENTS AND OPERATIONS

## October 2007

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
					Football Game/ Tri-Tip BBQ fundraiser	
7	8	9	10	11	12	13
						COLC
14	15	16	17	18	19	20
COLC			Greenhand Conference in Paso Robles		Football Game/ Tri-Tip BBQ fundraiser	
21	22	23	24	25	26	27
			FFA Meeting @ 6:00		Football Game/ Tri-Tip BBQ fundraiser	
28	29	30	31			

# CALENDAR OF EVENTS AND OPERATIONS

## November 2007

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
	No School		Best Informed Greenhand Conference		MFE/ALA Money Due	
18	19	20	21	22	23	24
			No School	Thanksgiving No School	No School	
25	26	27	28	29	30	
	Flex Day		FFA Meeting @ 6:00		MFE/ALA Registration Due	

# CALENDAR OF EVENTS AND OPERATIONS

## December 2007

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
			FFA Meeting Christmas Activity @ 6:00			
16	17	18	19	20	21	22
					No School	
23	24	25	26	27	28	29
	No School	Christmas No School	No School	No School	No School	
30	31					
	No School					

# CALENDAR OF EVENTS AND OPERATIONS

## JANUARY 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
			SLE Applications Due			
6	7	8	9	10	11	12
	Back to School					
13	14	15	16	17	18	19
20	21	22	23	24	25	26
	No School	Finals 1, 3, 7	Finals 2, 4	Finals 5, 6	No School	
27	28	29	30	31		
	State Degrees Resumes Due Prepared Public Speaking		FFA Meeting @ 6:00	Job Interview Creed Speaking		

# CALENDAR OF EVENTS AND OPERATIONS

## February 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
					Leave to MFE/ALA	Come Home from MFE/ALA
10	11	12	13	14	15	16
		Prof. Scoring			No School	
17	18	19	20	21	22	23
	No School		FFA Meeting @ 6:00			
24	25	26	27	28	29	
Regional Officer Screening						

# CALENDAR OF EVENTS AND OPERATIONS

## March 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 State Conference Registration Due
2	3	4 SLE Conference	5 SLE Conference	6	7	8
9	10	11 Prepared Public Speaking	12	13	14 King City	15
16	17	18	19 FFA Meeting @ 6:00	20	21	22
23	24	25 No School	26 No School	27 No School	28 No School	29
Easter	No School	No School	No School	No School	No School	
30	31					
State Degree Banquet						



# CALENDAR OF EVENTS AND OPERATIONS

## April 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
	Flex Day					
13	14	15	16	17	18	19
				Leave for State Conference	State Conference	State Conference
20	21	22	23	24	25	26
State Conference	State Conference	Come Home from State Conference				
27	28	29	30			
			FFA Meeting @ 6:00			

# CALENDAR OF EVENTS AND OPERATIONS

## MAY 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
		Sectional Officer Screening				
11	12	13	14	15	16	17
	American Degrees Due			FFA Banquet @ Mission		
18	19	20	21	22	23	24
25	26	27	28	29	30	31
	No School	Project Comp. Banquet				

# CALENDAR OF EVENTS AND OPERATIONS

## June 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
	Flex Day					
8	9	10	11	12	13	14
	Finals 1, 3, 7		Finals 2, 4	Finals 5, 6	Graduation	
15	16	17	18	19	20	21
22	23	24	25	26	27	28
	CATA Conference	CATA Conference				
29	30					

# CALENDAR OF EVENTS AND OPERATIONS

July 2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
					Set Up for Fair	Set Up for Fair
6	7	8	9	10	11	12
Bring Animals to Fair	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR
13	14	15	16	17	18	19
FAIR	Clean Up at Fair					
20	21	22	23	24	25	26
27	28	29	30	31		

## CHAPTER OFFICERS

1995-1996

President	Sasha Orton	Treasurer	Demory Brown
Vice President	Aja Herman	Reporter	Lisa Petersen
Secretary	Jenni Gehrs	Sentinel	Anselmo Ramirez

1996-1997

President	Kelli Christian	Treasurer	Tyler Storey
Vice President	Anselmo Ramirez	Reporter	Lisa Petersen
Secretary	Melissa Williams	Sentinel	Steve Flores
Historian	Michelle Duckett		

1997-1998

President	Lauren Green	Treasurer	Josh Knauss
Vice President	Vanessa Armenta	Reporter	Jessie Condit
Secretary	Jennie Brown	Sentinel	Robin Brown

1998-1999

President	Shelene Petersen	Treasurer	Jermain Florence
Vice President	Samantha Lassiter	Reporter	Lauren Green
Secretary	Robyn Christian	Sentinel	Aaron Fisher
Historian	Erica Flores		

2000-2001

President	Robyn Christian	Treasurer	Luis Ramirez
Vice President	Erica Flores	Reporter	Kate DeSchryver
Secretary	Krystal Keese	Sentinel	Andy Petersen

### 2001-2002

President	Erica Flores	Treasurer	Audrey Fisher
Vice President	Kate DeSchryver & Luis Ramirez	Reporter	Jennifer Domingos
Secretary	Brittani Williams	Sentinel	Andy Petersen

### 2002-2003

President	Luis Ramirez	Treasurer	Andy Petersen
Vice President	Audrey Fisher & Jessica Perez	Reporter	Martin Aguilera
Secretary	Calah Kaslow	Sentinel	Lauren Christiansen

### 2003-2004

President	Calah Kaslow	Treasurer	Thomas Rose
Vice President	Francine Pelka & Martin Aguilera	Reporter	Jennifer Potterton
Secretary	Jessica Perez	Sentinel	Nicole Rasmussen

### 2004-2005

President	Francine Pelka	Treasurer	Terrah Jepsen
Vice President	Jenny Potterton & Shealene Laroe	Reporter	Roseann Pelka
Secretary	Nicole Rasmussen	Sentinel	John Perez
Historian	Lacie Jepsen		

### 2005-2006

President	Roseann Pelka	Treasurer	Samantha Perez
Vice President	Lacie Jepsen & John Perez	Reporter	Kelly Loff
Secretary	Perla Navarro	Sentinel	Jesus Aguilera
Historian	Erika Haas		



**2006-2007**

<b>President</b>	<b>Matt Brady</b>	<b>Treasurer</b>	<b>Veronica Garcia</b>
<b>Vice President</b>	<b>Samantha Perez</b>	<b>Reporter</b>	<b>Kasi Costa</b>
<b>Secretary</b>	<b>Diana Martinez</b>	<b>Sentinel</b>	<b>Shawna Lennen</b>

**2007-2008**

<b>President</b>	<b>Samantha Perez</b>	<b>Treasurer</b>	<b>Shawna Lennen</b>
<b>Vice President</b>	<b>Veronica Garcia</b>	<b>Reporter</b>	<b>Diana Martinez</b>
<b>Secretary</b>	<b>Caitlyn Brady</b>	<b>Sentinel</b>	<b>Ian Brady</b>

# **STUDENT ACCOMPLISHMENTS**

## **LEADERSHIP ACTIVITIES**

20 National FFA Degrees  
118 State FFA Degrees  
1 National Proficiency Award Finalist  
9 State Proficiency Award Winners  
24 State Proficiency Award Finalists  
54 Regional Proficiency Award Winners  
90 Sectional Proficiency Award Winners  
Superior Chapter Award- 1995- 2007  
State Star in Ag. Placement- Sectional & Regional level  
3 National FFA Scholarship Recipients  
4 State FFA Scholarship Finalists  
2 Ag. Entrepreneurship State Finalists  
2 Ag. Entrepreneurship Regional Winners  
Agriscience Fair winner, Division 1, state level  
6 State FFA Officer Candidates  
6 Voting Delegates to the National FFA Convention  
State FFA Committee Chairpersons  
3 State Nominating Committee Members  
1 State FFA Officer, Secretary  
8 Regional FFA Officers  
10 Sectional FFA Officers  
Solvang Breakfast Rotary-Outstanding Student Recognition  
ACE Testing- students receiving state recognition

## **CAREER DEVELOPMENT EVENTS**

Commodity Marketing Activity- State Winners 1998, 199, 2001, 2002  
Agriculture Sales Team- State winners 1997  
Job Interview- Sectional & Regional winners, State Finalists  
Prepared Public Speaking- Sectional & Regional winners, State Finalists  
Parliamentary Procedure- Advanced- Sectional & Regional, State Finalists  
Parliamentary Procedure- Novice – Sectional & Regional winners, State Finalists  
Discussion Meet- Regional finalists  
Creed Speaking- Sectional & Regional winners, State Finalists

### **CAREER DEVELOPMENT EVENTS- cont.**

Best Informed Greenhand contest  
Open/Close Contest- open & officer teams  
Banking Contest  
Poultry Judging Team  
Project Competition- Division I & II winners

### **LEADERSHIP CONFERENCES**

National FFA Leadership Conference  
State FFA Leadership Experience  
Sacramento Leadership Experience  
Advanced Leadership Academy  
Made for Excellence Conference  
Greenhand Conference  
State Officer Candidate Workshops  
Sectional Officer Leadership Conference  
Chapter Officer Leadership Conference  
Spring Regional Leadership Meetings

### **LIVESTOCK ACTIVITIES**

(Listed are the Championships earned by students)

#### **BEEF**

Champion All Other Breeds Steer- California State Fair  
Champion Beef Showman- California State Fair  
Champion Cow/Calf Pair- Grand National  
Grand Champion Market steer- Santa Barbara County Fair  
4 Grand Champion Local Bred Steers- Santa Barbara County Fair  
3 Grand Champion Replacement Heifers- Santa Barbara County Fair  
5 Reserve Champion Market Steers- Santa Barbara County Fair  
3 Reserve Grand Champion Local Bred Steers- Santa Barbara County Fair  
3 Reserve Grand Champion Replacement Heifers- Santa Barbara county Fair  
2 Reserve Grand Champion Local Bred Heifer- Santa Barbara County Fair  
1<sup>st</sup> Place Beef Showman- Novice, Intermediate & Advanced- Santa Barbara County Fair  
Champion Jackpot Market Steer- Santa Barbara Exposition  
Champion Angus Heifer- Western Bonanza

#### **SWINE**

Grand Champion FFA Market Hog- Grand National  
2 Champion All Other Breed Market Hogs- Grand National

**SWINE- cont.**

- 4 Grand Champion Market Hogs- Santa Barbara County Fair
- 1 Champion Market Gilt- Santa Barbara County Fair
- 1 Reserve Champion Market Barrow- Santa Barbara County Fair
- 6 Reserve Grand Champion Market Hogs- Santa Barbara County Fair
- 4 Champion Swine Exhibitors- Santa Barbara County Fair
- 1<sup>st</sup> Place Swing Showman- Novice & Intermediate- Santa Barbara County Fair

**GOATS**

- 6 Champion Breeding Goats- Santa Barbara County Fair
- 1<sup>st</sup> Place Goat Showman- Advanced- Santa Barbara County Fair

**SHEEP**

Numerous class winners

- 1<sup>st</sup> Place Sheep Showman- Novice- Santa Barbara County Fair

**POULTRY & RABBITS**

- Grand Champion Meat Pen of Rabbits- Santa Barbara County Fair
- Grand Champion Meat Pen of Chickens- Santa Barbara County Fair
- 3 Grand Champion Turkey- Santa Barbara County Fair
- 1<sup>st</sup> Place Small Stock Showman- Novice, Intermediate, Advanced- Santa Barbara County Fair

## **SCHOOL & DEPARTMENT POLICIES**

1. The agriculture department abides by the district policies regarding out-of-class activities. The district policies are provided. The agriculture department has its own agreement/contract regarding over-night trips that must be completed prior to departure.
2. Leadership development is integrated into course curriculums and included in all FFA activities. Leadership skills such as public speaking, parliamentary procedure, team work and career awareness is covered in each course.
3. Supervised agriculture experiences are encouraged for all students enrolled in agriculture. If space or housing of SAE supplies/livestock is not available at home, space is available at the high school farm laboratory. A "school farm" contract is completed by the student, parents and instructor prior to starting the project.

## EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

### Santa Ynez Valley Union High School District ATHLETIC/CO-CURRICULAR CODE AND CONTRACT

#### PHILOSOPHY

The development of a well-rounded student is a major goal of all educational institutions, and the Santa Ynez Valley Union High School District encourages all students to participate in a varied co-curricular activity's program. It is the belief of the District that a strong co-curricular program creates and maintains positive school spirit and fosters student responsibility.

Participation in co-curricular activities is a privilege, not a basic right of all students. The school has the authority to revoke this privilege. Certain rules have been established for all students who become involved in the co-curricular program. The Athletic/Co-Curricular Code and Contract sets forth these expectations.

#### ELIGIBILITY

Students must have a 2.0 grade point average and pass 20 credits at each quarter grading period to participate in co-curricular activities. An ineligible student is expected to attend the athletic conditioning physical education class and may practice during his/her period of ineligibility. An ineligible student may not compete or travel with the team.

#### BEHAVIOR

All co-curricular participants are expected to display reasonable behavior, respect the rights of others and abide by school rules. All rules and consequences in the Santa Ynez Valley Union High School District Discipline Handbook apply before, during, and after all co-curricular school events. Suspension from school will carry additional consequence(s) or removal from co-curricular activities, including practice, for the period of suspension and/or may result in removal from the activities beyond the period of suspension. Any inappropriate behavior towards an opponent, official, supervisor, or use of obscenity during a contest or activity (unsportsmanlike) will carry an additional consequence of possible suspension from school and/or activity. All co-curricular participants should not be in the presence of another or others where illegal use of alcoholic beverages and/or drugs is taking place. One should make every effort to remove oneself from such an environment as soon as possible to do so.

Any documented incident involving the actions listed below will result in the additional disciplinary actions taken by the high school administrative staff under **FIRST OFFENSE/SECOND OFFENSE**.

- Severe violations such as vandalism, theft, possession of weapon, harassment, hate crime, verbal abuse of other students or adults, mutual combat, unprovoked assault.
- Documented substance abuse, possession of alcohol or any other intoxicant or mind altering chemical or substance or paraphernalia on or off campus at any time during the school year, including summer.
- Possession or use of tobacco.



- **FIRST OFFENSE:** Student will be suspended from co-curricular participation for a period of thirty calendar days from notification date to the administration of the documented incident. The suspension **MUST** also include (2) weeks of athletic contests. During the suspension, the student **MUST** attend four (4) counseling sessions with an agency set forth in the parent conference. Failure to attend the counseling sessions will result in moving to the second level (**SECOND OFFENSE**).
- **SECOND OFFENSE:** Student will be suspended from co-curricular participation for a period of one calendar year from the notification date of the documented incident. A program of counseling for the individual will be established during a parent conference.

### **ATTENDANCE**

Participants must attend 2 out of 3 block classes (excluding ACPE) during the school day of the co-curricular event. Any exception must have prior approval from the principal or administrator in charge of the co-curricular activity. Truancy will result in disciplinary action that may include suspension from participation in forthcoming events. If attendance problems become habitual, they will serve as cause for a participant's removal from the co-curricular activity.

### **TRANSPORTATION**

Participants must travel to and from contests in transportation provided for or arranged by the school. Exceptions require prior written arrangement between participant's parent/guardian and either the coach or athletic director one day prior to the event. Students may be released to their parent or guardian following any contest, however, under no circumstances are athletes to be released to any other parent without prior written arrangement one day in advance. No student shall drive themselves or others to or from any off campus co-curricular event. An exception to allow a student to drive himself/herself to an off-campus event may be granted by the principal or athletic director through an authorized administrative, parent and student signed waiver.

### **FINANCIAL RESPONSIBILITY**

All participants are financially responsible for all equipment checked out to them. Failure to return equipment in reasonable condition may result in an incomplete grade, the withholding of transcripts, and registration for the following semester and/or of the privilege to continue in the program until the debt is cleared.

### **DROPPING AN ACTIVITY**

No participant may drop one activity and become involved in another without the mutual consent of all parties involved.

### **CO-CURRICULAR ELIGIBILITY APPEALS COMMITTEE**

A co-curricular appeals committee composed of no less than three appropriate staff or faculty members, will review all appeals regarding eligibility and violations of this Code and Contract.

The undersigned have thoroughly read and understand the requirements and policies stated above and do hereby agree that upon any infraction of these policies, the student will be subject to the proper disciplinary actions, per the Santa Ynez Valley High School behavioral policies.

The undersigned understand that violation of policies may result in the student being suspended from FFA activities for 30 days and/or not being allowed to attend FFA activities in the future.

Parents agree to the above requirements for their student attending the FFA activity. The parents agree to travel to the FFA activity location to pick up their student and transport them home, at their own expense. All conference fees are non-refundable.

**Student signature:**

---

Printed name	Signature	ID #	Date
--------------	-----------	------	------

**Parent signature and information:**

---

Printed name	Signature	Date
--------------	-----------	------

---

Home phone number	Mobil phone number
-------------------	--------------------

## FFA Field Trip Agreement

The undersigned agree to the requirements and policies stated below. FFA students and their parents understand that attending an FFA activity is a **privilege** and agree to the following:

1. Students understand that this is an official school activity and that all school policies are in affect while attending the activity/trip.
2. Students agree to attend all FFA functions provided during the conference.
3. Students understand that there will not be **anyone from another FFA chapter in their room**, unless that person is assigned to the room for housing reasons by the region or state FFA Advisor.
4. Students will be respectful of the other students sharing the room and will not go through other students personal belongings.
5. There will not be a person of the **opposite sex in the room at any time**.
6. Students will not be in the rooms of other students: same or opposite sex, at any time.
7. Students will not be in their rooms during the conference, except when released by the conference officials or with the approval of the advisor.
8. Students will be in their rooms **prior to curfew** and understand the advisor will do a bed check at curfew.
9. Blue and pink make purple: boys and girls are not to "make purple"!
10. Possession of or use of alcohol, tobacco, or any illegal substance or paraphernalia commonly identified with drugs will result in the parents traveling to pick up the student immediately, and the school will be notified for possible legal action.
11. If students have knowledge of another student that violates the above policies, they are to report any infractions **immediately** to the FFA Advisor.
12. Failure to notify the advisor or chaperone of violations of requirements or regulations will be ***guilty by association!*** Don't be a hero! Report others immediately or you, too, will be going home.

SANTA YNEZ HIGH SCHOOL  
AGRICULTURE DEPARTMENT

CONTRACT FOR USE OF  
SCHOOL FARM FACILITIES

Any student regularly enrolled in and successfully passing Agriculture Education courses may use the school farm facilities to house animals (excluding horses), provided there is room for the animals and that the student adheres to the following requirements. These animals must be a portion of the students Supervised Agriculture Experience Program.

1. The student must obtain the Agriculture teacher's permission to place an animal(s) on the school farm and sign a written agreement within five (5) days after the animal (s) is placed on the school farm. This agreement will outline the responsibilities and conditions under which the facilities are to be used.
2. Santa Ynez Valley Union High School, the Agriculture department and it's instructors assume no responsibility for the loss or death of any animal. The students assumes the risk, just as if he/she housed the animal on his own or other rented/leased property. Insurance may be purchased through the FFA for a nominal fee.
3. Any student using school property to house or graze animals will have their animals and property protected to the best of the school's ability from adverse conditions or harassment by other people.
4. Gates and doors are to be kept closed and/or locked at all times. Because of nearby playing fields and staff residence, caution must be taken and vehicles should proceed slowly on farm access road. If students drive too fast, they will loose their privilege of driving on campus.
5. Students will be provided with pen space, water and maintenance equipment.
6. Students must keep stalls and/or pens, feeders and troughs clean and neat at all times. Students and parents may be asked to participate in farm workdays when general maintenance or special projects.
7. Students must keep barns and alley ways clean and free from trash, including feed sacks, soda cans, straw and hay. Trash cans are provided. Dirty straw is to be dumped in designated areas, not in trash cans.
8. Students shall be responsible for the purchase and delivery of feed for their own animal. It is suggested that a barrel or box that can be locked be obtained to ensure that feed is not "borrowed" by other students.
9. Students are responsible for the feeding and watering of their own animals daily. If the students is sick, he/she can call another student or the Agriculture instructor to make arrangements to care for the animals. A list of emergency phone numbers will be posted in each barn. i.e.: instructors, veterinarian, student manager, maintenance.
10. Students will keep tools and equipment in their proper place and in usable condition. If anything is damaged or broken, report it to the instructor immediately.

11. Students are responsible for veterinarian bills incurred by his/her own animal at the school farm. We have had problems with dogs attacking the sheep in the past, this is why we keep all gates closed.
12. If students fail to comply with the above rules, the student will be warned of the infraction. The warning will include a meeting with the Agriculture instructor to explain exactly where the problems are. The third violation of the rules will result in the student being asked to vacate the facility. It will become the responsibility of the student to acquire housing for his/her animal(s) within 72 hours.
13. Any student who abuses the facilities, and/or fails to adhere to the above conditions will permanently lose the privilege of using the school farm facilities and will be moved out immediately at the student's expense.
14. Animals not removed after 72 hours notification will be sent to auction at the owners expense.

The above conditions are to help ensure a well organized school farm which ultimately benefits more students each year. The facilities are an asset to the Santa Ynez FFA, its members and the high school. We need to develop our farm into a model farm, displaying the pride and self-respect we have for our animals and agriculture.

This document is a contract agreement between \_\_\_\_\_ and the Santa Ynez Valley Union High School Agriculture Department made on \_\_\_\_\_ for the purpose of the project covering:

\_\_\_\_\_

I, \_\_\_\_\_ have fully read and understand these conditions, rules and regulations and agree to fulfill all of them in return for the use of the facilities.

Students Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Agriculture Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

## PROFICIENCY STANDARDS

Students will pass the proficiency standards in their respective program area with a minimum proficiency of 65%.

Of the students evaluated, 75% will pass the proficiency standard.

### Agricultural Production

1. Realize the broad scope of career opportunities in agriculture.
2. Explain the organization and structure of the FFA and give the aims and purpose of it as a learning tool in Agriculture.
3. Explain the purpose of Supervised Agriculture Experience Program.
4. Know and understand the use of Parliamentary Procedure.
5. Define and use the common terms used in the agricultural industries that were covered during the school year.
6. Demonstrate basic knowledge in the handling and caring for agriculture products and to maintain simple records on the product(s) they chose for an SAEP.
7. Have a definite career goal in mind and planning classes and SAEP's to prepare for that career.
8. Show expansion in their SAEP or show additional types of SAEP's.
9. Participate in at least three different types of FFA activities, including leadership, meetings and SAEP.



# LIVESTOCK MANAGEMENT I

\_\_\_\_\_ has completed \_\_\_\_\_ hours of \_\_\_\_\_ 145 \_\_\_\_\_ hour course of study  
and practice in Livestock Management I and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards;

(1) basic; (2) good; or (3) excellent as certified by the instructor in the following skill areas:

**COMPETENCY LEVEL**      **COMPETENCIES --** This student is competent in or demonstrates knowledge of:

**FINANCING:**

Properly fill out loan application and properly construct a private loan agreement

Properly file for PCA loan

Identify loan terms

**SELECTION:**

Properly analyze current livestock trends

Visualize ideal animal

Identify breeds

Identify body parts

Determine age of animals

Demonstrate knowledge of judging terminology

Demonstrate knowledge of animal grades and grading

Select and purchase desirable animal

**PURCHASING LIVESTOCK:**

Identify market sources

Figure project prices

File insurance application

Identify sources of insurance

**LIVESTOCK FACILITIES:**

Determine housing needs of animal

Determine fencing types and needs

Determining water and feeding needs

**EQUIPMENT AND SUPPLIES:**

Select and purchase drugs and veterinary supplies

Develop a list of facilities and equipment needed

Display proper care of equipment and supplies

**MANAGEMENT PRACTICES:**

Identify symptoms of common parasites

Interpret labels on medicines and drugs

Determine amounts of medicines per dose

Identify and correct sanitation problems

Recognize disease symptoms

Remove manure from quarters or pens

Vaccinate animals

Worm animals

Store pesticides, vaccines and medicines properly and safely

Exercise animals

Know when to call a veterinarian

Keep purchase and sales records

Maintain production records (rate of gain)

Set-up and maintain record keeping systems

Prepare a budget

Keep personal records (meeting dates, etc.)

**GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS --** This student can:

Exhibit safety consciousness

Prepare a personal resume and job application form

Demonstrate knowledge of appropriate appearance and dress

Demonstrate ability to follow directions and ask questions

Demonstrate initiative

Demonstrate dependability

Demonstrate punctuality and regular attendance

Demonstrate ability to cooperate with others

Demonstrate communication and presentation skills

Demonstrate computation skills

17-Jul-06

Date

Course Grade

Kathy Bibby, ROP Instructor

Livestock Management I

## LIVESTOCK MANAGEMENT II

\_\_\_\_\_ has completed \_\_\_\_\_ hours of 145 hour course of study and practice in Livestock Management II and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by the instructor in the following skill areas:

### COMPETENCY LEVEL

**COMPETENCIES** -- This student is competent in or demonstrates knowledge of:

#### SAFETY:

- Identify basic working safety rules
- Describe accident emergency procedures
- Demonstrate safe animal handling procedures

#### FEEDING LIVESTOCK:

- Calculate cost per pound of ration
- Identify spoiled feed
- Determine proper amount to feed per animal per day
- Determine number of times per day and time each day to feed
- Determine water requirements
- Determine pounds of feed needed per day
- Determine salt requirements
- Calculate pounds of feed per pound of gain
- Identify feed ingredients
- Determine equipment needed
- Interpret feed tags and labels
- Determine ratio between roughage and grain throughout feeding period
- Determine feed to buy based on quality and price

#### TRANSPORTING LIVESTOCK:

- How to place animal on scale
- How to set scale and read weight
- How to release an animal
- How to set chutes and runs for transport
- How to move animals to transport
- How to unload from transport
- How to keep animals quiet
- How to arrange animals to prevent injury
- How to look up state and federal transport regulations
- Ability to explain animal delivery to fairgrounds

#### CARCASS EVALUATION:

- Set up animal carcass
- Set up paperwork
- Grade meat
- Estimate yield
- Select cuts of meat
- Identify special requirements by species

#### EVALUATING BREEDING ANIMALS:

- Set up classes
- Measure grading points
- Demonstrate knowledge of trend projection procedures

#### GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS -- This student can:

- Exhibit safety consciousness
- Prepare a personal resume and job application form
- Demonstrate knowledge of appropriate appearance and dress
- Demonstrate ability to follow directions and ask questions
- Demonstrate initiative
- Demonstrate dependability
- Demonstrate punctuality and regular attendance
- Demonstrate ability to cooperate with others
- Demonstrate communication and presentation skills
- Demonstrate computation skills

# LIVESTOCK MANAGEMENT III

\_\_\_\_\_ has completed \_\_\_\_\_ hours of 145 hour course of study and practice in Livestock Management III and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by the instructor in the following skill areas:

## COMPETENCY

### LEVEL

COMPETENCIES -- This student is competent in or demonstrates knowledge of:

#### SAFETY:

- Identify basic working safety rules
- Describe accident emergency procedures
- Demonstrate safe animal handling procedures

#### FITTING SHOW ANIMALS:

- Demonstrate proper washing procedures
- Demonstrate proper brushing practices
- Demonstrate proper trimming
- Describe conditioning practices for specific species
- Describe proper handling of supplies and materials
- Describe common grooming equipment
- Demonstrate ability to condition an animal

#### SHOWING LIVESTOCK:

- Demonstrate ability to control a show animal
- Demonstrate ability to enter show ring properly
- Demonstrate correct show appearance, dress, and attitude
- Properly present show animal in show ring
- Demonstrate correct show ring conduct
- Describe correct show ring procedures
- Identify judging rules and practices

#### SHOW AND FAIR REGULATIONS:

- Demonstrate knowledge of State Fair animal rules
- Describe fair animal entry rules
- Describe judging criteria, knowledge of awards and displays
- Accurately complete fair entry forms

#### FAIR CONDUCT AND DRESS:

- Demonstrate correct dress or uniform
- Describe local show rules
- Describe fair fees and schedules
- Demonstrate ability to work with advisors

#### LIVESTOCK DISPLAY:

- Keep display neat and clean
- Arrange display for maximum effect
- Describe equipment need for fair display
- Arrange adequate viewing and seating at display
- Demonstrate knowledge of fire and safety control

#### JUNIOR FAIR BOARD:

- Describe eligibility requirements
- Describe function of Junior Fair Board

#### JUNIOR LIVESTOCK AUCTION:

- Describe procedure or informing bidding customers
- Demonstrate ability to show animal for auction
- Demonstrate knowledge of auction procedures and rules
- Demonstrate ability to follow-up after sale

#### POST-SHOW AND SALE OBLIGATION:

- Demonstrate ability to clean up and account for equipment
- Close out sale forms with buyer
- Arrange for animal load out

#### GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS -- This student can:

- Exhibit safety consciousness
- Prepare a personal résumé and job application form
- Demonstrate knowledge of appropriate appearance and dress
- Demonstrate ability to follow directions and ask questions
- Demonstrate initiative
- Demonstrate dependability
- Demonstrate punctuality and regular attendance
- Demonstrate ability to cooperate with others
- Demonstrate communication and presentation skills
- Demonstrate computation skills

July 17, 2006

Kathy Bibby, ROP Instructor  
Livestock Management III

Date

Course Grade

## ORNAMENTAL HORTICULTURE

\_\_\_\_\_ has completed \_\_\_\_\_ hours of 150 hour course of study and practice in Ornamental Horticulture and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by the instructor in the following skill areas:

### COMPETENCY

#### LEVEL

#### GREENHOUSE AND PLANT GROWING SKILLS -- This student can:

Perform five basic plant propagation techniques  
Properly re-pot container plants  
Demonstrate proper care of container stock  
Identify plant pests and diseases and demonstrate knowledge of appropriate control methods  
Safely use greenhouse and landscaping tools  
Demonstrate knowledge of hazardous materials related to Ornamental Horticulture  
Demonstrate basic retail sales skills  
Properly take soil, tissue and water samples for analysis  
Properly mix and sterilize media  
Properly water and fertilize greenhouse crops  
Demonstrate knowledge of plant growth and development  
Demonstrate proper post harvest care of plants and flowers  
Order greenhouse plants and supplies  
Understand the growth and culture of common greenhouse crops:  
    Flowering potted plants  
    Bedding plants  
    Foliage plants  
    Vegetables  
    Cut flowers  
Demonstrate basic landscape design, installation and maintenance skills

#### FLORAL SHOP AND BUSINESS SKILLS -- This student can:

Identify the basic plants and flowers of a retail florist shop  
Properly handle cut flowers and potted plants  
Understand the basic principles of floral design  
Demonstrate the ability to construct a corsage and boutonniere  
Properly utilize basic tools and supplies of a floral shop  
Demonstrate basic retail sales skills  
Demonstrate proper telephone answering skills  
Know where and how to properly preserve and store cut flowers

#### GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS - This student can:

Exhibit safety consciousness  
Prepare a personal résumé and job application form  
Demonstrate knowledge of appropriate appearance and dress  
Demonstrate ability to follow directions and ask questions  
Demonstrate initiative  
Demonstrate dependability  
Demonstrate punctuality and regular attendance  
Demonstrate ability to cooperate with others  
Demonstrate communication and presentation skills  
Demonstrate computation skills

## ADVANCED ORNAMENTAL HORTICULTURE

\_\_\_\_\_ has completed \_\_\_\_\_ hours of 150 hour course of study and practice in Advanced Ornamental Horticulture and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by the instructor in the following skill areas:

### COMPETENCY LEVEL

#### GREEN HOUSE AND PLANT GROWING SKILLS -- This student can:

\_\_\_\_\_ Take soil tissue and water samples for analysis

\_\_\_\_\_ Diagnose plant disorders from symptoms and apply proper control measures

\_\_\_\_\_ Understand the crop growth and culture for various greenhouse crops; including  
\_\_\_\_\_ scheduling for flowering potted plants, cut flowers, foliage plants and transplants

\_\_\_\_\_ Properly handle all nursery and floriculture supplies and equipment

\_\_\_\_\_ Demonstrate knowledge of plant growth and development

\_\_\_\_\_ Correctly identify local shrubs, trees, ground covers and greenhouse crops

\_\_\_\_\_ Properly handle chemicals and hazardous materials related to Ornamental Horticulture

\_\_\_\_\_ Demonstrate knowledge of hydroponics

#### FLORAL SHOP AND BUSINESS SKILLS -- This student can:

\_\_\_\_\_ Accurately use computer software related to Ornamental Horticulture

\_\_\_\_\_ Demonstrate knowledge of how to prepare plants for sale and display

\_\_\_\_\_ Understand customer relations, entrepreneurship and basic business management

\_\_\_\_\_ Correctly take telephone orders

\_\_\_\_\_ Demonstrate the ability to landscape a site

\_\_\_\_\_ Perform floral design skills by creating special occasion flower arrangements

\_\_\_\_\_ Create a corsage and boutonniere for sale

\_\_\_\_\_ Process and display flowers for sale

#### GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS -- This student can:

\_\_\_\_\_ Exhibit safety consciousness

\_\_\_\_\_ Prepare a personal résumé and job application form

\_\_\_\_\_ Demonstrate knowledge of appropriate appearance and dress

\_\_\_\_\_ Demonstrate ability to follow directions and ask questions

\_\_\_\_\_ Demonstrate initiative

\_\_\_\_\_ Demonstrate dependability

\_\_\_\_\_ Demonstrate punctuality and regular attendance

\_\_\_\_\_ Demonstrate ability to cooperate with others

\_\_\_\_\_  
Kathy Bibby, ROP Instructor  
Advanced Ornamental Horticulture

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

## AGRICULTURAL MECHANICS/WELDING I

\_\_\_\_\_ has completed \_\_\_\_\_ hours of a 150 course of study and practice in Agricultural MechanicsWelding I and has attained a competency level of (n/a) not applicable; (0) does not meet basic standard; (1) basic; (2) good; (3) excellent, as certified by the instructor in the following skill areas:

**AGRICULTURAL MECHANICS SKILLS -** This student can:

**COMPETENCY  
LEVEL**

- Demonstrate personal job site safety, group safety and safe attire
- Demonstrate safety in the use of hand and power tools
- Demonstrate tool ID, selection, use and maintenance
- Knowledge of tractor component ID
- Perform servicing, scheduled maintenance
- Correctly use owner, shop and parts manuals
- Service and troubleshoot hydraulic systems
- Perform basic tractor driving skills in the field
- Demonstrate safe forklift operation
- Safely perform oxygen-acetylene cutting skills
- Safely perform arc welding skills - all positions
- Safely perform MIG welding skills
- Properly use fasteners
- Prepare working drawings
- Perform project planning
- Select correct hardware
- Perform job estimation skills
- Develop bills of materials
- Demonstrate basic concrete and masonry skills
- Perform sheet metalwork
- Perform cold metalwork
- Perform hot metalwork
- Demonstrate basic woodworking skills
- Demonstrate basic home electrical skills
- Demonstrate basic agricultural electrical skills
- Perform advanced surveying skills

[illegible]

**GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS** - This student can:

- Exhibit safety consciousness
- Prepare a personal résumé and job application form
- Demonstrate knowledge of appropriate appearance and dress
- Demonstrate ability to follow directions and ask questions
- Demonstrate initiative
- Demonstrate dependability
- Demonstrate punctuality and regular attendance
- Demonstrate ability to cooperate with others
- Demonstrate communication and presentation skills
- Demonstrate computation skills

[illegible]

Kathy Bibby, ROP Instructor  
Agricultural Mechanics/Welding I

Course Grade

Date \_\_\_\_\_



## AGRICULTURAL MECHANICS/WELDING II

\_\_\_\_\_ has completed \_\_\_\_\_ hours of a 150 course of study and practice in Agricultural Mechanics/Welding II and has attained a competency level of (n/a) not applicable; (0) does not meet basic standard; (1) basic; (2) good; (3) excellent, as certified by the instructor in the following skill areas:

### AGRICULTURAL MECHANICS SKILLS - This student can:

Demonstrate knowledge of careers in Ag. Mechanics	<u>2</u>
Understand and follow course rules	<u>3</u>
Understand and follow farm business policies	<u>3</u>
Perform oxy-acetylene welding and cutting	<u>2</u>
Perform arc welding - all positions	<u>2</u>
Perform MIG welding skills	<u>3</u>
Perform TIG welding skills	<u>3</u>
Demonstrate fabrication skills	<u>3</u>
Safely use shop equipment and tools	<u>3</u>
Understand sound electrical principles on the farm	<u>2</u>
Demonstrate knowledge in engine repair	<u>n/a</u>
Understand and demonstrate skills in fuel, water and hydraulics systems on tractor	<u>n/a</u>
Demonstrate understanding of linear/square/cubic measurements	<u>3</u>
Use balance beam and electronics scales	<u>3</u>
Understand measuring systems used in production agriculture	<u>3</u>
Demonstrate safe usage of farm equipment to include tractors, forklifts, and implements	<u>3</u>
Use operator manuals and equipment schedules	<u>3</u>

### COMPETENCY LEVEL

### GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS - This student can:

Exhibit safety consciousness	<u>3</u>
Prepare a personal resume and job application form	<u>3</u>
Demonstrate knowledge of appropriate appearance and dress	<u>3</u>
Demonstrate ability to follow directions and ask questions	<u>3</u>
Demonstrate initiative	<u>3</u>
Demonstrate dependability	<u>3</u>
Demonstrate punctuality and regular attendance	<u>3</u>
Demonstrate ability to cooperate with others	<u>3</u>
Demonstrate ability to work with minimum supervision	<u>3</u>
Practices proper communication techniques in all areas	<u>3</u>
Demonstrate good listening skills	<u>3</u>
Demonstrate communication and presentation skills	<u>3</u>
Demonstrate computation skills	<u>3</u>

Kathy Bibby  
\_\_\_\_\_  
Certifying Instructor

\_\_\_\_\_  
Course Grade

June 12, 2008  
\_\_\_\_\_  
Date

FFA - INTEGRAL PART  
OF  
AGRICULTURE EDUCATION PROGRAM

FFA is accepted as an integral part of the agricultural program by the Santa Ynez High School Board of Trustees. FFA is taught in conjunction with classroom information and supervised occupational experience programs.

Students enrolled in agriculture course work receive credit toward their grade for involvement in the FFA program. Many varied activities, meetings, leadership conferences and contests are available for student involvement. The FFA portion of the agriculture program helps to extend and reinforce the instructional program, give students practice in self-government, building morale and spirit for themselves, the school and community, honoring outstanding achievements and provide social and recreational activities for students to participate in.

To participate in off campus FFA activities students must maintain a minimum of a 2.0 grade point average with no "F" grades. This is a board policy for all extra/cocurricular activities, and is endorsed by the agriculture department. Student need to realize participation in trips sponsored by the FFA chapter is an honor, and will earn the "right" to represent the chapter and school. A 2.0 G.P.A. is not unreasonable to expect students to maintain, and helps to ensure the integrity of the program.

parents, and the community work together to find solutions.

The goal of the STAT team is to identify the problems as early as possible and to provide help and support to the students' families. Students may "self-refer" or be referred by staff members. Staff members have been trained to look for early warning signs and to refer students in need to STAT before problems reach crisis level. Students will also be seen who exhibit attendance or behavior problems. If you have questions regarding this program, contact Melissa Shaw at 688-6487, (ext. 3207).

#### **STUDENT INSURANCE/ACCIDENTS**

SYVUHS provides school time ACCIDENT insurance, which covers extracurricular activities/sports EXCLUDING FOOTBALL. INSURANCE APPLICATIONS, SPECIFIC FOR FOOTBALL, ARE AVAILABLE IN THE ATHLETIC OFFICE.

School insurance coverage is secondary to any other insurance held by parents, which provides accidental injury protection for their children. Parents should initiate a claim with their insurance carrier at the same time as filing with "Student Insurance." *STUDENT INSURANCE CLAIMS FORMS MUST BE USED.* Contact the athletic secretary for claim forms.

When school time injuries occur, they should be reported immediately to the Student Services Offices. When extracurricular injuries occur, they should be reported to the Student Services Office as soon as possible. *STUDENT INSURANCE CLAIMS MUST BE SUBMITTED WITHIN 90 DAYS OF THE DATE OF AN INJURY.*

#### **TRANSPORTATION:**

The Bus Schedule is published in the *Santa Ynez Valley News* the week before school begins and posted in the Student Service Office. If you have any questions regarding transportation, contact the Student Services office at extension 3202.

#### **TRIPS, SCHOOL**

Students must return all permission and emergency forms in order to go on any school-sponsored trip. For details about transportation of

students during school trips, please read the transportation note under STUDENT ACTIVITIES.

### **STUDENT ACTIVITIES**

#### **BASIC REQUIREMENTS FOR PARTICIPATION**

*Santa Ynez Valley Union High School offers an extensive extra and co-curricular activity program. It is the intent of this program to offer participants the opportunity to develop skills and talents in a healthy and constructive way outside of the normal classroom setting. Because involvement in school activities places a student in the role as a representative of the school, high moral, ethical, and health standards will be required of them.*

The following is an explanation of the basic requirements for participation in extra and co-curricular activities.

1. Students are required to maintain good citizenship and must set a good example on campus as well as at "away" activities. If students are referred to the administration for serious or repeated rule infractions, they will be excluded from participation in extra or co-curricular activities.
2. In order to be eligible to participate in extra and co-curricular activities, a student must earn a minimum 2.0 or "C" grade point average on a 4.0 scale with no "F" grades during the most recent grading period. "I" (Incomplete) grades make a student ineligible for co-curricular activities. An eligibility waiver may be requested by a student's parent(s) if the GPA is less than 2.0 and the student has only one F. Eligibility and ineligibility will become effective on the Monday after each quarter report.
3. Prior to participation in school activities, students will be required to sign an agreement with the school stating they will refrain from using illegal drugs and alcohol. Disciplinary steps for failure to keep this agreement will be explained when the student signs the contract.

4. Students must have a completed "Emergency Treatment Permission Form" on file in the Student Services Office before they can participate in school activities.
5. Athletes and students in various extra and co-curricular contests and/or performances must attend 2 out of 3 block classes (excluding ACPE) during the school day of the event (event is defined as practice, rehearsal, game, performance, etc.) to be eligible to participate. Friday is considered the school day for both Friday and Saturday contests or events. Any exceptions must have prior approval from the Principal or administrator in charge of the activity. Truancy will result in disciplinary action that may include suspension from participation in forthcoming events. If attendance problems become habitual, they will serve as cause for a participant's removal from the activity.
6. All athletes must be cleared prior to taking part in any tryout, practice, scrimmage or contest. The following must be completed and on file in the athletic office before a student can participate:
  1. Physical and consent form
  2. Signed Code of Ethics
  3. Signed Co-curricular contract

#### TRANSPORTATION

Participants must travel to and from contests or performances in transportation provided for or arranged by the school. Exceptions require prior written arrangement between participant's parent/guardian and either the coach/teacher or athletic director one day prior to the event. Students may be released to their parent/guardian following any contest/performance; however, under no circumstances are athletes to be released to any other person without prior written arrangement one day in advance of the event. No student shall drive him/herself or others to or from any off campus event. All requests for exceptions must be made directly to the principal or designee. An authorized waiver signed by an administrator, the parent/guardian and the student requesting this exception must be on file before the day of the event

#### ATHLETICS

**League Affiliation:** Los Padres Athletic League "LPAL"

**Schools in LPAL:** Santa Ynez, Cabrillo, St. Joseph, Morro Bay, Atascadero, and Paso Robles

#### Seasonal Sports

Santa Ynez offers a full-scale athletic program. Inter-school athletic competition is available in the following sports:

##### Fall

Football	Girls' Golf
Girls' Tennis	Girls' Volleyball
Boys' Water Polo	Cheerleading.
Girl's and Boy's Cross Country	

##### Winter

Boys' Basketball	Girls' Basketball.
Boys' Soccer	Girls' Soccer
Girls' Water Polo	Wrestling.
Cheerleading.	

##### Spring

Boys' Swimming	Girls' Swimming
Boys' Tennis,	Boys' Volleyball
Boys' Track & Field	Girls' Track & Field
Boys' Baseball	Girls' Softball
Boys' Golf	

#### ATHLETIC LIFETIME PASS

The Athletic Lifetime Pass is available upon graduation to individuals who meet the following #1 or #2 plus #3 qualifications:

1. Accumulation of 10 varsity letters or more awarded by the SYVUHS during their four years of High School.
2. Selection as the most valuable or most inspirational male or female senior athlete by the Santa Ynez coaching staff.
3. Candidates must have athletic eligibility, exhibited high character standards, excellent attendance, and good citizenship.

#### CLUBS

Instruction

Organizations/Associations

Student Organizations

Student organizations have an important place in the educational program because, when properly organized and operated, they:

1. Extend and reinforce the instructional program.
2. Give students practice in democratic self-government.
3. Build student morale and a spirit of positive support for the school.
4. Honor outstanding student achievement.
5. Provide wholesome social and recreational activities.

Student clubs and societies will be recognized as authorized school organizations if they are organized at the school, sponsored by school personnel, composed completely of current student body members, hold the majority of their meetings at school, have a democratic plan for the selection of members, and respond to school or community interests. Organizational activities shall not conflict with the authority and responsibilities of school officials.

Membership in secret fraternities, sororities, and clubs is prohibited.

(cf. 5144 - Discipline)

Hazing

No student shall conspire to engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or other person. Persons violating this policy shall be subject to district discipline, misdemeanor penalties, and forfeiture of entitlements. (Education Codes 32051, 32052)

Legal Reference: (see next page)

Organizations/Associations (continued)

Legal Reference:

EDUCATION CODE

40 Equal opportunity without regard to sex

41 School sponsored athletic programs; prohibited sex discrimination

200-262 Prohibition of discrimination on the basis of sex

32050-32052 Hazing

33352 Supervision of physical education by State Department of Education

33353 California Interscholastic Foundation; governing board has power to select athletic league representatives

33353.5 California Interscholastic Foundation; direct participation in student athletic insurance program; limitation of receipt of funds

33354 Powers of State Department of Education over interscholastic athletics

35179 Powers and responsibilities of governing board over all aspects of interscholastic athletic programs, policies, and activities in its district; obligation to conform to law; associations; nondiscriminatory programs; definitions

48930-48938 Student organizations

49020 Athletic programs; Legislative intent

49021 Equal opportunity for male and female students

49022 Apportionment of funds for male and female students

49023 Expenditure of public funds; prohibited sex discrimination

CODE OF REGULATIONS, TITLE 5

5531 Supervision of extracurricular activities of pupils

PENAL CODE

627-627.10 Access to school facilities

TITLE VIII - THE EQUAL ACCESS ACT (Federal)

Hartzell v. Connell, 84 Daily Journal D.A.R. 1417 (April 20, 1984)



## Instruction

### Extracurricular and Cocurricular Activities

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

Students shall not be charged any fees in order to participate in extra/cocurricular activities.

Extracurricular activities are those programs that have all of the following characteristics:

1. The program is supervised or financed by the school district.
2. Students participating in the program represent the school district.
3. Students exercise some degree of freedom in either the selection, planning, or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

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

Cocurricular activities are programs that may be associated with the curriculum in a regular classroom.

### Academic Eligibility Requirements

In order to encourage and promote academic excellence, students who participate in extra/cocurricular activities shall demonstrate satisfactory minimum progress in meeting the requirements for graduation by undertaking the prescribed course of study and meeting the standards of proficiency established by the district.

(cf. 6146.1 - High School Graduation Requirements)

A program that has as its primary goal the improvement of academic or educational achievements of students is not subject to these eligibility requirements. (Education Code 35160.5 )

Extracurricular and Cocurricular Activities (continued)

The Superintendent/principal or designee may determine that extra/cocurricular activities or programs are offered primarily for the student's academic or educational achievement and therefore not subject to the eligibility requirements of this policy.

In order to be eligible for participation in extra/cocurricular activities, a student shall have earned a minimum 2.0 or "C" grade point average on a 4.0 scale with no "F" grades. A "C-" average shall not be considered to be a 2.0 equivalency. The Superintendent/principal shall ensure that any students with "F" grades are maintaining satisfactory minimum progress towards graduation.

The grade point average used to determine eligibility shall be based on grades of the previous grading period during which the student attended class at least a majority of the time.

In the event a student finds that he/she is academically ineligible to participate in extra/cocurricular activities in the first grading period of the upcoming year, he/she may request that the total spring and summer school grades be used to determine eligibility for the first grading period of the upcoming school year.

When students are simultaneously enrolled in college classes for which they receive credit toward high school graduation, their college grades shall be included in the computation of their grade point average.

Receiving an Incomplete shall have no effect on a student's academic eligibility as long as the resolution of the Incomplete would not lower his/her grade point average below 2.0. If the resolution of an Incomplete could lower the student's grade point average to below 2.0, the student shall be considered ineligible until the Incomplete is removed and the grade point average determined.

Supervision

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

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

The Superintendent/principal or designee shall:

1. Determine which activities and programs are affected by this policy.
2. Identify and monitor ineligible students.

Extracurricular and Cocurricular Activities (continued)

3. Help ineligible students to regain eligibility by offering them counseling, tutoring, and/or other appropriate help.
4. Ensure districtwide uniformity.

Annual Review

The Board shall annually review this policy and implementing regulations.  
(cf. 6164.4 - Identification of Individuals with Exceptional Needs)

Legal Reference:

EDUCATION CODE

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

35179 Interscholastic athletics; associations or consortia

48930-48938 Student organizations

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

5531 Supervision of extracurricular activities of pupils

Hartzell v. Connell, 84 Daily Journal D.A.R. 1417 (April 20, 1984)

Instruction

Interscholastic Competition

The Governing Board considers the interscholastic program an integral component of the district educational program. The interscholastic athletic program shall be geared to the interests and abilities of students of both sexes and varied in scope to ensure wide participation, consistent with the financial and personnel constraints of the district.

Special care shall be taken to ensure that all interscholastic training and competition is organized and supervised in a manner which will not overtax the physical capabilities of the participants.

(cf. 5131.6 Alcohol and Other Drugs)

All athletic teams shall be supervised by qualified coaching personnel.

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

California Interscholastic Federation

In accordance with this policy, the Board maintains membership in the California Interscholastic Federation (CIF) and requires that all interscholastic athletic activities involving the district be conducted according to CIF rules, regulations and policies, except as the Board may direct otherwise.

Legal Reference: (See next page)

Interscholastic Competition (continued)

Legal Reference:

EDUCATION CODE

- 40 Prohibited sex discrimination
- 41 School sponsored athletic programs; prohibited sex discrimination
- 200-262 Prohibition of discrimination on the basis of sex
- 33353 California Interscholastic Federation; implementation of policies
- 33353.5 California Interscholastic Federation; insurance program
- 33354 Authority over interscholastic athletics
- 35160.5 District policies; rules and regulations
- 35179 Interscholastic athletics
- 39617 Football equipment
- 48930-48938 Student organizations
- 49020 Athletic programs: Legislative intent
- 49021 Equal opportunity for male and female students
- 49022 Apportionment of funds for athletic programs
- 49023 Expenditure of public funds; prohibited sex discrimination

CODE OF REGULATIONS, TITLE 5

- 5531 Supervision of extracurricular activities of pupils
- 5532 Employment of noncertificated coaches



# State of California

## Commission on Teacher Credentialing

issues this document to

**KATHLEEN MARY BIBBY**

**DOCUMENT NUMBER:** 050083064

**VALID:** 07/01/2005 to 07/01/2010

**DOCUMENT TITLE:** Clear Specialist Instruction Credential (Agriculture)

**SUBJECT(S) AND AUTHORIZATION(S):**

**Agriculture**

(R3A1) This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

**RENEWAL CODE(S):**

(R15) There are no additional requirements for the renewal of this credential; however, the term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.

*Specific renewal requirements can be found at [www.ctc.ca.gov](http://www.ctc.ca.gov).*

Arnold Schwarzenegger  
Governor, State of California

Leslie Peterson Schwarze  
Chair, Commission on Teacher Credentialing

Dr. Sam W. Swofford  
Executive Director, Commission on Teacher Credentialing

\*\*\*\*\*NO FURTHER ENTRIES\*\*\*\*\*





# State of California Commission on Teacher Credentialing

issues this document to

**KATHLEEN MARY BIBBY**

**DOCUMENT NUMBER:** 080051971

**VALID:** 11/03/2007 to 07/01/2010

**DOCUMENT TITLE:** Clear Single Subject Teaching Credential

**SUBJECT(S) AND AUTHORIZATION(S):**

**Agriculture (Examination)**

(R1S) This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.

**Biological Sciences (Specialized) (Examination)**

(R1B) This document authorizes the holder to teach in the specific science area listed on the document in grades twelve and below, including preschool, and in classes organized primarily for adults.

**RENEWAL CODE(S):**

(R20) To renew this credential, the holder needs to submit only an application form and fee to the Commission within six months prior to the expiration date. The renewal period is five years.

*Specific information pertaining to credential renewal requirements may be obtained under  
Credential Renewal Statements and Requirements at [www.ctc.ca.gov](http://www.ctc.ca.gov)*

P. David Pearson  
Chair, Commission on Teacher Credentialing

Arnold Schwarzenegger  
Governor, State of California

Dale A. Janssen  
Executive Director, Commission on Teacher Credentialing

\*\*\*\*\*NO FURTHER ENTRIES\*\*\*\*\*

# State of California Commission on Teacher Credentialing

issues this document to

JANET WICKENDEN KRAUS

Professional Clear Designated Subjects Vocational Education Teaching Credential: Part-Time  
Subject: Animal Care

R4PV

This credential authorizes the holder to teach not more than half-time in the subject or subjects named above in grades twelve and below, and in classes organized primarily for adults, in technical, trade, or vocational courses which shall be part of a program of technical, trade, or vocational education. Half-time for the holder of this credential who teaches in only one school district shall not exceed one-half of a full-time assignment for vocational educators in that school district. Half-time for the holder who teaches in more than one school district shall not exceed one-half of the greatest number of hours considered to be a full-time assignment for vocational educators in any one of the districts.

Valid: September 1, 2004 to October 1, 2009

DPV

For each five-year renewal of this credential, the holder must complete 75 clock hours of planned and approved professional growth activities and two years of work experience, other than teaching, directly related to the subject named above, as specified in "The California Professional Growth Manual".

\* \* \* \* \*



Lawrence H. Madkins, Jr.  
Lawrence H. Madkins, Jr.

Arnold Schwarzenegger  
Arnold Schwarzenegger  
Governor, State of California

Sam W. Swofford  
Dr. Sam W. Swofford  
Executive Director, Commission on Teacher Credentialing

OH Santa Ynez

688-4231  
Nicole Pena  
Santa Ynez Valley Florist  
P.O. Box 55  
Santa Ynez, 93460

688-2429  
Rick Spettel  
Rick Spettel Landscapes  
P.O. Box 306  
Solvang, CA 93463

W 688-7570 H688-8208  
Puck Erickson-Lahnas  
P.O. Box 914  
Los Olivos, CA 93441

Filemon Diaz, Landscape Maintenance  
Santa Ynez Valley Union High School  
P.O. Box 398  
Santa Ynez, CA 93460

688-2234  
Noel Datin  
Noel's Gardens  
1681 Oak Street  
Solvang, CA 93460

688-7210  
Cheri Waugh  
Rolling Hills Garden Center  
404 E. Highway 246  
Buellton, CA 93427

688-4191  
Gordon Young  
Valley Hardware  
1665 Mission Drive  
Solvang, CA 93463

964-1700  
Bill Herbert  
Rancho San Marcos  
4600 Hwy. 154  
Santa Barbara, CA 93105

688-6562  
Chris Graef  
Santa Ynez Gardens  
1810 Hwy. 154  
Santa Ynez, CA 93460

963-2857  
Carol Puck Erickson  
Landscape Architect  
P.O. Box 914  
Los Olivos, CA 93441

*Kathy*

688-6332  
Philip Green  
Green Farms  
P.O. Box 1107  
Buellton, CA 93427

964-1700  
Scott Nair  
Rancho San Marcos  
4600 Hwy. 154  
Santa Barbara, CA 93105

756-2722  
Daniel Lassanske  
Environmental Horticulure  
Cal Poly  
San Luis Obispo, CA 93407

686-5064  
Steve Loyal, Ag. Comm.  
4235 Baseline  
Santa Ynez, CA 93460

688-4614  
John Ohlson  
Harrison's Hardware  
130 Sierra Vista  
Solvang, CA 93463

**ADVISORY COMMITTEE MEMBERS**  
2003/2004

The following people are on the advisory committee for Santa Ynez High School Agriculture Department.

John Petersen, 706 Refugio, Santa Ynez, 688-5305

Richard & Gail Fisher, 1167 Highland, Santa Ynez, 688-3782

Tom & Pat Perez, PO Box 824, Santa Ynez, 688-3274

Stan Luis, Praxair, 916 W. Betteravia, Santa Maria, 928-3622

Hans Duus, Hans Duus Blacksmithing, 73 Industrial Way, Buellton, 688-9731

Randy Jones, The Pork Palace, 1571 Mission Dr. Solvang, 688-6418

Art Kaslow, 795 Alamo Pintado, Solvang, 688-2269

Lisa Petersen, Fowley Vineyards, Santa Ynez, 688-4626

Melissa Shaw, 1518 Alamo Pintado, Solvang, 688-3885

JT & Vicki Storey, PO Box 38, Santa Ynez, 344-4877

Sally Fisher, PO Box 733, Buellton, 686-0911

Jerry Williams Jr., Williams Ranch, PO Box 1865, Buellton, 688-4516

Nicole Pena, Santa Ynez Valley Florist PO Box 55, Santa Ynez, 688-4231

John Olsen, Harrison's Hardware, 130 Sierra Vista, Solvang, 688-4614

Steve Loyal, Loyal Farms, 4235 Baseline, Santa Ynez

Chris Graef, Santa Ynez Gardens, 1810 Hwy. 154, Santa Ynez, 688-6562

Martin Aguilera, Martin's Gardening, 344-2669

Mike Delgado, Mater Gardener, 3650 Willow, Santa Ynez, 688-8958

Title	FirstName	LastName	Address1	City	State	PostalCode
Mr.	Randy	Jones	1571 Mission Dr.	Solvang	CA	93463
Mr. & Mrs.	Richard	Fisher	1167 Highland	Santa Ynez	CA	93460
Mr.	Bill	Hames	1392 Faraday	Santa Ynez	CA	93460
Dr.	Art	Kaslow	795 Alamo Pintado	Solvang	CA	93460
Ms.	Lisa	Petersen	706 Refugio	Santa Ynez	CA	93460
Mr.	Gene	Klaft	2201-D Hwy. 101	Buellton	CA	93427
Ms.	Teri	Bontrager	PO Box 1846	Buellton	CA	93427
Mr.	Doug	Mosebar	260 N. Refugio	Santa Ynez	CA	93460
Mr.	Chip	Orton	PO Box 277	Santa Ynez	CA	93460
Mr.	John	Petersen	706 Refugio	Santa Ynez	CA	93460
Mr.	Rocco	Roberts	PO Box 1	Los Olivos	CA	93441
Mrs.	Melissa	Shaw	1518 Alamo Pintado	Solvang	CA	93463
Mrs.	Rose	Skytt	1515 Alamo Pintado	Solvang	CA	93463
Mr. & Mrs.	JT	Storey	PO Box 38	Santa Ynez	CA	93460
Ms.	Therese	Alexander	1511-C Mission Dr.	Solvang	CA	93463
Mr. & Mrs.	Tom	Perez	PO Box 824	Santa Ynez	CA	93460

Title	FirstName	LastName	Address1	City	State	PostalCode
Mrs.	Brenda	Craine	PO Box 921	Santa Ynez	CA	93460
Ms.	Erica	Flores	3150 Country Rd.	Santa Ynez	CA	93460



MINUTES FOR ORNAMENTAL HORTICULTURE  
ADVISORY COMMITTEE MEETING

November, 7, 2007

Members present: Mike Delgado, Karen Pisani, Angelo Pisani. Others in attendance: Tony Bauer, Kathy Bibby.

Following dinner, the meeting was called to order at 6.30pm.

1. Mike Delgado was elected Committee Chairperson from the Community
2. Class Report:
  - a. 23 students enrolled in the beginning course, two students in advanced.
  - b. Course projects to date: plant structure and functions, starting plants from seeds, transplanting plugs, conducting a planting medium growth test, plant sale, Thanksgiving gourd sales, Halloween floral arrangements, irrigation installation and repair, and the school installed handicap access to the greenhouse by paving a road from the front of the Ag. building to the greenhouse.
  - c. Plans for future activities include: fieldtrip to Cal Poly, landscape south and west sides of the agriculture building with Mediterranean type plants, developing a botanical garden area west of the classroom, apple tree grafting in February, propagation by cuttings and division, more floral for holidays (living Christmas baskets) growing Heirloom tomatoes for spring sale.
3. Review of course outlines and competency lists were approved as written.
4. Open discussion included the following:
  - a. Contact Karen regarding greenhouses in Carpenteria area to visit on a field trip/tour.
  - b. Cabrillo Community College has leading horticulture program for community colleges in California. Look up web site for information.
  - c. Lotus land in Santa Barbara would be a good field trip; contact now for possible dates for the trip in the spring.
  - d. Contact Joe Kim on tour of Orchid nursery in Los Alamos.
  - e. Try simplytomatoes.com for another source of heirloom tomato seeds.
  - f. Look up School Garden Grant information, Santa Ynez eligible for possible \$5000 for development of landscape and garden improvements.

Meeting was adjourned at 7.30pm

Respectfully submitted,  
Kathy Bibby

Advisory Committee Minutes  
December 5, 2007

Members in attendance:

Art Kaslow - Chairperson, Sally Fisher, John Petersen, Melissa Shaw, Bob Shaw,  
Kathy Bibby

The meeting was called to order at 6.30, following dinner.

Course Reports:

Ag. Science – 24 students enrolled. Students have become involved with the agriculture department and FFA activities. It is always a challenge to have freshmen at the end of the day. This course receives “E” elective UC credit.

Ag Biology – 31 students enrolled. Students continue their agriculture and FFA involvement. Curriculum follows biology curriculum, with students being tested using the standard test given to all biology students: student scores are comparable to all other students. The course receives “D”, lab science credit.

Ag Business/Economics – 23 students enrolled. Course receives “E” credit, and economics credit for graduation. Students are working on record books for state degree scoring.

Ornamental Horticulture – 26 students enrolled. Students are actively engaged in a variety of activities including Christmas gift basket sales, construction of Halloween floral arrangements, planting cool season annuals and vegetables. Students will start warm season veggies in January. Course received UC “E” elective credit and fine arts credit for graduation from the high school.

Ag. Mechanics – 18 students enrolled. This course is articulated with Allan Hancock College. Students are starting welding portion of the course. Advanced students are working on individual projects as well as assisting beginning students with welding skills.

Livestock Management I, II, & III – last summer had 32 students enrolled. Students successful at the county fair, with a total of 48 students exhibiting livestock (freshmen and graduates not enrolled in the course).

Animal Care – 25 students enrolled.

Advisory Committee Incentive Grant Review

The committee reviewed the Incentive Grant Review form, asked clarifying questions regarding the Incentive Grant review process, the amount of money and what it pays for.

The comprehensive program plan was available for review.

Both the Incentive Grant review and comprehensive program were approved by the committee.

Review of Livestock Management Class Outlines and Competency Lists

As suggested last year, the competency lists were revised, with the new lists reviewed by the committee.

Art Kaslow moved that the new lists be implemented for the coming year. It was seconded, and approved by voice vote. The new lists are attached, and are being forwarded to the ROP office, with a request that the competency lists be updated to the ones submitted.

School Farm Improvements:

A lengthy discussion regarding the new livestock facility occurred.

1. After approximately two years, the school board voted to go back out to bid on the livestock facility.
2. The board cited a lack of funding, and too high a bid to proceed with the original bid.
3. To date, \$190,000.00 has been raised, the original bid was \$258,000.00
4. Kenny Hollister, the only person to bid originally, will be contacted again, but it is Kathy Bibby's belief that Kenny will decline to re-bid the project.
5. The window of opportunity is "slamming" shut for this school year, as the sheep are starting to lamb, and cattle will be received in February.
6. Spangler Construction, Oakie Barn Builders, and Silverado Barn are being contacted for information.
7. The money is available for the 2008 calendar year, but will be gone after this time.
8. The new goal is to have construction start immediately following the 2008 county fair, as was suppose to occur this last summer.

The meeting concluded at 8.05  
Respectfully submitted,  
Kathy Bibby

Advisory Committee Minutes  
April 29, 2008

Members in attendance:

Jackie Jaenicke – Chairperson, Chris Pisani, Karen Pasani, Mike Delgado, and Kathy Bibby

The meeting was called to order at 6.30, following dinner.

Course Reports:

Ag. Science – 24 students enrolled. Students have become involved with the agriculture department and FFA activities. It is always a challenge to have freshmen at the end of the day. This course receives “E” elective UC credit.

Ag Biology – 30 students enrolled. Students continue their agriculture and FFA involvement. Curriculum follows biology curriculum, with students being tested using the standard test given to all biology students: student scores are comparable to all other students. The course receives “D”, lab science credit.

Ag Business/Economics – 23 students enrolled. Course receives “E” credit, and economics credit for graduation. Students are involved in “virtual stock market” game, working on combining this assignment with Excel spreadsheets.

Ornamental Horticulture – 28 students enrolled in Horticulture, 2 students enrolled in Advanced Ornamental Horticulture. Students are currently completing a weed collection, starting an insect unit, planting summer vegetables in the garden, trapping gophers, and helping to control weeds in the garden area. Course received UC “E” elective credit and fine arts credit for graduation from the high school.

Ag. Mechanics – 23 students enrolled. This course is articulated with Allan Hancock College. Students are working on BBQ projects for community members as well as personal projects. Advanced students are working on individual projects as well as assisting beginning students with welding skills.

Livestock Management I, II, & III – Currently have 30 students enrolled. Students complete the course at the county fair, with a total of 40 students exhibiting livestock (freshmen and graduates not enrolled in the course).

Animal Care – 25 students enrolled.

Oak Tree project:

The class started 2000 acorns for local vineyards. The acorns had approximately 85% germination, and will be picked up in May for transplanting into the vineyards.

Half of the trees have been picked up.

“Albino” trees germinated. Leaves were white, but only lived a short time. I used the albino trees as an example of photosynthesis. All albino tree acorns were collected at Los Alamos park.

Experiment conducted with the students:

- Soil germination and growth tests: purchase various brands of planting mix, plus our homemade mix, transplant plugs into the potting mixes. Chart growth, water retention, etc. to determine the best mix.
- Most commercially manufactured potting mixes were inferior to our own potting mix. Our mix resulted in excessive leaf/stem growth with few flowers, so we have cut down on the fertilizer in our mix.

The upkeep of the greenhouse was discussed:

- New roof; old one blew off in January. Took approximately six weeks to get replacement parts, so affected starting seeds for spring plant sale.
- Replaced cool cell pads and water pump. Replaced fan belt.

Student job skills were discussed:

- Students need to be aware of the following.
  - Appropriate dress for interviews
  - Appropriate dress for job situation (inside sales vs. outside work)
  - Hair, nails, tattoos, jewelry that is appropriate for work/job interviews
  - How to interview and answer questions
  - Do not take food or drink to the interview
  - Arrive early
  - Do not take your friends with you

The meeting concluded at 7.40

Respectfully submitted,

Kathy Bibby

MINUTES  
Integrated Animal Science  
ROP Advisory Meeting  
Oct 21, 2008 6:30 PM

Meeting called to order at 6:30 pm.

Members Present:

John Branquinho Ranching/Farming  
Joanne Dean, SY Pet Hospital  
Nicole Rassmussen, SY Pet Hospital  
Rebecca Gowing Cattle Ranch  
Lon Beard Alisal Ranch  
Joeanne Branquinho Whorley, El Rio Rancho Chico, and Ranch Eggs  
Janet Kraus, Instructor

1. Welcome and introductions
2. Election of Joeanne Whorley as Chairperson from Industry
3. ROP Class report, review of competency lists, and open discussion:

Janet Kraus provided a detailed week by week class curriculum packet so the members can see exactly what is studied and when it is studied. Joanne Dean expressed appreciation at having an intricate look at what the students are doing in class. She would like to see more emphasis in the small animal behavior and restraint area although she noted that it is taught. She said the students coming to her from this class were generally far above and beyond the general population they have previously hired from. She said that she will always give preference to the ROP students.

John Branquinho is new to the committee and stated that he feels the class serves a tremendous purpose for the industry and for students entering the animal science field. He noted that it gives the students an excellent introduction to the animal science program at Cal Poly and adds important options to students who may not attend college but want to work in the field.

Janet Kraus discussed the need for more animals and breeding programs, the business opportunities and experience an expanded program could bring to students. These programs can be aligned with Cal Poly courses/breeding programs. Joanne Dean said that students engaging in the complete process of starting a business and seeing it through to marketing the product would be outstanding. (Referring to poultry unit, selling eggs at farmers market). Joeanne Whorley who sells eggs to New Frontiers Market said that the demand for fresh cage free/organic eggs is huge and that she is unable to supply enough. John Branquinho thought that there would be a huge resource for a beef unit through the Cattlemen's and Cattlewomen's Associations.

4. Adjournment at 7:45 pm.



# AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT REPORT OF EXPENDITURES

(Due Date: To be received in Regional Supervisor's Office by October 15)

Funding Year: 2007/2008

Santa Ynez Valley Union High School

(School Site)

Santa Ynez Valley Union High School District

(District)

Kathy Bibby

Signature of Agriculture Teacher  
Responsible for the Program

Name/Title of Person Preparing Report

Telephone Number 805-688-6487 x.3219

PART A Account No. 4000 does not require matching of each item but subtotal on Column C must at least equal the subtotal Column B unless a waiver of matching has been approved. Accounts No. 5000 and 6000 require matching for each line item unless a waiver of matching has been approved.

Line	Acct. No.	Classification	A Description of Item for which funds were expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		1,200.00	2,200.00
2			Subtotal for 4000	<b>1,200.00</b>	<b>2,200.00</b>
3	5000	Services and other Operating Expenses such as Personal	1 truck lease	3,235.00	2,486.00
4		Services of Consultants, Staff	2 travel/conferences	2,070.00	
5		Travel, and Conference; Rentals,	3 Farm manager	1,500.00	
6		leases, and Repairs; Bus	4		
7		Transportation	5		
8			Subtotal for 5000	<b>6,805.00</b>	<b>2,486.00</b>
9	6000	Capital Outlay includes sites and	1 equipment maintenance	1,000.00	1,200.00
10		improvements of sites; buildings,	2 building improvements	4,623.00	70,000.00
11		and improvement of buildings,	3		
12		equipment; equipment;	4		
		replacement			
13			Subtotal for 6000	<b>5,623.00</b>	<b>71,200.00</b>
14			Total for 4000- 6000 Lines 2,8,13	<b>13,628.00</b>	<b>75,886.00</b>

Funds transferred to another funding category: \_\_\_\_\_

Category Funds Transferred to: \_\_\_\_\_

TOTAL Incentive Grant Allocation:

\$13,628.00**PART B** Complete this portion if a waiver of the matching requirement was granted.

			A	B	C
Line	Acct No.	Classification	Description of Item for which funds were expended	Incentive Grant Funds	Amount of Salary and Benefits
15	1000	Salaries	Teacher's <u>summer service</u> salaries		
16	1000	Salaries	Teachers salaries for <u>project supervision period</u>		
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		-

**Part C** CERTIFICATION OF EXPENDITURES

I certify that the amounts entered on this Final Report are a true record of Incentive Grant funds and Non-Incentive Grant matching funds actually expended on the categories and items listed on the report.

Date 10/14/08


---

 Signature - District Superintendent or Designee

# Expenditure Balances

District 33 -- Santa Ynez Union High School  
Resource 7010 -- Agricultural Vocational Education

As of 6/30/2008

Object	Working Budget	Month-To-Date Actual	Year-To-Date Actual	Year-To-Date Encumbrances	Remaining Balance
<b>Certificated Personnel Salaries</b>					
1160 -- Teachers' Salaries, Extra Duty	1,200.00	0.00	1,200.00	0.00	0.00
Total Certificated Personnel Salaries	1,200.00	0.00	1,200.00	0.00	0.00
<b>Classified Personnel Salaries</b>					
2110 -- Instructional Aides' Salaries, Regular	767.00	0.00	766.37	0.00	0.63
Total Classified Personnel Salaries	767.00	0.00	766.37	0.00	0.63
<b>Employee Benefits</b>					
3101 -- State Teachers' Retirement System, certificated positions	99.00	0.00	99.00	0.00	0.00
3303 -- Medicare, certificated positions	17.00	0.00	17.40	0.00	-0.40
3501 -- State Unemployment Insurance, certificated positions	1.00	0.00	0.60	0.00	0.40
3502 -- State Unemployment Insurance, classified positions	1.00	0.00	0.43	0.00	0.57
3601 -- Workers' Compensation Insurance, certificated positions	34.00	0.00	34.48	0.00	-0.48
3602 -- Workers' Compensation Insurance, classified positions	22.00	0.00	22.03	0.00	-0.03
Total Employee Benefits	174.00	0.00	173.94	0.00	0.06
<b>Books and Supplies</b>					
4300 -- Materials and Supplies	9,332.00	711.22	5,510.24	0.00	3,821.76
4370 -- Materials and Supplies, Fuel/Oil/Transportation	0.00	184.04	1,954.41	0.00	-1,954.41
Total Books and Supplies	9,332.00	895.26	7,464.65	0.00	1,867.35
<b>Services and Other Operating Expenditures</b>					
5200 -- Travel and Conferences Expense	2,070.00	0.00	2,068.04	0.00	1.96
5300 -- Dues and Memberships	140.00	140.00	140.00	0.00	0.00
5600 -- Rentals, Leases, Repairs and Non-Capitalized Improvements	4,734.00	-1,324.05	3,234.46	0.00	1,499.54
5800 -- Professional/Consulting Services and Operating Expenditures	10,971.00	0.00	7,930.84	0.00	3,040.16
5840 -- Professional/Consulting Services and Operating Expenditures, Advertising	1,029.00	0.00	1,028.52	0.00	0.48
5910 -- Communications Telephone, Internet, Cell Phone	0.00	391.65	467.26	0.00	-467.26
5919 -- POSTAGE & DELIVERY	0.00	8.20	8.20	0.00	-8.20

Selection Criteria: District = 33; Resource = 7010 Filtered By: District Admin

# Expenditure Balances

District 33 -- Santa Ynez Union High School

Resource 7010 -- Agricultural Vocational Education

As of 6/30/2008

Object	Working Budget	Month-To-Date Actual	Year-To-Date Actual	Year-To-Date Encumbrances	Remaining Balance
Total Services and Other Operating Expenditures	18,944.00	-784.20	14,877.32	0.00	4,066.68
Total Agricultural Vocational Education	30,417.00	111.06	24,482.28	0.00	5,934.72
Total Santa Ynez Union High School	30,417.00	111.06	24,482.28	0.00	5,934.72

Selection Criteria: District = 33; Resource = 7010 Filtered By: District Admin

SBCEO Wehrharts

Data Refreshed: 9/19/2008 2:53 PM

Page 2 of 2

# Expenditure Transactions

District 33 -- Santa Ynez Union High School

Resource 7010 -- Agricultural Vocational Education

From 7/1/2007 to 6/30/2008

Post Date	Doc Nbr	Doc Date	Fund	Rsrc	Yr	Goal	Func	Obj	Schl	Mgmt	Unit	Amount	Type	Description
Object 1160 -- Teachers' Salaries, Extra Duty														
5/30/2008	PR 053008	5/30/2008	01	7010	0	1110	1000	1160	803	KABI	0000	600.00	ACT	05-30-08 REGULAR
5/30/2008	PR 053008	5/30/2008	01	7010	0	1130	1000	1160	802	VIST	0000	600.00	ACT	05-30-08 REGULAR
Total Teachers' Salaries, Extra Duty												1,200.00		
Object 2110 -- Instructional Aides' Salaries,Regular														
12/28/2007	PR 122807	12/28/2007	01	7010	0	1130	1000	2110	000	0000	0000	101.25	ACT	12-28-07 REGULAR
2/29/2008	PR 022908	2/29/2008	01	7010	0	1130	1000	2110	000	0000	0000	198.00	ACT	02-29-08 REGULAR
3/31/2008	PR 033108	3/31/2008	01	7010	0	1130	1000	2110	000	0000	0000	98.00	ACT	03-31-08 REGULAR
4/30/2008	PR 043008	4/30/2008	01	7010	0	1130	1000	2110	000	0000	0000	204.00	ACT	04-30-08 REGULAR
5/30/2008	PR 053008	5/30/2008	01	7010	0	1130	1000	2110	000	0000	0000	165.12	ACT	05-30-08 REGULAR
Total Instructional Aides' Salaries,Regular												766.37		
Object 3101 -- State Teachers' Retirement System, certificated positions														
5/30/2008	FB 053008	5/30/2008	01	7010	0	1110	1000	3101	803	KABI	0000	49.50	ACT	05-30-08 REGULAR
5/30/2008	FB 053008	5/30/2008	01	7010	0	1130	1000	3101	802	VIST	0000	49.50	ACT	05-30-08 REGULAR
Total State Teachers' Retirement System, certificated positions												99.00		
Object 3303 -- Medicare, certificated positions														
5/30/2008	FB 053008	5/30/2008	01	7010	0	1110	1000	3303	803	KABI	0000	8.70	ACT	05-30-08 REGULAR
5/30/2008	FB 053008	5/30/2008	01	7010	0	1130	1000	3303	802	VIST	0000	8.70	ACT	05-30-08 REGULAR
Total Medicare, certificated positions												17.40		
Object 3501 -- State Unemployment Insurance, certificated positions														
5/30/2008	FB 053008	5/30/2008	01	7010	0	1110	1000	3501	803	KABI	0000	0.30	ACT	05-30-08 REGULAR
5/30/2008	FB 053008	5/30/2008	01	7010	0	1130	1000	3501	802	VIST	0000	0.30	ACT	05-30-08 REGULAR
Total State Unemployment Insurance, certificated positions												0.60		
Object 3502 -- State Unemployment Insurance, classified positions														
12/28/2007	FB 122807	12/28/2007	01	7010	0	1130	1000	3502	000	0000	0000	0.06	ACT	12-28-07 REGULAR
2/29/2008	FB 022908	2/29/2008	01	7010	0	1130	1000	3502	000	0000	0000	0.11	ACT	02-29-08 REGULAR
3/31/2008	FB 033108	3/31/2008	01	7010	0	1130	1000	3502	000	0000	0000	0.06	ACT	03-31-08 REGULAR

Selection Criteria: District = 33; Resource = 7010; TransactionClass = ACT Filtered By: District Admin

# Expenditure Transactions

District 33 -- Santa Ynez Union High School

Resource 7010 -- Agricultural Vocational Education

From 7/1/2007 to 6/30/2008

Post Date	Doc Nbr	Doc Date	Fund	Rsrc	Yr	Goal	Func	Obj	Schl	Mgmt	Unit	Amount	Type	Description
4/30/2008	FB 043008	4/30/2008	01	7010	0	1130	1000	3502	000	0000	0000	0.11	ACT	04-30-08 REGULAR
5/30/2008	FB 053008	5/30/2008	01	7010	0	1130	1000	3502	000	0000	0000	0.09	ACT	05-30-08 REGULAR
Total State Unemployment Insurance, classified positions												0.43		
Object 3601 -- Workers' Compensation Insurance, certificated positions														
5/30/2008	FB 053008	5/30/2008	01	7010	0	1110	1000	3601	803	KABI	0000	17.24	ACT	05-30-08 REGULAR
5/30/2008	FB 053008	5/30/2008	01	7010	0	1130	1000	3601	802	VIST	0000	17.24	ACT	05-30-08 REGULAR
Total Workers' Compensation Insurance, certificated positions												34.48		
Object 3602 -- Workers' Compensation Insurance, classified positions														
12/28/2007	FB 122807	12/28/2007	01	7010	0	1130	1000	3602	000	0000	0000	2.91	ACT	12-28-07 REGULAR
2/29/2008	FB 022908	2/29/2008	01	7010	0	1130	1000	3602	000	0000	0000	5.69	ACT	02-29-08 REGULAR
3/31/2008	FB 033108	3/31/2008	01	7010	0	1130	1000	3602	000	0000	0000	2.82	ACT	03-31-08 REGULAR
4/30/2008	FB 043008	4/30/2008	01	7010	0	1130	1000	3602	000	0000	0000	5.86	ACT	04-30-08 REGULAR
5/30/2008	FB 053008	5/30/2008	01	7010	0	1130	1000	3602	000	0000	0000	4.75	ACT	05-30-08 REGULAR
Total Workers' Compensation Insurance, classified positions												22.03		
Object 4300 -- Materials and Supplies														
7/27/2007	DP 009712	7/27/2007	01	7010	0	1130	1000	4300	000	0000	0000	57.58	ACT	MCCORMIX CORPORATION 1478867
7/27/2007	PO 207581	7/27/2007	01	7010	0	1130	1000	4300	000	0000	0000	62.80	ACT	ROBERT SHAW, DD.V.M. 1478871
8/17/2007	DP 009756	8/17/2007	01	7010	0	1130	1000	4300	000	0000	0000	156.39	ACT	CHEVRON & TEXACO CARD 1481888
8/17/2007	DP 009755	8/17/2007	01	7010	0	1130	1000	4300	000	0000	0000	23.54	ACT	MCCORMIX CORPORATION 1481890
9/6/2007	DP 009796	9/6/2007	01	7010	0	1130	1000	4300	000	0000	0000	17.20	ACT	SANTA YNEZ VALLEY HARD 1485426
9/6/2007	DP 009796	9/6/2007	01	7010	0	1130	1000	4300	000	0000	0000	29.57	ACT	SANTA YNEZ VALLEY HARD 1485426
9/10/2007	RP 000003	9/10/2007	01	7010	0	1130	1000	4300	000	0000	0000	-109.57	ACT	AUTOMATIC ACCRUAL REVERSAL
9/28/2007	PO 208225	9/28/2007	01	7010	0	1130	1000	4300	000	0000	0000	57.00	ACT	COWFOTO - WENDY HALL 1792469
10/5/2007	PO 208215	10/5/2007	01	7010	0	1130	1000	4300	000	0000	0000	8.60	ACT	SANTA YNEZ VALLEY HARD 1793925
10/5/2007	PO 208215	10/5/2007	01	7010	0	1130	1000	4300	000	0000	0000	14.54	ACT	SANTA YNEZ VALLEY HARD 1793925
10/19/2007	PO 208297	10/19/2007	01	7010	0	1130	1000	4300	000	0000	0000	1,310.00	ACT	CALIFORNIA ASSOCIATION 1796761
10/26/2007	PO 208285	10/26/2007	01	7010	0	1130	1000	4300	000	0000	0000	108.40	ACT	TEMPLETON FEED & GRAIN 1798184
12/7/2007	PO 208215	12/7/2007	01	7010	0	1130	1000	4300	000	0000	0000	6.45	ACT	SANTA YNEZ VALLEY HARD 1705711

Selection Criteria: District = 33; Resource = 7010; TransactionClass = ACT Filtered By: District Admin



# Expenditure Transactions

District 33 -- Santa Ynez Union High School

Resource 7010 -- Agricultural Vocational Education

From 7/1/2007 to 6/30/2008

Post Date	Doc Nbr	Doc Date	Fund	Rsrc	Yr	Goal	Func	Obj	Schl	Mgmt	Unit	Amount	Type	Description
12/7/2007	PO 208285	12/7/2007	01	7010	0	1130	1000	4300	000	0000	0000	131.20	ACT	TEMPLETON FEED & GRAIN 1705712
12/28/2007	RC 313782	12/28/2007	01	7010	0	1130	1000	4300	000	0000	0000	-31.80	ACT	DVM SHAW FEED & GRAIN PURCH
1/11/2008	PO 208285	1/11/2008	01	7010	0	1130	1000	4300	000	0000	0000	160.80	ACT	TEMPLETON FEED & GRAIN 1710722
2/22/2008	PO 208479	2/22/2008	01	7010	0	1130	1000	4300	000	0000	0000	149.59	ACT	STUPPY GREENHOUSE SOLU 1493098
2/29/2008	PO 208215	2/29/2008	01	7010	0	1130	1000	4300	000	0000	0000	18.08	ACT	SANTA YNEZ VALLEY HARD 1494117
2/29/2008	PO 208215	2/29/2008	01	7010	0	1130	1000	4300	000	0000	0000	67.57	ACT	SANTA YNEZ VALLEY HARD 1494117
2/29/2008	PO 208285	2/29/2008	01	7010	0	1130	1000	4300	000	0000	0000	200.80	ACT	TEMPLETON FEED & GRAIN 1494122
2/29/2008	PO 208285	2/29/2008	01	7010	0	1130	1000	4300	000	0000	0000	200.80	ACT	TEMPLETON FEED & GRAIN 1495616
3/7/2008	PO 208285	3/7/2008	01	7010	0	1130	1000	4300	000	0000	0000	155.00	ACT	TEMPLETON FEED & GRAIN 1497014
3/14/2008	PO 208285	3/14/2008	01	7010	0	1130	1000	4300	000	0000	0000	83.31	ACT	STUPPY GREENHOUSE SOLU 1498742
3/21/2008	PO 208535	3/21/2008	01	7010	0	1130	1000	4300	000	0000	0000	175.20	ACT	TEMPLETON FEED & GRAIN 1498744
3/21/2008	PO 208285	3/21/2008	01	7010	0	1130	1000	4300	000	0000	0000	88.35	ACT	PIPESTONE VETERINARY S 1502207
4/11/2008	PO 208551	4/11/2008	01	7010	0	1130	1000	4300	000	0000	0000	-99.00	ACT	FEED/GRAIN OFFSET TEMPLTN FEED
4/14/2008	RC 313801	4/14/2008	01	7010	0	1130	1000	4300	000	0000	0000	1,152.00	ACT	AFJ FARMING 1503388
4/18/2008	PO 208284	4/18/2008	01	7010	0	1130	1000	4300	000	0000	0000	62.00	ACT	TEMPLETON FEED & GRAIN 1503409
4/18/2008	PO 208285	4/18/2008	01	7010	0	1130	1000	4300	000	0000	0000	-94.00	ACT	AG FEED REIMB.
4/28/2008	RC 313806	4/28/2008	01	7010	0	1130	1000	4300	000	0000	0000	192.40	ACT	FARM SUPPLY 1507098
5/9/2008	PO 208638	5/9/2008	01	7010	0	1130	1000	4300	000	0000	0000	120.68	ACT	SANTA YNEZ VALLEY HARD 1507109
5/9/2008	PO 208215	5/9/2008	01	7010	0	1130	1000	4300	000	0000	0000	186.00	ACT	TEMPLETON FEED & GRAIN 1507112
5/9/2008	PO 208285	5/9/2008	01	7010	0	1130	1000	4300	000	0000	0000	137.54	ACT	WINDMILL NURSERY 1511135
5/30/2008	PO 208665	5/30/2008	01	7010	0	1130	1000	4300	000	0000	0000	50.80	ACT	FOREST FARM 1512356
6/6/2008	PO 208601	6/6/2008	01	7010	0	1130	1000	4300	000	0000	0000	141.29	ACT	SANTA YNEZ VALLEY HARD 1512373
6/6/2008	PO 208215	6/6/2008	01	7010	0	1130	1000	4300	000	0000	0000	186.00	ACT	TEMPLETON FEED & GRAIN 1512377
6/6/2008	PO 208285	6/6/2008	01	7010	0	1130	1000	4300	000	0000	0000	213.43	ACT	HAY-BOSS 1513759
6/13/2008	PO 208375	6/13/2008	01	7010	0	1130	1000	4300	000	0000	0000	210.50	ACT	TODD PIPE & SUPPLY INC 1515193
6/20/2008	PO 208385	6/20/2008	01	7010	0	1130	1000	4300	000	0000	0000	197.70	ACT	TODD PIPE & SUPPLY INC 1515193
6/20/2008	PO 208385	6/20/2008	01	7010	0	1130	1000	4300	000	0000	0000	-66.00	ACT	AG FEED REIMB
6/30/2008	RC 313825	6/25/2008	01	7010	0	1130	1000	4300	000	0000	0000	-222.50	ACT	AG FEED REIMB.
6/30/2008	RC 313824	6/30/2008	01	7010	0	1130	1000	4300	000	0000	0000	5,510.24		
Total Materials and Supplies												5,510.24		

Selection Criteria: District = 33; Resource = 7010; TransactionClass = ACT Filtered By: District Admin

SBCEO WebReports

Data Refreshed: 9/18/2008 6:28 AM

Page 3 of 6

# Expenditure Transactions

District 33 -- Santa Ynez Union High School

Resource 7010 -- Agricultural Vocational Education

From 7/1/2007 to 6/30/2008

Post Date	Doc Nbr	Doc Date	Fund	Rsrc	Yr	Goal	Func	Obj	Schl	Mgmt	Unit	Amount	Type	Description
Object 4370 -- Materials and Supplies, Fuel/Oil/Transportation														
10/12/2007	DP 009865	10/12/2007	01	7010	0	1130	1000	4370	000	0000	0000	42.21	ACT	MCCORMIX CORPORATION 1795232
10/26/2007	DP 009884	10/26/2007	01	7010	0	1130	1000	4370	000	0000	0000	54.95	ACT	MCCORMIX CORPORATION 1798180
10/26/2007	DP 009885	10/26/2007	01	7010	0	1130	1000	4370	000	0000	0000	94.38	ACT	MCCORMIX CORPORATION 1798180
11/16/2007	DP 009943	11/16/2007	01	7010	0	1130	1000	4370	000	0000	0000	46.17	ACT	MCCORMIX CORPORATION 1702129
11/30/2007	DP 009967	11/30/2007	01	7010	0	1130	1000	4370	000	0000	0000	66.71	ACT	MCCORMIX CORPORATION 1704167
12/28/2007	DP 010022	12/28/2007	01	7010	0	1130	1000	4370	000	0000	0000	64.34	ACT	MCCORMIX CORPORATION 1709134
1/11/2008	DP 010037	1/11/2008	01	7010	0	1130	1000	4370	000	0000	0000	58.73	ACT	CHEVRON & TEXACO CARD 1710695
1/31/2008	DP 010072	2/1/2008	01	7010	0	1130	1000	4370	000	0000	0000	45.99	ACT	MCCORMIX CORPORATION 1489447
2/15/2008	DP 010107	2/15/2008	01	7010	0	1130	1000	4370	000	0000	0000	101.90	ACT	MCCORMIX CORPORATION 1491943
2/29/2008	DP 010137	2/29/2008	01	7010	0	1130	1000	4370	000	0000	0000	118.49	ACT	MCCORMIX CORPORATION 1494103
3/7/2008	DP 010155	3/7/2008	01	7010	0	1130	1000	4370	000	0000	0000	92.99	ACT	CHEVRON & TEXACO CARD 1495605
3/21/2008	DP 010185	3/21/2008	01	7010	0	1130	1000	4370	000	0000	0000	111.00	ACT	MCCORMIX CORPORATION 1498732
4/11/2008	DP 010218	4/11/2008	01	7010	0	1130	1000	4370	000	0000	0000	69.44	ACT	MCCORMIX CORPORATION 1502203
4/25/2008	DP 010247	4/25/2008	01	7010	0	1130	1000	4370	000	0000	0000	121.98	ACT	CHEVRON & TEXACO CARD 1504640
4/25/2008	DP 010246	4/25/2008	01	7010	0	1130	1000	4370	000	0000	0000	26.41	ACT	MCCORMIX CORPORATION 1504653
5/9/2008	DP 010273	5/9/2008	01	7010	0	1130	1000	4370	000	0000	0000	223.96	ACT	CHEVRON & TEXACO CARD 1507093
5/9/2008	DP 010272	5/9/2008	01	7010	0	1130	1000	4370	000	0000	0000	86.43	ACT	MCCORMIX CORPORATION 1507105
5/30/2008	DP 010310	5/30/2008	01	7010	0	1130	1000	4370	000	0000	0000	344.29	ACT	CHEVRON & TEXACO CARD 1511114
6/13/2008	DP 010333	6/13/2008	01	7010	0	1130	1000	4370	000	0000	0000	46.10	ACT	MCCORMIX CORPORATION 1513763
6/30/2008	AP 000001	7/1/2008	01	7010	0	1130	1000	4370	000	0000	0000	137.94	ACT	CHEVRON TEXACO
Total Materials and Supplies, Fuel/Oil/Transportation												1,954.41		
Object 5200 -- Travel and Conferences Expense														
7/27/2007	DP 009714	7/27/2007	01	7010	0	1130	1000	5200	801	KABI	0000	340.00	ACT	KATHY BIBBY 1478858
10/19/2007	TC 080006	10/19/2007	01	7010	0	1130	1000	5200	802	KABI	0000	247.00	ACT	KATHY BIBBY 1796759
11/9/2007	DP 009927	11/9/2007	01	7010	0	1130	1000	5200	802	KABI	0000	152.00	ACT	SYVUHS REVOLVING FUND 1700858
3/14/2008	PO 208524	3/14/2008	01	7010	0	1130	1000	5200	802	VIST	0000	219.52	ACT	SYV UNION HIGH SCHOOL 1497011
3/14/2008	PO 208525	3/14/2008	01	7010	0	1130	1000	5200	802	VIST	0000	120.00	ACT	SYV UNION HIGH SCHOOL 1497011
3/14/2008	PO 208524	3/14/2008	01	7010	0	1130	1000	5200	803	KABI	0000	219.52	ACT	SYV UNION HIGH SCHOOL 1497011

Selection Criteria: District = 33; Resource = 7010; TransactionClass = ACT Filtered By: District Admin

# Expenditure Transactions

District 33 -- Santa Ynez Union High School

Resource 7010 -- Agricultural Vocational Education

From 7/1/2007 to 6/30/2008

Post Date	Doc Nbr	Doc Date	Fund	Rsrc	Yr	Goal	Func	Obj	Schl	Mgmt	Unit	Amount	Type	Description
3/14/2008	PO 208525	3/14/2008	01	7010	0	1130	1000	5200	803	KABI	0000	120.00	ACT	SYV UNION HIGH SCHOOL 1497011
3/14/2008	TC 080046	3/14/2008	01	7010	0	1130	1000	5200	803	VIST	0000	84.00	ACT	VICKI STOREY 1497010
3/14/2008	TC 080045	3/14/2008	01	7010	0	1130	1000	5200	804	KABI	0000	84.00	ACT	KATHY BIBBY 1496973
4/30/2008	TC 080043	5/2/2008	01	7010	0	1130	1000	5200	802	VIST	0000	241.00	ACT	VICKI STOREY 1505847
4/30/2008	TC 080044	5/2/2008	01	7010	0	1130	1000	5200	803	KABI	0000	241.00	ACT	KATHY BIBBY 1505823
Total Travel and Conferences Expense												2,068.04		
Object 5300 -- Dues and Memberships														
6/6/2008	PO 208687	6/6/2008	01	7010	0	1130	1000	5300	000	0000	0000	140.00	ACT	CATA 1512347
Total Dues and Memberships												140.00		
Object 5600 -- Rentals, Leases, Repairs and Non-Capitalized Improvements														
7/31/2007	DP 009724	8/3/2007	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1479876
8/24/2007	DP 009765	8/24/2007	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1483046
9/14/2007	DP 009807	9/14/2007	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1486594
10/12/2007	DP 009861	10/12/2007	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1795227
11/16/2007	DP 009940	11/16/2007	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1702125
12/14/2007	DP 009994	12/14/2007	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1707146
1/18/2008	DP 010066	1/18/2008	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1711965
2/15/2008	DP 010104	2/15/2008	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1491934
3/14/2008	DP 010163	3/14/2008	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1496987
4/11/2008	DP 010217	4/11/2008	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1502197
5/16/2008	DP 010289	5/16/2008	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1508401
6/12/2008	JE 000039	6/12/2008	01	7010	0	1130	1000	5600	000	0000	0000	-2,486.46	ACT	GMAC LEASE PYMT TO RESC 9010
6/13/2008	DP 010332	6/13/2008	01	7010	0	1130	1000	5600	000	0000	0000	414.41	ACT	GMAC 1513758
6/20/2008	PO 208688	6/20/2008	01	7010	0	1130	1000	5600	000	0000	0000	748.00	ACT	CLAY'S SEPTIC & JETTIN 1515173
Total Rentals, Leases, Repairs and Non-Capitalized Improvements												3,234.46		
Object 5800 -- Professional/Consulting Services and Operating Expenditures														
10/23/2007	JE 000007	10/23/2007	01	7010	0	0000	8500	5800	000	0000	FACT	7,200.00	ACT	BRAUN & ASSOC AG BARN FRM 9010
10/23/2007	JE 000007	10/23/2007	01	7010	0	0000	8500	5800	000	0000	FACT	72.74	ACT	R BONDIETTI AG BARN FRM R 9010

Selection Criteria: District = 33; Resource = 7010; TransactionClass = ACT Filtered By: District Admin

SBCEO WebReports

Data Refreshed: 9/18/2008 6:28 AM

Page 5 of 6

# Expenditure Transactions

District 33 -- Santa Ynez Union High School

Resource 7010 -- Agricultural Vocational Education

From 7/1/2007 to 6/30/2008

Post Date	Doc Nbr	Doc Date	Fund	Rsrc	Yr	Goal	Func	Obj	Schl	Mgmt	Unit	Amount	Type	Description
10/23/2007	JE 000007	10/23/2007	01	7010	0	0000	8500	5800	000	0000	FACT	257.50	ACT	BLAKE SURVEY AG BARN FRM R9010
12/14/2007	PO 208398	12/14/2007	01	7010	0	1130	1000	5800	000	0000	0000	62.80	ACT	ROBERT SHAW, DD.V.M. 1707158
1/18/2008	PO 208441	1/18/2008	01	7010	0	1130	1000	5800	000	0000	0000	140.00	ACT	PATRICIA G. DEDRICK D. 1711972
3/31/2008	PO 208398	4/4/2008	01	7010	0	1130	1000	5800	000	0000	0000	62.80	ACT	ROBERT SHAW, DD.V.M. 1500952
4/30/2008	PO 208628	5/2/2008	01	7010	0	1130	1000	5800	000	0000	0000	135.00	ACT	PATRIC EARNEST 1505842
Total Professional/Consulting Services and Operating Expenditures												7,930.84		
Object 5840 -- Professional/Consulting Services and Operating Expenditures, Advertising														
9/21/2007	PO 208145	9/21/2007	01	7010	0	0000	8500	5840	000	0000	FACT	391.40	ACT	LEE CENTRAL COAST NEWS 1487915
9/21/2007	PO 208144	9/21/2007	01	7010	0	0000	8500	5840	000	0000	FACT	320.32	ACT	SANTA BARBARA NEWS PRE 1487917
11/6/2007	JV 958645	11/6/2007	01	7010	0	0000	8500	5840	000	0000	FACT	316.80	ACT	PO207700 SB NEWS AG BARN BID
Total Professional/Consulting Services and Operating Expenditures, Advertising												1,028.52		
Object 5910 -- Communications Telephone, Internet, Cell Phone														
3/28/2008	DP 010201	3/28/2008	01	7010	0	1130	1000	5910	000	0000	0000	37.77	ACT	VERIZON WIRELESS 1499692
4/30/2008	DP 010255	5/2/2008	01	7010	0	1130	1000	5910	000	0000	0000	37.84	ACT	VERIZON WIRELESS 1505854
6/6/2008	DP 010321	6/6/2008	01	7010	0	1130	1000	5910	000	0000	0000	41.08	ACT	VERIZON WIRELESS 1512383
6/27/2008	DP 010377	6/27/2008	01	7010	0	1130	1000	5910	000	0000	0000	37.82	ACT	VERIZON WIRELESS 1516799
6/30/2008	JE 000074	6/30/2008	01	7010	0	1130	1000	5910	000	0000	0000	312.75	ACT	VERIZON WRELESS 6/16/07-2/15/08
Total Communications Telephone, Internet, Cell Phone												467.26		
Object 5919 -- POSTAGE & DELIVERY														
3/18/2008	JE 000016	3/18/2008	01	7010	0	0000	3160	5919	000	0000	0000	312.01	ACT	POSTAGE STAR TESTING
3/25/2008	JE 000018	3/25/2008	01	7010	0	0000	3160	5919	000	0000	0000	-312.01	ACT	POSTAGE TO RESC 0070
6/11/2008	JE 000033	6/11/2008	01	7010	0	0000	3160	5919	000	0000	0000	8.20	ACT	POSTAGE STAR TESTING
Total POSTAGE & DELIVERY												8.20		
Total Agricultural Vocational Education												24,482.28		
Total Santa Ynez Union High School												24,482.28		

Selection Criteria: District = 33; Resource = 7010; TransactionClass = ACT Filtered By: District Admin

SBCEO WebReports

Data Refreshed: 9/18/2008 6:28 AM

# Revenue Transactions

District 33 -- Santa Ynez Union High School

Resource 7010 -- Agricultural Vocational Education

From 7/1/2007 to 6/30/2008

Post Date	Doc Nbr	Doc Date	Fund	Rsrc	Yr	Goal	Func	Obj	Schl	Mgmt	Unit	Amount	Type	Description
<b>Object 8590 -- All Other State Revenue</b>														
9/10/2007	RD 000001	9/10/2007	01	7010	0	0000	0000	8590	000	0000	0000	16,789.15	ACT	AUTOMATIC DEFERRAL REVERSAL
1/7/2008	JV 966806	1/7/2008	01	7010	0	0000	0000	8590	000	0000	0000	10,221.00	ACT	AGRICULTURAL VOCATIONAL EDUCAT
5/9/2008	JV 968268	5/9/2008	01	7010	0	0000	0000	8590	000	0000	0000	3,407.00	ACT	AG VOCATIONAL ED INCENTV 07/08
6/30/2008	DI 000001	7/1/2008	01	7010	0	0000	0000	8590	000	0000	0000	-5,934.87	ACT	AG VOC ED DEFERRED INC 07-08
Total All Other State Revenue												24,482.28		
Total Agricultural Vocational Education												24,482.28		
Total Santa Ynez Union High School												24,482.28		

Selection Criteria: District = 33; Fund = 01; Resource = 7010; Year = 0; Goal = 0000; Function = 0000; Object = 8590; School = 000; Management = 0000; Unit = 0000;  
TransactionClass = ACT Filtered By: District Admin

2+2

**ARTICULATION AGREEMENT**  
Allan Hancock Joint Community College  
and  
Santa Ynez Valley Union High School

Articulated Program Area: Welding

Allan Hancock College and Santa Ynez Valley Union High School agree to articulate the following courses:

**High School/ROP Course**

Course Title  
Advanced Welding

ARTICULATES WITH

**Allan Hancock College Course**

Course Name  
WELDING TECHNOLOGY 106 Beginning Welding  
Units 3

- Credit by 2+2 for the articulated course listed above may be received if the following criteria are met:
1. The student has completed the articulated course listed above with a grade of B or better.
  2. The student must enroll at Allan Hancock College within three (3) years from the semester date which the course was completed at the secondary level.
  3. The student has completed one of the following courses with a grade of C or better: Welding Technology 107, 306, 307, or 308

Summary			
High School	High School Class	Equivalent to...	Students must take one of the following:
Santa Ynez	Advanced Welding	Welding Technology 106	WT 107, 306, 307, 308

\*Complete descriptions of Allan Hancock College courses are provided in the following pages.



# Welding Articulated Course Agreement

## Welding Technology 106 Beginning Welding (3)

(Equivalent to Advanced Welding, Santa Ynez High School)

Two hours lecture, four hours lab weekly. Advisory: Eligibility for English 101 or English 301 or concurrent enrollment in English 300 is strongly recommended.

Technology 381 is strongly recommended.

Acceptable for Credit: CSU

A course in the theory, practice, and application of various metal joining processes, including oxyacetylene welding, brass brazing, flame cutting, and electric arc processes, and an introduction to both Tig and Mig welding. (GR/CR) (F,S)

## STUDENTS MUST TAKE ONE THE FOLLOWING

### Welding Technology 107 Advanced Welding (3)

One and one-half hours lecture, four and one-half hours lab weekly. Prerequisite: Welding Technology 106.

Acceptable for Credit: CSU

A continuation of Welding Technology 106, emphasizing position welding of a variety of ferrous metals, using a variety of electrodes used in industries. (GR/CR) (S)

-OR-

### Welding Technology 306 Layout and Fabrication Interpretation (3)

Two hours lecture, two hours lab weekly. Prerequisite: Welding Technology 106.

Enables the student welders to interpret working drawings and shop drawings. Students will sketch fabrication and layout schemes for welding and jigs and/or assembly of small projects. (GR/CR) (A)

-OR-

### Welding Technology 307 G.M.A.W. Welding (3)

Two hours lecture, four hours lab weekly. Prerequisite: Welding Technology 106.

Provides students with the theory and practical applications of gas metallic arc welding (G.M.A.W.) and the operation of gas metal arc welding equipment. (GR/CR) (A)

-OR-

### Welding Technology T.I.G. Welding (3)

Two hours lecture, four hours lab weekly. Prerequisite: Welding Technology 106.

Provides students with the theory and practical applications of gas tungsten arc welding and the operation of gas tungsten arc welding equipment. (GR/CR) (A)





## ARTICULATION CERTIFICATE

2 + 2

This certifies that \_\_\_\_\_, has completed \_\_\_\_\_, which is equivalent to \_\_\_\_\_ at Allan Hancock College, with a grade of \_\_\_\_\_ as of \_\_\_\_\_ (date). Furthermore, he/she has mastered the competencies on file with the college and I recommend that this student receive advanced standing at Allan Hancock College in accordance with the articulation agreement between our districts. This recommendation expires three years after the date issued.

Instructor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

Social Security Number: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

**FOR ALLAN HANCOCK COLLEGE USE ONLY**

**ADMISSIONS & RECORDS USE ONLY**

DATE RECEIVED \_\_\_\_\_

COURSE # \_\_\_\_\_

UNITS \_\_\_\_\_

DATE COMPLETED \_\_\_\_\_

INITIALS \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

was enrolled in \_\_\_\_\_ on \_\_\_\_\_

## Graduate Follow-up Report

Filing Year=2012

# CA0230 Santa Ynez  
Santa Ynez Valley UHS  
Santa Ynez, CA 93460

Printed: 10/1/2012 1:44:17 PM

44	Total Seniors (Year=2011):
12	Total Seniors having completed 3 or more years of Ag Instruction:
<b>Program Completion Status</b>	
4	Two Year College Ag Major
4	Two Year College Non-Ag Major
1	Four Year College Ag Major
1	Four Year College Non-Ag Major
1	Military
1	Location or Position Unknown

Site developed and maintained by the California FFA Association.

## Graduate Follow-up

# CA0230 Santa Ynez  
Santa Ynez Valley UHS  
Santa Ynez, CA 93460

Graduates for Spring: 2012

Last Name First Name Graduate Status

Perry	Michael	Two Year College-Ag Major
Tomasini	Jackson	Two Year College-Ag Major
Zepeda	Maria	Location or Position Unknown-
Reynolds	Alexis	Two Year College-Ag Major
Rowe	Meghan	Two Year College-Non-Ag Major
Chaves	Blake	Two Year College-Ag Major
Bennett	Brandon	Military-
Enticknap	Kaitlyn	Four Year College-Ag Major
Erickson	Rylee	Two Year College-Non-Ag Major
Garza	Angela	Two Year College-Non-Ag Major
Greer	Justin	Two Year College-Non-Ag Major
Squires	Kristian	Four Year College-Non-Ag Major

Printed: 10/1/2012 1:41:54 PM  
Count: 12

Site developed and maintained by the California FFA Association.

**Graduate Follow-up Report**  
 Filing Year=2011

# CA0230 Santa Ynez  
 Santa Ynez Valley UHS  
 Santa Ynez, CA 93460

Printed: 9/29/2011 1:23:56 PM

34	Total Seniors (Year=2010):
13	Total Seniors having completed 3 or more years of Ag Instruction:
<b>Program Completer Status</b>	
4	Two Year College Ag Major
4	Two Year College Non-Ag Major
2	Four Year College Ag Major
1	Four Year College Non-Ag Major
2	Location or Position Unknown

# Graduate Follow-up

# CA0230 Santa Ynez  
 Santa Ynez Valley UHS  
 Santa Ynez, CA 93460

Graduates for Spring: 2011

Last Name	First Name	Graduate Status
Bramsen	Allan	Two Year College-Ag Major
Costa	Kylin	Four Year College-Ag Major
Deats	Collin	Two Year College-Non-Ag Major
Flynn	Melissa	Two Year College-Ag Major
Fortier	Melissa	Two Year College-Ag Major
Fournier	Daniel/thomas	Two Year College-Non-Ag Major
Hughes	Chase	Two Year College-Non-Ag Major
Jacobsen	Hunter	Two Year College-Ag Major
Kelly	Samantha	Location or Position Unknown-
Rubio	Raquel	Location or Position Unknown-
Sanchez	Luis	Two Year College-Non-Ag Major
Shimamura	Emily	Four Year College-Ag Major
Stapp	Haylee	Four Year College-Non-Ag Major

Printed: 9/29/2011 1:23:19 PM  
 Count: 13

# **Graduate Follow-up Report**

Year=2010

# CA0230 Santa Ynez  
 Santa Ynez Valley UHS  
 Santa Ynez, CA 93460

Printed: 9/28/2010 5:19:21 PM

47	Total Seniors (Year=2009 ):
15	Total Seniors having completed 3 or more years of Ag Instruction:
<b>Program Completer Status</b>	
5	Two Year College Ag Major
6	Two Year College Non-Ag Major
2	Four Year College Non-Ag Major
1	Employed - Parttime Non-Ag Job
1	Location or Position Unknown

CalAged Home | R-2 Home | R-2 Online Home | Roster | Teacher | FAQ | Help | Log Out  
 Site developed and maintained by ATI Net, California State University, Fresno with funds from the California Department of Education.  
 Agricultural Education Unit.

## Graduate Follow-up Report

Year=2009

# CA0230 Santa Ynez  
Santa Ynez Valley UHS  
Santa Ynez, CA 93460

Printed: 9/30/2009 12:55:33 PM

Total Seniors (Year=2008 ):	51
Total Seniors having completed 3 or more years of Ag Instruction:	15
<b>Program Completer Status</b>	
Two Year College Ag Major	3
Two Year College Non-Ag Major	4
Four Year College Ag Major	1
Four Year College Non-Ag Major	4
Employed - Parttime Ag Job	1
Employed - Fulltime Ag Job	1
Employed - Fulltime Non-Ag Job	1

---

[CalAgEd Home](#) | [R-2 Home](#) | [R-2 Online Home](#) | [Roster](#) | [Teacher](#) | [FAQ](#) | [Help](#) | [Log Out](#)  
Site developed and maintained by [ATI Net](#), California State University, Fresno with funds from the [California Department of Education](#),  
Agricultural Education Unit.

PROPRIETARY



## Graduate Follow-up

# CA0230 Santa Ynez  
Santa Ynez Valley UHS  
Santa Ynez, CA 93460

Last Name	First Name	Graduate Status
Bilkey	Roy	Two Year College-Ag Major
Cabrera	Diana	Two Year College-Non-Ag Major
Costa	Kasandra	Employed - Parttime-Ag Job
Garza	Adriana	Two Year College-Non-Ag Major
Jones	Mcgarren	Four Year College-Non-Ag Major
Kaslow	Zak	Four Year College-Non-Ag Major
Lennen	Shawna	Four Year College-Non-Ag Major
Martinez	Tonya	Two Year College-Non-Ag Major
Merchant	Lauren	Four Year College-Non-Ag Major
Petersen	Ross	Two Year College-Ag Major
Richman	Chelsea	Two Year College-Non-Ag Major
Sanchez	Juan	Employed - Fulltime-Ag Job
Shelly	Ashlee	Four Year College-Ag Major
Vellekamp	Hannah	Two Year College-Ag Major
Woollum	Spencer	Employed - Fulltime-Non-Ag Job

Printed: 9/30/2009 12:51:00 PM

Count: 15

Last Name	First Name	Graduate Status
Velasquez	Julio	2 yr. jr. college-Electrician
Pesqueda	Jose	2 yr. jr. college-Biology
Angel	Miguel	2 yr. jr. college-EMT
Zavalla	Tylan Cody	2 yr. jr. college-EMT
Hamson	Tanner	2 yr. jr. college-EMT
		Work-Chumash Fire Dptmt
Diaz	Ismael	2 yr. jr. college-Agriculture/Autobody/Wine Making/Lands
		Work-Gardening
Brady	Caitlyn	4 yr. university-Peace and conflict
Lopez	Adrian	2 yr. jr. college-Forestry
Wolford	Connor	2 yr. jr. college-Welding/Criminal Justice
		Work-Wolford Excavation
Quiroz	David	2 yr. jr. college-Real Estate
		Work-Tower Pizza
Powers	Tyler	Trade School-Welding Technologies
McClellan	Michael	2 yr. jr. college-Business
Pappas	Luke	Military-Army/Marines
Sandoval	Selene	2yr, - business
Navarro	Thalia	4yr - business administration
Carney	Jaden	2yr - X-ray technician
Cabrera	Robert	4yr - Graphic Design
Shaw	Cloe	2yr - nursing, work - vet hospital
Spradley	Katelyn	4yr - education major
Wells	Victoria	4yr - music
Unzueta	Chris	2yr - undecided

## Graduate Follow-up

# CA0230 Santa Ynez  
Santa Ynez Valley UHS  
Santa Ynez, CA 93460

Year: 2010

Last Name	First Name	Graduate Status
Armenta	Alexix	Employed - Parttime-Non-Ag Job
Brady	Caitlyn	Four Year College-Non-Ag Major
Brady	Ian	Two Year College-Non-Ag Major
Carney	Jaden	Two Year College-Non-Ag Major
Coulter	Cassandra	Two Year College-Ag Major
Dedios	Anthony	Location or Position Unknown-
Ensign	Luke	Two Year College-Ag Major
Goebel	Austyn	Two Year College-Ag Major
Lopez	Adrian	Two Year College-Ag Major
Morgan	John	Two Year College-Non-Ag Major
Pena	Thomas	Two Year College-Non-Ag Major
Sandoval	Sandra	Two Year College-Non-Ag Major
Shaw	Chloe	Two Year College-Non-Ag Major
Squires	Alyssa	Four Year College-Non-Ag Major
Wolford	Connor	Two Year College-Ag Major

Printed: 9/28/2010 5:16:31 PM

Count: 15

## Graduate Follow-up

# CA0230 Santa Ynez  
Santa Ynez Valley UHS  
Santa Ynez, CA 93460

Last Name	First Name	Graduate Status
Armenta	Lorraine	Two Year College-Non-Ag Major
Brady	Matthew	Four Year College-Non-Ag Major
Brooks	Michael	Two Year College-Non-Ag Major
Carlson	Lane	Employed - Fulltime-Ag Job
Friedman	Skyler	Two Year College-Non-Ag Major
Garcia	Veronica	Four Year College-Ag Major
Garley	Samantha	Two Year College-Ag Major
Gauld	Riley	Two Year College-Non-Ag Major
Goebel	Jheri	Employed - Parttime-Ag Job
Hanberg	Kristine	Two Year College-Non-Ag Major
Howard	Casey	Four Year College-Ag Major
Hutchinson	Laura	Location or Position Unknown-
Irvine	Lauren	Two Year College-Non-Ag Major
Loff	Kelly	Four Year College-Non-Ag Major
Martinez	Diana	Four Year College-Non-Ag Major
Milner	Lindsey	Four Year College-Ag Major
Navarro	Perla	Two Year College-Non-Ag Major
Perez	Samantha	Two Year College-Ag Major
Pinheiro	Jacob	Two Year College-Ag Major
Rowley	Chase	Location or Position Unknown-
Salter	Peter	Two Year College-Non-Ag Major

Printed: 10/7/2008 8:03:46 AM

Count: 21

## Graduate Follow-up Report

Year=2008

# CA0230 Santa Ynez  
Santa Ynez Valley UHS  
Santa Ynez, CA 93460

Printed: 10/7/2008 8:04:48 AM

Total Seniors (Year=2007 ):	42
Total Seniors having completed 3 or more years of Ag Instruction:	21
<b>Program Completer Status</b>	
Two Year College Ag Major	3
Two Year College Non-Ag Major	8
Four Year College Ag Major	3
Four Year College Non-Ag Major	3
Employed - Parttime Ag Job	1
Employed - Fulltime Ag Job	1
Location or Position Unknown	2

---

[CalAgEd Home](#) | [R-2 Home](#) | [R-2 Online Home](#) | [Roster](#) | [Teacher](#) | [FAQ](#) | [Help](#) | [Log Out](#)  
Site developed and maintained by [ATI Net](#), California State University, Fresno with funds from the [California Department of Education](#),  
Agricultural Education Unit.

## PROCEDURE

1. Fill out as students are placed in OJT sites.
2. Keep on file in classroom.
3. Send updated copy to the ROP office every four weeks with appointment.

[illegible]

James

## R.O.P. ANIMAL CARE I &amp; II

STUDENT	TRAINING SITE	SITE SUPERVISOR	PHONE#	TRAINING HOURS	START DATE	END DATE	COMMUNITY CLASS	CO-OP CLASS	WORK PERMIT ON FILE	TRAINING PLAN & AGREEMENT
Agin, Wade	Agin Fencing	Bill Agin	688-3381	PM's & weekends	9/2/97		X			X
Bernstein, Lori	Schaller Farms	Beanie Schaller	688-2707/5564	W 3-5/ WE varies	10/15/97		X			X
Branquinho, Luke	Branquinho Ranch	John & Brandy Branquinho	344-4565	W 3-5/WE 8-5	9/2/97		X			X
Brown, Robin	SVS 4-H Hearts / Dr. Evans	Jan Brown	686-1106	PM's & weekends	9/2/97		X			X
Duckett, Michelle	Buelton Livestock Market	Beth Komenda	688-6491	Alt. Thurs 1-5	9/15/97			X	X	X
Duckett, Michelle	Jedlicka's	Bill Kratka	688-2626	Sat 9-5/Sun 10-4:30	9/2/97			X	X	X
Duckett, Michelle	Buelton Livestock Market	Beth Komenda	688-6491	Alt. Thurs 1-5	9/2/97			X	X	X
Dunn, D.J.	Jedlicka's	Bill Kratka	688-2626	Sat 9-5/Sun 10-4:30	9/2/97			X	X	X
Dunn, D.J.	Santa Ynez High School Farm	Kathy Bibby	688-6487	PM's & weekends	9/2/97		X		X	X
Flora, Missy	Demetri's Arabians	Jim Turk	688-4049	PM's & weekends	10/1/97	10/16/97	X			X
Giorgi, Amber	Nojoqui Falls Ranch	Bill & Gail Georgi	688-6986	PM's & weekends	9/2/97		X			X
Gonsalves, Cody	TP-4 Ranch	Lori & Frank Gonsalves	344-2533	W 4-6/WE 8-5	9/2/97		X			X
Gonzales, Robert	Buelton Livestock Market	Beth Komenda	688-6491	Alt. Thurs 1-5	9/2/97			X	X	X
Gonzalez, Ray	Costa Farming	Richard Costa	735-8035	PM's & weekends	9/22/97		X			X
Gould, Cheri	Rancho Salspuedes	Gary Gould	968-7851	PM's & weekends	9/2/97		X			X
Hollister, Brad	Horse Housing	Kenny Hollister	688-3596	weekends	9/2/97			X	X	X
Kegan, Connor	Solvang Vet Hospital	George Bertram, DVM	688-6484	W 2:30-5/WE varies	10/1/97		X			X
Knauss, Joshua	Rancho Los Cruzitas	Joe Alegria	688-5376	PM's & weekends	starts late Nov.					
Knauss, Joshua	Santa Ynez High School Farm	Kathy Bibby	688-6487	PM's & weekends	9/2/97			X	X	X
Kratka, Steve	Jedlicka's	Bill Kratka	688-2626	Sat 9-5/Sun 10-4:30	9/2/97			X	X	X
Larsen, Danica	Alamo Pintado Equine Clinic	Doug Herthel DVM/ Darcy	688-6510	weekends/occ. weekdays	9/20/97		X			X
Marks, Michelle	Paragon Arabians	Christine Krauch	688-9990	alt. W 3-5, WE varies	10/7/97		X			X
Martino, Aleah	Kristen Ferguson Stables	Kristen Ferguson	686-3014	W 3-5, WE varies	9/2/97		X			X
Moniot, Melanie	Breiner Cat Rescue	Shirley Breiner	688-7500	varied afternoons	9/15/97	9/29/97	X			X
Panel, Joey	Poultry Express	Dan Panel	686-4180	PM's & weekends	9/2/97		X			X
Ramirez, Anselmo	Hillview Farms	Luis Ramirez	688-0079	W 3-5/WE 8-5	9/2/97		X			X
Snyder, Brooke	Westwinds Training Center	Don Goodwin	688-1994	W 2:30-5/WE varies	9/15/97		X			X
Snyder, Brooke	Breiner Cat Rescue	Shirley Breiner	688-7500	varied afternoons	9/15/97	9/29/97	X			X
Soria, Vanessa	Buelton Livestock Market	Beth Komenda	688-6491	Alt. Thurs 1-5	10/14/97			X	X	X
Soria, Vanessa	Country Acres Kennel	Alinda Soria	688-0227	varied afternoons	9/2/97		X			X
Stribling, Denise	LJ Orphan Hammies	Sue Parkinson	688-3632	PM's & weekends	10/9/97		X			X
Stribling, Denise	Breiner Cat Rescue	Shirley Breiner	688-7500	varied afternoons	9/15/97	9/29/97	X			X
Tavis, Krista	Specifically Equine Vet	Joan Samuels, DVM	688-2334	PM's & weekends	9/2/97			X	X	X



## RECRUITMENT PROGRAM

In the Santa Ynez valley, there are six schools which feed into the high school: Solvang, Ballard, College, Vista Del Mar, Los Olivos and Jonata schools. All of the schools are contacted in late February and March to set up a time when current agriculture students may visit the eighth grade students. Sign up of incoming ninth graders occurs in April, and it is important to do the recruitment program well before this time. It allows us to contact parents, answer questions, and speak with the counselors concerning enrolling new students.

The students who visit the various schools are graduates of that school, as well as two or three current officers. The recruitment group practices their program before the presentation, which includes; how to get the eighth graders' attention, that agriculture courses are fun, hands-on activities, students get to work with animals on the school farm, it's not just for "Aggies", the potential to make money, travel, meet people, awards, recognition, leadership, etc. The department made a video last year to show at the recruitment presentations. It contains students working in the shop, at the school farm, newborn animals, students participating in rodeo events, scenes from the national convention and local meetings. The presenting students do not wear their uniforms, dressing casually, but neat and clean. Uniforms tend to discourage students from becoming involved.

The typical presentation lasts about twenty minutes. This includes questions and answers, and time to fill out the information form. This form includes the incoming ninth graders' name, address, phone number, parents' name and if they are very interested, somewhat interested or not interested in taking an agriculture class. Any form that indicates students are somewhat or very interested in enrolling in agriculture courses receive a letter to the parents. The letter invites students and parents to consider enrollment in agriculture courses, a flyer describing the courses offered and the advantages of becoming involved in the program.

Last year was the first year letters were sent home. This proved very successful, as currently there are thirty students enrolled in the Introduction to Agriculture course, with many first year students enrolled in Home & Ranch Mechanics.

## 8th. Grade Recruitment

1. Introduce yourselves and tell what grade you are in school
2. Third (or fourth) person enters and asks about "FFA & aggies"
3. Ask questions of students and relate their answers to Ag. classes

What is your favorite class and why?

What is your most enjoyable school activity?

What do you plan to do when you finish high school?

Define Agriculture

Are you interested in learning about animals and plants? If yes,  
explain

Define fun

Do you enjoy hands-on learning activities?

Do you enjoy being indoors or outdoors most of the time? Why?

4. Show film
5. Encourage students to sign up for Introduction to Agriculture in high school
  - hands-on
  - it's fun
  - get to work together
  - minimum of homework
  - get to know people
  - travel
  - make money
6. Pass out information sheet, have students fill them out and collect them.  
Pass out flyer
7. Ask if there are any questions
8. Thank the students and teachers for their time, Hope to see you next year at the high school

## **8th. Grade Recruitment**

Introduce yourselves, grade in school

Attention "getter"

*ask questions, such as:*

Name careers in agriculture other than: Rancher, Farmer or Veterinarian. (Just about anything can be related to Ag.) Give out a couple of pencils for outstanding answers

Name agricultural businesses that are in our community. (ranching, grapes, cattle, flower growers, horses, etc.) more pencils

What type of agriculture products do you use everyday? (food, clothing) more pencils

Did you know the following people were in agriculture classes and participated in FFA? Bo Jackson, George Strait, Jimmy Carter, Art Green (Green Bothers Band) Zaca Creek Band members

**What do you do in Ag. classes that's different**  
**classes**

little homework  
hands on working with ?  
get to go outside

**FFA**

travel  
meet new friends  
make money  
?

**show video**

**pass out information sheets & collect**

**pass out course description sheet**

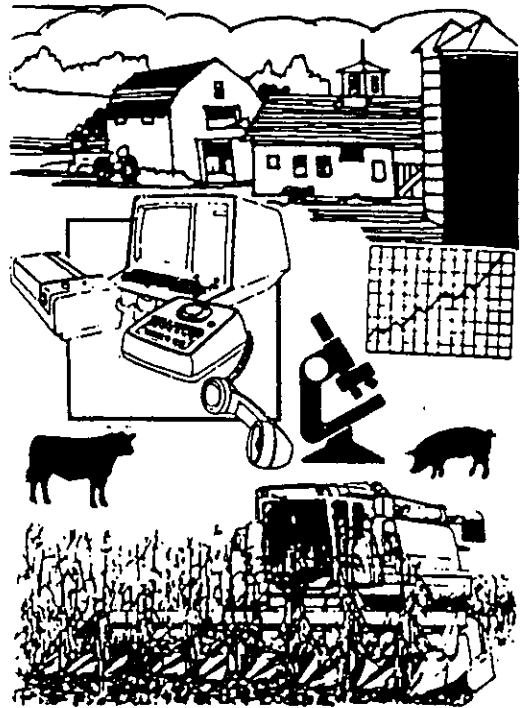
# AGRICULTURAL EDUCATION

ARE YOU LOOKING TO . . .

- get a job after high school?
- attend community college?
- attend a four-year college?

DO YOU HAVE AN INTEREST IN . . .

- animals?
- plants?
- mechanics?
- nature?
- business?
- awards?
- leadership?
- traveling?
- money?
- having fun?
- meeting people?



IF YOUR ANSWER IS "YES" TO ANY OF THE ABOVE,  
WHILE AT SANTA YNEZ YOU SHOULD CONSIDER . . .

## AGRICULTURAL EDUCATION

AGRICULTURE IS A VERY IMPORTANT PART OF THE SANTA YNEZ VALLEY.  
SANTA YNEZ HIGH TEACHES AGRICULTURE EDUCATION BY USING  
CLASSROOM INSTRUCTION, THE FFA PROGRAM, AND SUPERVISED  
OCCUPATIONAL EXPERIENCE PROGRAMS.

### **SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM (SOEP)**

in agriculture is the individual student application of knowledge in an activity outside the classroom, supervised by the instructor.

**CLASSROOM INSTRUCTION** brings together all elements of the agriculture program in the same setting. Agriculture science and information are taught along with the FFA and SOEP.

**FFA ORGANIZATION (FFA)** activities and award programs complement instruction in agriculture education by giving students practical experience in the application of skills and knowledge gained in classes. A major emphasis of FFA is the development of leadership skills and abilities to prepare young people for leadership roles in their careers.

## So ... how does Agriculture fit into my schedule?

Are you college bound? Agriculture courses are *UC & CSU approved*, which means they are accepted for admission to any University in California!!!

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
ENGLISH	CP English 1, English 1, or Honors English	CP English 2, English 2, or Honors Eng. 2	CP English 3, English 3, or Honors Eng. 3	CP English 4, English 4, or AP English 4
MATH	Math A, Algebra 1, Geometry, Honors Geom.	Algebra 1, Algebra 1A or 1B, Geometry, Honors Geom.	Algebra 2, Geometry, Honors Geom., Pre-Calculus	Geometry, Honors Geom., Pre Calculus, Hon. Calculus, AP Calculus
SOCIAL STUDIES	Freshmen Core	World Cultures, AP European History	US History, AP US History	CP Government/ <b>AG BUSINESS &amp; ECONOMICS</b>
SCIENCE	Physical Science	<b>AG BIOLOGY</b>	Chemistry, Applied Chemistry, AP Biology	AP Chemistry, AP Biology, Physics, Conceptual Physics
AGRICULTURE	<b>AG SCIENCE</b>	<b>YOUR CHOICE OF AG COURSE</b>	<b>YOUR CHOICE OF AG COURSE</b>	<b>YOUR CHOICE OF AG COURSE</b>
PHYSICAL EDUCATION	Freshmen P. E.	Your choice of P.E. courses		
ELECTIVES	Foreign Language	Foreign Language	Fine Arts course	Fine Arts Course

**Agriculture classes are a *great* way to put you on track for college!!!**

The following agriculture courses are approved for college credit:

- ❖ *Agriculture Science* – G-College Elective for UC & CSU
- ❖ *Agriculture Biology* – D-Lab Science credit for UC & CSU
- ❖ *Agriculture Business & Economics* – G-College Elective for UC & CSU
- ❖ *ROP Ornamental Horticulture* – G-College Elective for UC & CSU
- ❖ *ROP Animal Care* – D-Lab Science for UC & CSU

# Santa Ynez Valley Union High School

P.O. Box 398, Santa Ynez, CA 93460  
(805) 688-6487, ext. 3219 kbibby@syvuhsd.org

March 3, 2008

Dear Parents of Incoming Ninth Graders:

**CONGRATULATIONS!** Your son/daughter expressed an interest in taking an agriculture class when they enter high school next year. Their interest in agriculture will give them opportunities not available anywhere else at Santa Ynez High School! Leadership development, career awareness and agriculture education are featured in all agriculture courses.

Agriculture Science is designed for freshmen students interested in agriculture. No prior agriculture experience is needed. Curriculum centers on livestock and plant production in California, career exploration and leadership skills. Learning is presented to students in a "hands-on" manner. With a four-acre school farm on campus, students have the opportunity to practice agriculture skills first hand. A small flock of sheep, hog and beef facilities, a greenhouse and garden area, and a fully equipped mechanics shop let the student's apply knowledge acquired in the classroom.

Agriculture Science meets University of California and California State University entrance requirements for an elective. By enrolling in Agriculture Science, your student will be a member of the National and State FFA Organization. The FFA offers members leadership opportunities not available in any other organization. Public speaking, parliamentary procedure, leadership conferences, scholarships, awards and travel are just a few of the activities your son/daughter could become involved in.

Agriculture Science is a fun, hands-on learning experience available to all students, with or without any previous agriculture experience. Please review the enclosed flyer and consider Agriculture Science for your incoming ninth grader. If you have any questions please contact me at 688-6487, ext. 3219 or [kbibby@syvuhsd.org](mailto:kbibby@syvuhsd.org)

I look forward to having your student in the agriculture department next school year!

Sincerely,



Kathy Bibby  
Agriculture Instructor  
Santa Ynez High School

NAME \_\_\_\_\_

ADDRESS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PARENTS NAME

\_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

- ☐ I am very interested in taking an agriculture class
- ☐ I am somewhat interested in taking an agriculture class
- ☐ I am not interested

NAME \_\_\_\_\_

ADDRESS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PARENTS NAME

\_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

- ☐ I am very interested in taking an agriculture class
- ☐ I am somewhat interested in taking an agriculture class
- ☐ I am not interested



STAFF IN-SERVICE RECORD  
2007-2008

Kathy Bibby

DATE	HOST	IN-SERVICE
8-24	SYHS	District in-service
8-25	SYHS/ROP	District in-service
9-8	CATA	Sectional meeting
10/11-12	CATA	Regional meeting
11-12	CATA	Sectional meeting
12/14	CATA	Road Show
1-28	CATA	Sectional meeting
2-25	CATA	Regional meeting
5-6	CATA	Sectional meeting
Flex days	SYHS	Various training sessions

Janet Kraus

DATE	HOST	IN-SERVICE
8-24	SYHS	District in-service
8-25	SYHS/ROP	In-service
Flex days	SYHS	Various training sessions

## STAFF MINUTES

The electives department meets once a month. This meeting is a combination of many different disciplines: agriculture, automotive, health, drafting, video, photography, marketing and merchandising.

The agenda at the meetings depends upon topics set by administration. The agendas range from budgets to class sizes, future in-service topics, and general school issues.

The agriculture teachers meet informally. Kathy Bibby teaches a full schedule with Janet Kraus teaching one section of Animal Science. Minutes are not taken.

# **SANTA YNEZ HIGH SCHOOL**

## **Electives Department Minutes 10-13-08**

Members Present: Cheryl Lee, Lance Ideker, Peggy Yarnell, Mark Peterschick, and Joe Graack. Vicki Story at County Office of Ed and Kathy Bibby at the Green House Walk Thru.

### **Budget Freeze**

Budget situation was explained.

### **Professional Development Plan**

FLEX day – Monday, November 24, 2008. The Electives Department will continue to collaborate on the alignment of Electives courses with state content standards.

### **Board Presentation Schedule**

Most of the department would fall into one of these two presentations:

February	ROP Electives
May	Fine Arts Department

Areas of Focus will be on:

- Areas of growth/improvement seen based on standardized test results
- 2008-2009 target area(s) for academic growth
- Plan for improvement with measurable goals/timelines attached
- Department areas that are particularly strong/working well
- Any ideas you'd like to share about future department direction

### **CST Spring Schedule**

- The electives department is unanimous in wanting to keep the current process and schedule as is.

### **At Risk Intervention Plan**

The Electives department would like to see counselors meet with any student who has one F grade at progress report time or at the end of a quarter/semester.

## Electives Department Minutes- 9/15/08

Members Present: Joe Graack, Kathy Bibby, Peggy Yarnell, Erik Wordal, Vicki Storey, Mark Peterschick, Lance Ideker, and Cheryl Lee.

### **6<sup>th</sup> Assignments**

Department members were going to send their 6<sup>th</sup> assignment lists to Donna F. by Friday, September 26<sup>th</sup>.

All members were unanimous in their belief that services provided to students during what would otherwise be a 'duty free' time period should continue to be allowed to count for 6<sup>th</sup> assignment hours.

### **Academic Tutorials**

As of now no members of the department are available for Academic tutorials.

### **Class Sizes**

Department members are aware of certain situations and understand that it may take some time to work out the logistics of large class sizes.

### **Budget Evaluation/Updates**

Procedures for purchase orders were reviewed.

### **Back To School Night**

Teachers should be prepared to start meeting parents in their room at 6:55 PM on Wednesday, September 17<sup>th</sup>.

### **Flex Day Monday**

All members of the department are going to send Joe a list of proposed collaboration events by Friday, September 19<sup>th</sup> so that these may be forwarded to Suzanne by the morning of September 22<sup>nd</sup>.

### *Electives Department Minutes*

Members Present: Kate Pace, Erik Wordal, Joe Graack, Peggy Yarnell, and Vicki Storey.

1. Parent Teacher Conferences- Our department recommends that we eliminate the minimum day and have parents call teachers directly if an intervention is needed.
2. STAR Prep- Our department is very appreciative of the administration's effort to collect and raffle away prizes.
3. Reviewed staffing issues. How would the art requirement be handled at Refugio H.S.?
4. Facilities update.
5. Staff development day will QES and ROP. Others need to report to Jerry what they will be working on that day.
6. Senior Activity sheets can be found in the office.
7. Department members will e-mail Jerry with suggestions on WASC issues.
8. People who have used both Aeries and MTG gradebooks are not in favor of switching to Aeries due to many problems they have encountered before.
9. Department members were reminded to turn in attendance verifications on time to Richeon.
10. Department members would like to see changes made to the end of the year staff luncheon, in terms of location, food, etc. Maybe a potluck, eating at a restaurant, barbequing at a park, recognizing retirees, etc.

## Electives Department Minutes- 3/17/2008

- Discussed the special education binders that we will be receiving shortly.
- Vicki Story gave an update on some technology issues regarding the new student accounts and e-mails.
- Reviewed the timetable in the principal search. Our department was unanimous in our appreciation of Tory stepping forward to represent our interests in this search.
- Vicki Storey will cover the April Principal's Council and Peggy Yarnell will cover the May Principal's Council for Joe Graack who will be gone with the golf team those days.
- Lastly, teachers were reminded to make contact with parents and guidance counselors about students who are in danger of failing.

Department Meeting 12-10-07

Members Present: Vicki, Kate, Peggy, Lance, and Joe

1. QES training for acquisition of scores/data information is with Norm.
2. Academic Integrity suggestions were reviewed.
3. Co-curricular contracts and those affected were discussed.
4. Attendance and tardy policy was reviewed. According to many teachers in the department, many students were concerned about the sweeps. Additionally, many students have said that if they are 'locked out' that they are just going to leave campus. Hopefully we can have the gates locked or security posted at exit points to stop this from happening.
5. Sub coverage information was given to department members from the discussion at Principal's Council. Jerry Swanitz would like to see an effort made by departments to cover from within when a teacher has advanced warning of an absence. Teachers should not be getting any 'additional' pressure to sub during their prep period if they have said no and do not wish to cover during that period.



LOC	CLASS	TYPE	Field3	DESCRIPTION	SB TAG#	SERIAL #
692	256 SYHS/AC	AQUARIUM		WARDS FISH FARM	SB16981	
693	256 SYHS/AC	BULLETIN BOARD		BOONE 3 X 6	SB15076	
694	256 SYHS/AC	COLOR CAMERA W/MOUNT		COLOR CAMERA W/MOUNT CK1000	SB5621	SN1120
695	256 SYHS/AC	COMPUTER		PREMIO 450	SB12391	
696	256 SYHS/AC	COMPUTER		ON SITE P4	SB14598	
697	256 SYHS/AC	FLORAL MERCHANDISER		TRUE, TRUGDM72FC	SB16895	5068633
698	256 SYHS/AC	LIVESTOCK SCALE		PAUL SCALE Z07288N	SB13311	802-809174
699	256 SYHS/AC	PREGNANCY DETECTOR		SHEEP ANIMARK PREMATIC 3	SB8575	611503
700	256 SYHS/AC	SHEEP SQUEEZE (TILT TABLE)		NASCO	SB11298	
701	256 SYHS/AC	TV SET		TOSHIBA 32"	SB15522	
702	256 SYHS/LM	ALUMINUM CHUTE		SULLIVAN 7	SB15625	-
703	256 SYHS/LM	HOG SCALE		NASCO SCALE 500LB CAPCTY/TRK	SB16229	272115

add be  
O.H.S. →  
5

Livestock management items have a check mark

# 696 - computer, description is "on site P4" } I don't have, I don't know  
# 695 - computer Premio 450 } of these is Janet's or not

highlighted items belong to Janet Kinans' class

**SANTA YNEZ VALLEY UNION HIGH S2003/2004**

20340178	204424 Bibby	01.3550.0.1 Epson Proj CCS Prese	\$2,296.51	1/16/2004	98592/MOI
20340017	204503 Bibby	01.3550.0.1 TIG WeldePraxair	\$1,868.39	3/19/2004	LE095421

**SANTA YNEZ VALLEY UNION HIGH S2003/2004**

ROP SB1567	Bibby	01.3550.0.3 Plasma Cu Plasma Cu Tagged by	\$3,000.00	1/27/2005	
------------	-------	---	------------	-----------	--

VOC ED-AG  
ROP-Welding

6/6/2006  
6/6/2006

Ag Dept

**Support Material 15:  
Advisory  
Committee  
Meeting Agendas**



# Santa Ynez High School Agriculture Department

## Support Material 15: Advisory Committee Meeting Agendas

The Advisory Committee Meeting Agendas help guide the focus of our meetings. It is critical to maximize our time with these important members of the community and not waste their precious time.



Santa Ynez High School 2975 East Highway 246 Santa Ynez, California 93460 Phone: 805-688-6487

## **Advisory Committee Meeting**

December 12, 2012

Santa Ynez High School

### **AGENDA**

**5pm**

**Welcome & Dinner**

**Introductions**

**Discussion of the Purpose of the Meeting**

**Review and Approval of Minutes from Previous Meeting**

#### **Review of Program Status**

- Class Enrollment and teaching status
- FFA Activities
- SAE projects/work experience
- Upcoming events

**Suggestions and Recommendations**

**Set Date for Next Meeting**

**Adjourn Meeting**



Santa Ynez High School 2975 East Highway 246 Santa Ynez, California 93460 Phone: 805-688-6487

## Advisory Committee Meeting

January 15, 2014

Santa Ynez High School

### AGENDA

5pm

Welcome & Dinner

Introductions

#### Old Business

Review and Approval of Minutes from Previous Meeting

#### New Business

##### **Review of Program Status**

- Class Enrollment and teaching status
- FFA Activities
- SAE projects/work experience
- Upcoming events

Suggestions and Recommendations

Set Date for Next Meeting

Adjourn Meeting



**Support Material 16:  
Advisory  
Committee  
Meeting Minutes**

# Santa Ynez High School Agriculture Department

## Support Material 16: Advisory Committee Meeting Minutes

Our agriculture program meets formally with our Advisory Committee Meeting at least once per year to talk about the direction and modification of our program as we grow and change.

We need to meet more often with our Advisory Committee since we did not meet with our Advisory Committee a second time this year per the Agriculture Incentive Grant requirements. We hope to have a summer meeting before our school starts next year so that we have adequate time to implement suggestions and changes.

**REGIONAL OCCUPATIONAL PROGRAM  
ADVISORY COMMITTEE MINUTES OF THE MEETING**

Program: Ornamental Horticulture Date: 12/12/12  
Location: Santa Ynez High School Time: 5.30 PM  
District: Santa Ynez Valley Union High School District

1. Meeting called to order by: Heather Clement Time: 5.33 PM

2. Discuss the purpose of the meeting:

3. Introduction of Committee Members - 5 Minutes

A. Business and Industry Members & Guests

Name	Title	Employer/Affiliation
<u>John Petersen</u>	<u>Owner/Supervisor</u>	<u>Petersen Properties</u>
<u>Genevieve Phillips</u>	<u>Ag. Teacher</u>	<u>N/A</u>
<u>Chris Bishop</u>	<u>Supervisor</u>	<u>Granite Construction</u>
<u>Jim Kotsbar</u>	<u>Supervisor/Owner</u>	<u>Orchid Grower</u>
<u>Bob Shaw, DVM</u>	<u>Vet</u>	<u>Veterinary Medicine</u>
<u>Melissa Shaw</u>	<u>Guidance Specialist</u>	<u>SYHS</u>
<u>Jackie Jaenicke</u>	<u>Retired Ag. Teacher</u>	<u>Lompoc HS</u>
<u>Casey Howard</u>	<u>Pest Inspection</u>	<u>CA Dept of Ag.</u>

B. ROP Staff/Others

Name	Title	Employer/Affiliation
<u>Kathy Bibby</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Heather Clement</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Julie Laughton</u>	<u>Student Teacher</u>	<u>SYHS</u>

4. Review/Approval of the Minutes of Last Meeting - 2 Minutes

Distribute minutes of last meeting and ask the group to read them. If new members are present, discuss duties of the advisory committee.

Does anyone have any additions or changes?

There were no additions or changes made to the minutes.

5. Review of relevant data - 5 - minutes

5.1 Job market/future trends/high wage/significant wage increase opportunities

- 5.2 Student enrollment
- 5.3 Number of completers/graduates/individuals with earned skill certificates
- 5.4 Course duplication

Distribute job Market/Future Trends and relevant Data

**Inquiry:** Does it reflect what is happening with your industry/business?

Does anyone have any comments or suggestions?

Current enrollment in classes: Ag Earth Science - 2 sections (63 Students), Ag Biology - 2 sections (62 Students)

Horticulture - 1 section (31 Students), Ag Mechanics - 1 section (24 Students),

Ag Govt/Economics - 1 Section (23 Students). Enrollment in Livestock Management- 24 Students

Continued strong interest in all agriculture classes.

#### 6. Review Industry Certifications - 5 minutes

Distribute your current industry certifications

**Inquiry:** What certifications will help prepare students for a job in this industry?

What certifications do you recommend?

Students need to have basic plant care skills, care for plants, transplant, water properly, harvest flowers

and vegetables, propagate plants and have a basic understanding of soils and nutrient requirements for

plants. Students need basic work ethics, speaking, writing and communication skills.

#### 7. Review/Develop required skills for Certificates of Competency - 5 minutes

Review competencies listed on student competency list

**Inquiry:** Does it reflect what is required by your industry/business?

Good discussion about what is expected in the industry. Trainability, work ethic and basic math skills

continue to be important hiring factors in the agriculture industry. Students need to understand that they

are responsible for getting tasks done on time and efficiently using critical thinking skills. Basic under-

standing of plant growth, development, care, transplanting, irrigation, pest and weed identification,

plant propagation techniques, trends in the horticulture industry (Integrated pest management, organic

vegetable production). The special projects of grafting apple trees and growing acorns are still in place

and will occur again this school year.

Trainability, work ethics and desire to work were emphasised throughout the meeting.

#### 8. Review Internship/CC/CVE - 5 minutes

Discuss your current internships, community classroom, and cooperative vocational education sites

**Inquiry:** What entry-level jobs would be available to high school students?

Does anyone have any additions or changes?

The horticulture industry is willing employ students out of high school so long as they have the foundation

of skills that include; basic plant knowledge and critical thinking and problem solving skills, customer

relations and work ethics.

#### 9. Suggestions and recommendations - 5 - 10 minutes

Open discussion and ask group what suggestions/recommendations they have for improving the program.

**Inquiry:** What do we need to change - to improve the program?

Is there any aspect of the program we need to discuss that hasn't been covered?

\*Encourage students to enroll in Horticulture II.

\*Encourage student to continue the development of job skills and ethics.

\*Have a "teacher shadow day" for administrators. Administration needs to realize all teachers do and how many students teachers interact with during the course of a day. Invite admin to the apple grafting.

\*Individuals agreed that this class is extremely important in developing student responsibility and experience

\*Consideration of a viticulture course addition. Concern of taking away enrollment from horticulture.

**10. Motion to support continuing the program - 1 minute**

Advisor motions to support continuing the program.

Ask for "ayes" and "nays".

Record who voted "aye" and "nay".

Note total numbers of "ayes" and "nays".

Advisor Name	Support	Probation	Discontinue
All in attendance voted to continue the program			

**11. Set date and item for next meeting - 1 minute (Optional)**

To be determined

**12. Adjourn**

Thank the advisors for their participation

Adjourned at 5:57

**13. Name of person taking/preparing the minutes**

Kathy Bibby



**REGIONAL OCCUPATIONAL PROGRAM  
ADVISORY COMMITTEE MINUTES OF THE MEETING**

Program: Agriculture Mechanics Date: 12/12/12  
Location: Santa Ynez High School Time: 6.30 PM  
District: Santa Ynez Valley Union High School District

1. Meeting called to order by: Kathy Bibby Time: 7:12 AM

2. Discuss the purpose of the meeting:

3. Introduction of Committee Members - 5 Minutes

A. Business and Industry Members & Guests

Name	Title	Employer/Affiliation
<u>John Petersen</u>	<u>Owner/Supervisor</u>	<u>Petersen Properties</u>
<u>Genevieve Phillips</u>	<u>Ag. Teacher</u>	<u>N/A</u>
<u>Chris Bishop</u>	<u>Supervisor</u>	<u>Granite Construction</u>
<u>Will &amp; Katie Hames</u>	<u>Supervisor/Owner</u>	<u>Hames Construction</u>
<u>Dirk &amp; Connor Wolford</u>	<u>Owners</u>	<u>Wolford Construction</u>
<u>Melissa Shaw</u>	<u>Guidance Specialist</u>	<u>SYHS</u>
<u>Tony Howard</u>	<u>Owner</u>	<u>Howard Engineering</u>
<u>Casey Howard</u>	<u>Pest Inspection</u>	<u>CA Dept of Ag.</u>

B. ROP Staff/Others

Name	Title	Employer/Affiliation
<u>Kathy Bibby</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Heather Clement</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Julie Laughton</u>	<u>Student Teacher</u>	<u>SYHS</u>

4. Review/Approval of the Minutes of Last Meeting - 2 Minutes

Distribute minutes of last meeting and ask the group to read them. If new members are present, discuss duties of the advisory committee.

Does anyone have any additions or changes?

There were no additions or changes made to the minutes.

5. Review of relevant data - 5 - minutes

5.1 Job market/future trends/high wage/significant wage increase opportunities

- 5.2 Student enrollment
- 5.3 Number of completers/graduates/individuals with earned skill certificates
- 5.4 Course duplication

Distribute job Market/Future Trends and relevant Data

**Inquiry:** Does it reflect what is happening with your industry/business?

Does anyone have any comments or suggestions?

Current enrollment in classes: Ag Earth Science - 2 sections (63 Students), Ag Biology - 2 sections (62 Students)

Horticulture - 1 section (31 Students), Ag Mechanics - 1 section (24 Students),

Ag Govt/Economics - 1 Section (23 Students). Enrollment in Livestock Management- 24 Students

Continued strong interest in all agriculture classes.

**6. Review Industry Certifications - 5 minutes**

Distribute your current industry certifications

**Inquiry:** What certifications will help prepare students for a job in this industry?

What certifications do you recommend?

Students need to have basic mechanics skills, tool identification, math and math related skills, common sense to ask questions, willingness to work and safety knowledge.

**7. Review/Develop required skills for Certificates of Competency - 5 minutes**

Review competencies listed on student competency list

**Inquiry:** Does it reflect what is required by your industry/business?

Good discussion about what is expected in the industry. Trainability, work ethic and basic math skills continue to be important hiring factors in the agriculture industry. Students need to understand that they are responsible for getting tasks done on time and efficiently using critical thinking skills. Basic understanding of willingness to work, working in a structured environment, employers expectations, proper workplace behavior, interview and speaking skills. Students need to have high standards, know what an employer expects at the end of the day, ability to complete small tasks that leads to bigger responsibilities. Safety is a huge issue with mechanics: students to wear at all times: eye protection, ear protection and gloves. Wear proper clothing and footwear. Students should be able to complete tasks in front of supervisor.

**8. Review Internship/CC/CVE - 5 minutes**

Discuss your current internships, community classroom, and cooperative vocational education sites

**Inquiry:** What entry-level jobs would be available to high school students?

Does anyone have any additions or changes?

The horticulture industry is willing to employ students out of high school so long as they have the foundation of skills that include: basic plant knowledge and critical thinking and problem solving skills, customer relations and work ethics.

**9. Suggestions and recommendations - 5 - 10 minutes**

Open discussion and ask group what suggestions/recommendations they have for improving the program.

**Inquiry:** What do we need to change - to improve the program?

Is there any aspect of the program we need to discuss that hasn't been covered?



\*Encourage students to enroll in Agriculture Mechanics II and Automotive courses.

\*Encourage student to continue the development of job skills and ethics.

\*Have a "teacher shadow day" for administrators. Administration needs to realize all teachers do and how many students teachers interact with during the course of a day. Invite admin to the shop and see.

\*Individuals agreed that this class is extremely important in developing student responsibility and experience

Work on growing the department by expanding course offerings. Courses to consider: Ag Chemistry, Viticulture.

**10. Motion to support continuing the program - 1 minute**

Advisor motions to support continuing the program.

Ask for "ayes" and "nays".

Record who voted "aye" and "nay".

Note total numbers of "ayes" and "nays".

Advisor Name	Support	Probation	Discontinue
All in attendance voted to continue the program			

**11. Set date and item for next meeting - 1 minute (Optional)**

To be determined

**12. Adjourn**

Thank the advisors for their participation

Adjourned at 5:57

**13. Name of person taking/preparing the minutes**

Kathy Bibby

**REGIONAL OCCUPATIONAL PROGRAM  
ADVISORY COMMITTEE MINUTES OF THE MEETING**

Program: Livestock Management Date: 12/12/12  
Location: Santa Ynez High School Time: 6:00 PM  
District: Santa Ynez Valley Union High School District

1. Meeting called to order by: Heather Clement Time: 6:03 PM

2. Discuss the purpose of the meeting:

3. Introduction of Committee Members - 5 Minutes

A. Business and Industry Members & Guests

Name	Title	Employer/Affiliation
<u>Dirk and Connor Wolford</u>	<u>Owner/Supervisor</u>	<u>Wolford Construction</u>
<u>Genevieve Phillips</u>	<u>Ag. Teacher</u>	<u>N/A</u>
<u>Chris Bishop</u>	<u>Supervisor</u>	<u>Granite Construction</u>
<u>Randy Jones</u>	<u>Supervisor/Owner</u>	<u>Insurance/Swine Farmer</u>
<u>Bob Shaw, DVM</u>	<u>Vet</u>	<u>Veterinary Medicine</u>
<u>Melissa Shaw</u>	<u>Guidance Specialist</u>	<u>SYHS</u>
<u>Jackie</u>	<u>Retired Ag. Teacher</u>	<u>Lompoc HS</u>
<u>Casey Howard</u>	<u>Former student</u>	<u>Cal Poly Grad</u>

B. ROP Staff/Others

Name	Title	Employer/Affiliation
<u>Kathy Bibby</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Heather Clement</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Julie Laughton</u>	<u>Student Teacher</u>	<u>SYHS</u>

4. Review/Approval of the Minutes of Last Meeting - 2 Minutes

Distribute minutes of last meeting and ask the group to read them. If new members are present, discuss duties of the advisory committee.

Does anyone have any additions or changes?

There were no additions or changes made to the minutes.

5. Review of relevant data - 5 - minutes

5.1 Job market/future trends/high wage/significant wage increase opportunities

- 5.2 Student enrollment
- 5.3 Number of completers/graduates/individuals with earned skill certificates
- 5.4 Course duplication

Distribute job Market/Future Trends and relevant Data

**Inquiry:** Does it reflect what is happening with your industry/business?  
Does anyone have any comments or suggestions?

Current enrollment in classes: Ag Earth Science - 2 sections (63 Students), Ag Biology - 2 sections (62 Students)

Horticulture - 1 section (31 Students), Ag Mechanics - 1 section (24 Students),

Ag Govt/Economics - 1 Section (23 Students), Enrollment in Livestock Management- 24 Anticipated Students

Continued strong interest in agriculture classes, especially Livestock Management.

**6. Review Industry Certifications - 5 minutes**

Distribute your current industry certifications

**Inquiry:** What certifications will help prepare students for a job in this industry?  
What certifications do you recommend?

Students need to have basic animal handling and care skills. Students need to be able to assess feed

and health regimes using scientific research. Need continued emphasis on problem solving and critical

thinking skills in livestock management.

**7. Review/Develop required skills for Certificates of Competency - 5 minutes**

Review competencies listed on student competency list

**Inquiry:** Does it reflect what is required by your industry/business?

Good discussion about what is expected in the industry. Trainability, work ethic and basic math skills

continue to be important hiring factors in the agriculture industry. Students need to understand that they

are responsible for getting tasks done on time and efficiently using critical thinking skills. Basic under-

standing of common maladies (worms, fevers, colds etc) in livestock and how to treat them using

foundational knowledge of animal husbandry is vital. Livestock Management class continues to

provide learning opportunities to students who would otherwise not be connected to the ag. Industry.

**8. Review Internship/CC/CVE - 5 minutes**

Discuss your current internships, community classroom, and cooperative vocational education sites

**Inquiry:** What entry-level jobs would be available to high school students?  
Does anyone have any additions or changes?

The livestock industry is willing to employ students out of high school so long as they have the foundation

of skills that include: basic animal health/handling/feeding knowledge and critical thinking and problem

solving skills.

**9. Suggestions and recommendations - 5 - 10 minutes**

Open discussion and ask group what suggestions/recommendations they have for improving the program.

**Inquiry:** What do we need to change - to improve the program?

Is there any aspect of the program we need to discuss that hasn't been covered?

\*Encourage students to enroll in Vet. Science to gain higher level feed, health and handling skills

\*Encourage student to continue the Livestock Management class all three years to increase experience.

\*Have a "teacher shadow day" for administrators. Administration needs to realize all teachers do and how many students teachers interact with during the course of a day. Invite admin to the fair.

\*Individuals agreed that this class is extremely important in developing student responsibility and experience

**10. Motion to support continuing the program - 1 minute**

Advisor motions to support continuing the program.

Ask for "ayes" and "nays".

Record who voted "aye" and "nay".

Note total numbers of "ayes" and "nays".

Advisor Name	Support	Probation	Discontinue
All in attendance voted to continue the program			

**11. Set date and item for next meeting - 1 minute (Optional)**

To be determined

**12. Adjourn**

Thank the advisors for their participation

Meeting was adjourned at 6:47pm

**13. Name of person taking/preparing the minutes**

Heather Clement

## REGIONAL OCCUPATIONAL PROGRAM ADVISORY COMMITTEE MINUTES OF THE MEETING

---

Program: Ornamental Horticulture Date: Jan. 15, 2014

Location: Santa Ynez High School, Room VE2 Time: 5:00 PM

District: Santa Ynez Valley Union High School District

1. Meeting called to order by: Kathy Bibby Time: 5:45 PM

- 2. Discuss the purpose of the meeting:**

- ### 3. Introduction of Committee Members - 5 Minutes

- ### A. Business and Industry Members & Guests

Name	Title	Employer
<u>Merle Miller</u>	<u>Volunteer</u>	<u>Farmer/Ranch</u>
<u>Casey Howard</u>	<u>Program Alumni</u>	<u>Crop Producti</u>
<u>Tony Howard</u>	<u>Volunteer, machinist</u>	<u>Tony Howard</u>
<u>Chris Bishop</u>	<u>Employee</u>	<u>Granite</u>
<u>Hans Duus</u>	<u>Owner</u>	<u>Blacksmith, w</u>
<u>John Petersen</u>	<u>Owner</u>	<u>Petersen Prop</u>

- ### B. ROP Staff/Others

Name	Title	Employer.
<u>Kathy Bibby</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Heather Clement</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Genievieve Bishop</u>	<u>Teacher</u>	<u>SYHS</u>

- #### 4. Review/Approval of the Minutes of Last Meeting - 2 Minutes

Distribute minutes of last meeting and ask the group to read them. If new members are present, discuss duties of the advisory committee.

Does anyone have any additions or changes?

There were no additions or changes made to the minutes.

**5. Review of relevant data - 5 - minutes**

- 5.1 Job market/future trends/high wage/significant wage increase opportunities
- 5.2 Student enrollment
- 5.3 Number of completers/graduates/individuals with earned skill certificates
- 5.4 Course duplication

Distribute job Market/Future Trends and relevant Data

**Inquiry:** Does it reflect what is happening with your industry/business?

Does anyone have any comments or suggestions?

Current enrollment in classes: Ag Science - 3 sections (90 Students), Ag Biology - 2 sections (60 Students), Horticulture - 1 section (25 Students), Ag Mechanics - 1 section (24 Students), Ag Govt/Economics - 1 Section (37 Students). Ag. Social Studies (60 students) Enrollment in Livestock Management.

**6. Review Industry Certifications - 5 minutes**

Distribute your current industry certifications

**Inquiry:** What certifications will help prepare students for a job in this industry?

What certifications do you recommend?

Students need basic horticulture skills: planting seeds, seedling care, transplanting, watering, weed abatement, harvest of produce, basic floral and care of cut flowers.

Need continued emphasis on problem solving and critical thinking skills.

**7. Review/Develop required skills for Certificates of Competency - 5 minutes**

Review competencies listed on student competency list

**Inquiry:** Does it reflect what is required by your industry/business?

Current class is a good stepping stone to working in this area in the industry. Continued emphasis needs to be made on critical thinking skills and basic math skills. This was emphasized by all business owners that employees need to be able to follow directions and use critical thinking skills to make informed decisions. Students need to be able to communicate with their supervisors and fellow employees in an efficient and professional manner. Many felt that students fresh out of high school lacked the initiative to start a task without prompting.

**8. Review Internship/CC/CVE - 5 minutes**

Discuss your current internships, community classroom, and cooperative vocational education sites

**Inquiry:** What entry-level jobs would be available to high school students?

Does anyone have any additions or changes?

The horticulture industry is willing to employ students out of high school so long as they have the foundation of skills that include: basic horticulture skills, ability to follow directions and critical thinking and problem solving skills.

**9. Suggestions and recommendations - 5 - 10 minutes**

Open discussion and ask group what suggestions/recommendations they have for improving the program.

**Inquiry:** What do we need to change - to improve the program?

Is there any aspect of the program we need to discuss that hasn't been covered?

Discussion on a variety of topics. How to encourage students to enroll in the CTE courses when there is such a wide range of courses offered on campus.

\*Concerns about losing Ag. Incentive Grant funding and what that could do to the agriculture program  
If we lose AIG, could mean that students can't keep animals at the farm, limit trips and contests, funding for advisors to travel with students to fairs/contests ect.

**10. Motion to support continuing the program - 1 minute**

Advisor motions to support continuing the program.

Ask for "ayes" and "nays".

Record who voted "aye" and "nay".

Note total numbers of "ayes" and "nays".

Advisor Name	Support	Probation
All in attendance voted to continue the program		

**11. Set date and item for next meeting - 1 minute (Optional)**

To be determined

**12. Adjourn**

Thank the advisors for their participation

Meeting was adjourned at 5:45pm

**13. Name of person taking/preparing the minutes**

Kathy Bibby



**REGIONAL OCCUPATIONAL PROGRAM  
ADVISORY COMMITTEE MINUTES OF THE MEETING**

Program: Agriculture Mechanics Date: Jan. 15, 2014  
Location: Santa Ynez High School, Room VE2 Time: 5:00 PM  
District: Santa Ynez Valley Union High School District

1. Meeting called to order by: Kathy Bibby Time: 6:15:00

2. Discuss the purpose of the meeting:

3. Introduction of Committee Members - 5 Minutes

A. Business and Industry Members & Guests

Name	Title	Employer/Affiliation
<u>Merle Miller</u>	<u>Volunteer</u>	<u>Farmer/Rancher</u>
<u>Casey Howard</u>	<u>Program Alumni</u>	<u>Crop Production Associates</u>
<u>Tony Howard</u>	<u>Volunteer, machinist</u>	<u>Tony Howard Engineering</u>
<u>Chris Bishop</u>	<u>Employee</u>	<u>Granite</u>
<u>Hans Duus</u>	<u>Owner</u>	<u>Blacksmith, welder</u>
<u>John Petersen</u>	<u>Owner</u>	<u>Petersen Properties</u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>

B. ROP Staff/Others

Name	Title	Employer/Affiliation
<u>Kathy Bibby</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Heather Clement</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Genievieve Bishop</u>	<u>Teacher</u>	<u>SYHS</u>
<u> </u>	<u> </u>	<u> </u>

4. Review/Approval of the Minutes of Last Meeting - 2 Minutes

Distribute minutes of last meeting and ask the group to read them. If new members are present, discuss duties of the advisory committee.

Does anyone have any additions or changes?

There were no additions or changes made to the minutes.  
   
   
 

5. Review of relevant data - 5 - minutes

5.1 Job market/future trends/high wage/significant wage increase opportunities

- 5.2 Student enrollment
- 5.3 Number of completers/graduates/individuals with earned skill certificates
- 5.4 Course duplication

Distribute job Market/Future Trends and relevant Data

**Inquiry:** Does it reflect what is happening with your industry/business?

Does anyone have any comments or suggestions?

Current enrollment in classes: Ag Science - 3 sections (90 Students), Ag Biology - 2 sections (60 Students)

Horticulture - 1 section (25 Students), Ag Mechanics - 1 section (24 Students),

Ag Govt/Economics - 1 Section (37 Students). Ag. Social Studies (60 students) Enrollment in Livestock Management

Continued strong interest in agriculture classes, especially Livestock Management.

**6. Review Industry Certifications - 5 minutes**

Distribute your current industry certifications

**Inquiry:** What certifications will help prepare students for a job in this industry?

What certifications do you recommend?

Students need basic mechanical skills: safety for self and others, proper use of hand tools, power tools,

math and conversion computation skills, reading and following directions, asking questions, explaining their work.

Need continued emphasis on problem solving and critical thinking skills.

**7. Review/Develop required skills for Certificates of Competency - 5 minutes**

Review competencies listed on student competency list

**Inquiry:** Does it reflect what is required by your industry/business?

Current class is a good stepping stone to working in this area in the industry. Continued emphasis needs to

be made on critical thinking skills and basic math skills. This was emphasized by all business owners that

employees need to be able to follow directions and use critical thinking skills to make informed decisions.

Students need to be able to communicate with their supervisors and fellow employees in an efficient

and professional manner. Many felt that students fresh out of high school lacked the initiative to start a

task without prompting.

**8. Review Internship/CC/CVE - 5 minutes**

Discuss your current internships, community classroom, and cooperative vocational education sites

**Inquiry:** What entry-level jobs would be available to high school students?

Does anyone have any additions or changes?

The mechanics industry is willing to employ students out of high school so long as they have the foundation

of skills that include: initiative to start work without prompting, bringing safety items to class/work daily

ability to follow directions and ask questions, arrive ready to work and work until completed.

**9. Suggestions and recommendations - 5 - 10 minutes**

Open discussion and ask group what suggestions/recommendations they have for improving the program.

**Inquiry:** What do we need to change - to improve the program?

Is there any aspect of the program we need to discuss that hasn't been covered?

Discussion on a variety of topics. How to encourage students to enroll in the CTE courses when there is such a wide range of courses offered on campus.

\*Concerns about losing Ag. Incentive Grant funding and what that could do to the agriculture program.  
If we lose AIG, could mean that students can't keep animals at the farm, limit trips and contests, funding for advisors to travel with students to fair/contests ect.

**10. Motion to support continuing the program - 1 minute**

Advisor motions to support continuing the program.

Ask for "ayes" and "nays".

Record who voted "aye" and "nay".

Note total numbers of "ayes" and "nays".

Advisor Name	Support	Probation	Discontinue
<u>All in attendance voted to continue the program</u>			

**11. Set date and item for next meeting - 1 minute (Optional)**

To be determined

**12. Adjourn**

Thank the advisors for their participation

Meeting was adjourned at 6:15pm

**13. Name of person taking/preparing the minutes**

Kathy Bibby

**REGIONAL OCCUPATIONAL PROGRAM  
ADVISORY COMMITTEE MINUTES OF THE MEETING**

Program: Livestock Management Date: Jan. 15, 2014  
Location: Santa Ynez High School, Room VE2 Time 5:00 PM  
District: Santa Ynez Valley Union High School District

1. Meeting called to order by: Heather Clement Time: 5:07 PM

2. Discuss the purpose of the meeting:

3. Introduction of Committee Members - 5 Minutes

A. Business and Industry Members & Guests

Name	Title	Employer/Affiliation
<u>Merle Miller</u>	<u>Volunteer</u>	<u>Farmer/Rancher</u>
<u>Casey Howard</u>	<u>Program Alumni</u>	<u>Cal Poly Ag. Student</u>
<u>Tony Howard</u>	<u>Volunteer, machinist</u>	<u>SYHS</u>
<u>Chris Bishop</u>	<u>Employee</u>	<u>Granite</u>
<u>Hans Duus</u>	<u>Owner</u>	<u>Blacksmith, welder</u>
<u>John Petersen</u>	<u>Owner</u>	<u>Petersen Properties</u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>

B. ROP Staff/Others

Name	Title	Employer/Affiliation
<u>Kathy Bibby</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Heather Clement</u>	<u>Teacher</u>	<u>SYHS</u>
<u>Genieveve Bishop</u>	<u>Teacher</u>	<u>SYHS</u>
<u> </u>	<u> </u>	<u> </u>

4. Review/Approval of the Minutes of Last Meeting - 2 Minutes

Distribute minutes of last meeting and ask the group to read them. If new members are present, discuss duties of the advisory committee.

Does anyone have any additions or changes?

There were no additions or changes made to the minutes.

**5. Review of relevant data - 5 - minutes**

- 5.1 Job market/future trends/high wage/significant wage increase opportunities
- 5.2 Student enrollment
- 5.3 Number of completers/graduates/individuals with earned skill certificates
- 5.4 Course duplication

Distribute job Market/Future Trends and relevant Data

**Inquiry:** Does it reflect what is happening with your industry/business?

Does anyone have any comments or suggestions?

Current enrollment in classes: Ag Science - 3 sections (90 Students), Ag Biology - 2 sections (60 Students)

Horticulture - 1 section (25 Students), Ag Mechanics - 1 section (24 Students),

Ag Govt/Economics - 1 Section (37 Students). Ag. Social Studies (60 students) Enrollment in Livestock Ma

Continued strong interest in agriculture classes, especially Livestock Management.

**6. Review Industry Certifications - 5 minutes**

Distribute your current industry certifications

**Inquiry:** What certifications will help prepare students for a job in this industry?

What certifications do you recommend?

Students need to have basic animal handling, feeding and care skills.

Need continued emphasis on problem solving and critical thinking skills in livestock management.

**7. Review/Develop required skills for Certificates of Competency - 5 minutes**

Review competencies listed on student competency list

**Inquiry:** Does it reflect what is required by your industry/business?

Current class is a good stepping stone to working in this are in the indusrty. Continued empasis needs to be made on critical thinking skills and basic math skills. This was empasized by all business owners that employees need to be able to follow directions and use critical thinking skills to make informed decisions.

Students needs to be able to communicate with their supervisors and fellow employees in an efficient and professional manner. Many felt that students fresh out of high school lacked the initiative to start a task without prompting. The Livestock Management class and fair projects will help develop all of these skills

**8. Review Internship/CC/CVE - 5 minutes**

Discuss your current internships, community classroom, and cooperative vocational education sites

**Inquiry:** What entry-level jobs would be available to high school students?

Does anyone have any additions or changes?

The livestock industry is willing employ students out of high school so long as they have the foundation of skills that include: basic animal health/handling/feeding knowledge and critical thinking and problem solving skills.

**9. Suggestions and recommendations - 5 - 10 minutes**

Open discussion and ask group what suggestions/recommendations they have for improving the program.

**Inquiry:** What do we need to change - to improve the program?

Is there any aspect of the program we need to discuss that hasn't been covered?

\*Discussed hog limits at fair and how we choose who gets to show a hog through FFA. Merle Miller brought up that many schools have a GPA requirement like sports (2.0 minimum at a grading period). SY FFA must follow this school policy for other school activities, and this could help encourage low academic performers to rise to the challenge.

\*Concerns about losing Ag. Incentive Grant funding and what that could do to the agriculture program. If we lose AIG, could mean that students can't keep animals at the farm, limit trips and contests, funding for advisors to travel with students to fair/contests ect.

**10. Motion to support continuing the program - 1 minute**

Advisor motions to support continuing the program.

Ask for "ayes" and "nays".

Record who voted "aye" and "nay".

Note total numbers of "ayes" and "nays".

Advisor Name	Support	Probation	Discontinue
All in attendance voted to continue the program			

**11. Set date and item for next meeting - 1 minute (Optional)**

To be determined

**12. Adjourn**

Thank the advisors for their participation

Meeting was adjourned at 5:45pm

**13. Name of person taking/preparing the minutes**

Heather Clement



**Support Material 17:  
Advisory  
Committee  
Constitution &  
By-Laws**



# Santa Ynez High School Agriculture Department

## Support Material 17: Advisory Committee Constitution & By-Laws

The Santa Ynez High School Agricultural Advisory Committee Responsibilities and the Constitution and By-Laws are very old and were inherited by Kathy Bibby.

# **Advisory Committee for Vocational Agriculture**

Santa Ynez Valley Union High School  
Santa Ynez, California

**Constitution and By-Laws**

## **Introduction**

Vocation Education is an essential and integral part of each American community's education system. As such, it must reflect the day-to-day occupational life of that community and open the door to employment for persons living there.

The use of advisory committees is well established in the many public school systems. The experience of advisory committees for vocational agriculture departments in California and other states is valuable for districts contemplating forming such lay groups or improving their present one. Suggestions for procedure are valuable for newly formed committees or newly appointed members.

Under present legislation local programs of vocational education must have and use an advisory group in order to receive maximum federal funding presently available. More important, however, the Vocational Education Act of 1963 and the amendments of 1968 indicate the need for and use of advisory committees in maintaining, extending, improving, and developing program of vocational education if they are to meet community needs. This clearly emphasizes the need for specific advisory committees for vocational agriculture.

While advisory committees may be mandatory through legislation in order to obtain federal funds, they are useless unless they can be made up properly and developed into practical working groups. This starts with a sound philosophical base. Experience in many districts indicates that vocational agriculture programs must be based on (1) the needs of people in industry they are to serve and (2) the experiences of knowledgeable persons in the field.

It is felt that advisory committees must play a vital role in vocational education programs in the future, and hence specifically in vocational agriculture. It is important that they be well conceived from the start to the finish in order to speed the development and improvement of programs and prevent unnecessary errors. The ideas and concepts presented are guidelines that have successfully used and may be added to or modified to fit local present conditions.

**Advisory Committee for Vocational Agriculture  
Santa Ynez Valley Union High School  
Santa Ynez California**

**CONSTITUTION AND BY-LAWS**

**SECTION A: PURPOSES**

Article I: The Advisory Committee shall exist only during such time as it may be authorized by the Administration of the High School and the Board of Education.

Article II: The Advisory Committee may direct its advice and recommendations toward the teachers of Agriculture, the Administration, or the Board of Education. It shall limit its activities to matters, which directly concern the department of vocational agriculture.

Article III: It shall be the duty of the Advisory Committee to:

- a) Study the needs of the community, which may be related to the work of the department of vocational agriculture.
- b) Suggest and advise regarding the objectives of the school's program of vocational agricultural education.
- c) Aid and guide the department of vocational agriculture in those activities which will lead to progress toward those activities:
  - 1) Advice regarding courses to be offered to high school and adult classes.
  - 2) Aid in enrolling class members when council assistance is needed.
  - 3) Offer constructive criticism of the instruction and the instructional facilitates.
  - 4) Assist in evaluating the total program in the light of the objectives set up.
- d) Study the program of agriculture education in other communities with the idea of encouraging the use in this community of those objectives and practices, which may be applicable.

- e) Revise the objectives of agriculture education as study and experience may warrant.
- f) Serve as an avenue of communication between the department of vocational agriculture and the community.
- g) Provide special committees to work with various groups participating in the program of agriculture education such as high school pupils, FFA members, ad adults.

## **SECTION B: MEMBERSHIP**

- Article I: There shall be eight members on the Advisory Committee; 4-5 Agriculturist representatives, 1-2 Administration representatives, 1 School Board representative, and the FFA President.
- Article II: Members shall be selected in such a way as that they represent a cross-section of the farm and business community served by the department of vocational agriculture.
- Article III: Members shall be nominated by the Vo-Ag teacher(s), the Administration, and the Advisory Committee. Nominees shall be approved by the Board of Education.
- Article IV: The Agriculturist representatives:
- a) shall serve 2 year terms
  - b) are not eligible for re-appointment until off the Committee for 2 years after fulfilling a full term
- Article V: The Board of Education shall annually appoint one of its members to serve on the Committee. The School Board member may serve no more than 3 years consecutively and is not eligible for re-appointment until he has been off the Committee for 2 years after fulfilling a full term.
- Article VI: An individual will automatically lose membership if he does not attend 3 successive meetings without notice.
- Article VII: In the case of vacancies, new member shall be appointed to fill those vacancies as set down in Article 3 of this section, but shall serve for only the time remaining by the vacant representative.
- Article VIII: Original members shall draw lots to see who shall serve one, two, or three complete terms.

### **SECTION C: MEETINGS**

Article I: The Committee shall meet once in the fall semester and once in the spring semester.

Article II: Written notices of all regular meetings will be prepared and mailed to all committee members and guests by the secretary of the Committee.

Article III: Special meetings may be called by the Vo-Ag instructor, School Board, School Administration, or a majority of the Committee.

Article IV: A quorum will consist of 5 members of the committee.

### **SECTION D: CHANGES IN BY-LAWS AND CONSTITUTION**

Article I: Suggestive by-laws and changes in the constitution may be suggested by a majority vote of the Committee to the Board of Education. These shall be passed by Board of Education before being adopted.



## ADVISORY COMMITTEES

Advisory committees provide a vital link between agriculture educational endeavors and employment trends and needs of the labor market community.

### RESPONSIBILITIES AND DUTIES

#### ALL ADVISORY COMMITTEE MEMBERS

1. Evaluate the needs of the agriculture community and its agriculture student component, make recommendations regarding the program components, and practices of the school's agriculture education program.
2. Offer information, which will help design, update, modify, expand and improve the quality of agriculture courses.
3. Give added support and strength to the relationship between business, industry, the community and education.
4. Identify competent personnel with appropriate experience as potential instructors.
5. Assist in the promotion of the agricultural program.
6. Meet the accountability requirements set by the California Department of Education.

#### CHAIR PERSON

The chairperson shall be elected from the group of community members who serve on the committee.

1. Chairperson will preside at committee meetings and assist with developing meeting agendas.
2. Serve as Chairman of the Executive Committee.
3. Appoint special adhoc committees, which may include persons other than the committee members.
4. As necessary, call special committee meetings.

#### RECORDER

The agriculture instructor may serve as the recorder.

1. Prepare written notices of all regular and special meetings and mail them to all committee members and guests within two weeks prior to the scheduled meeting date.
2. Develop meeting agendas with the assistance of the committee chair.
3. To maintain a record of discussions, recommendations, actions taken, committee appointments, etc. and have them available at each meeting.
4. Maintain a permanent file of all committee activities, meeting minutes, attendance records and other committee materials.
5. Distribute minutes of committee meetings and copies of other documents to members, principal, district administrators, superintendent and others who may be concerned with committee meetings and actions.

### TREASURER

The treasurer shall be elected from the group of community members who serve on the committee.

1. Oversee the financial account of the Advisory Committee.
2. Deposit funds, monitor records, process expenditure approvals and make regular financial reports to the committee on any special funds established by the agriculture advisory committee.

### INSTRUCTIONAL STAFF

1. Invite members to serve on the committee and submit name, title, address, etc., to chairperson.
2. May serve as Recorder and/or as general consultant to the Advisory Committee.
3. All instructors provide committee members with information concerning agriculture programs.
4. Instructional staff will seek advice from the committee while refraining from giving same.

### FREQUENCY OF MEETINGS

The Santa Ynez Valley Union High School must hold advisory committee meetings a minimum of twice per school year. Normally this would occur in the fall and spring. Any additional meetings can be called as deemed necessary. The length of the meetings will try to be held to 1 1/2 hours. The meeting location will be the agriculture classroom at the high school, unless otherwise noted on the meeting notice.



# Support Material 18: Proficiency Standards

# Santa Ynez High School Agriculture Department

## Support Material 18: Proficiency Standards

Students must meet the minimum Proficiency Standards to be successful in the agriculture program.

The other proficiency standards included are for specific courses and were devised through the Santa Barbara Regional Occupational Program. Since the many of our classes are ROP, we use these proficiency standards. Students are awarded certificates of completion at the conclusion of the course if they meet the standards.

### ROP Courses:

Ornamental Horticulture

Agriculture Mechanics

Livestock Management

## PROFICIENCY STANDARDS

Students will pass the proficiency standards in their respective program area with a minimum proficiency of 65%.

Of the students evaluated, 75% will pass the proficiency standard.

### Agricultural Production

1. Realize the broad scope of career opportunities in agriculture.
2. Explain the organization and structure of the FFA and give the aims and purpose of it as a learning tool in Agriculture.
3. Explain the purpose of Supervised Agriculture Experience Program.
4. Know and understand the use of Parliamentary Procedure.
5. Define and use the common terms used in the agricultural industries that were covered during the school year.
6. Demonstrate basic knowledge in the handling and caring for agriculture products and to maintain simple records on the product(s) they chose for an SAEP.
7. Have a definite career goal in mind and planning classes and SAEP's to prepare for that career.
8. Show expansion in their SAEP or show additional types of SAEP's.
9. Participate in at least three different types of FFA activities, including leadership, meetings and SAEP.



## LIVESTOCK MANAGEMENT I

\_\_\_\_\_ has completed \_\_\_\_\_ hours of \_\_\_\_\_ hour course of study and practice in Livestock Management I and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by the instructor in the following skill areas:

**COMPETENCY COMPETENCIES** -- This student is competent in or demonstrates knowledge of:

### LEVEL

#### **FINANCING:**

\_\_\_\_\_ Properly fill out loan application and properly construct a private loan agreement  
\_\_\_\_\_ Properly file for PCA loan  
\_\_\_\_\_ Identify loan terms

#### **SELECTION:**

\_\_\_\_\_ Properly analyze current livestock trends  
\_\_\_\_\_ Visualize ideal animal  
\_\_\_\_\_ Identify breeds  
\_\_\_\_\_ Identify body parts  
\_\_\_\_\_ Determine age of animals  
\_\_\_\_\_ Demonstrate knowledge of judging terminology  
\_\_\_\_\_ Demonstrate knowledge of animal grades and grading  
\_\_\_\_\_ Select and purchase desirable animal

#### **PURCHASING LIVESTOCK:**

\_\_\_\_\_ Identify market sources  
\_\_\_\_\_ Figure project prices  
\_\_\_\_\_ File insurance application  
\_\_\_\_\_ Identify sources of insurance

#### **LIVESTOCK FACILITIES:**

\_\_\_\_\_ Determine housing needs of animal  
\_\_\_\_\_ Determine fencing types and needs  
\_\_\_\_\_ Determining water and feeding needs

#### **EQUIPMENT AND SUPPLIES:**

\_\_\_\_\_ Select and purchase drugs and veterinary supplies  
\_\_\_\_\_ Develop a list of facilities and equipment needed  
\_\_\_\_\_ Display proper care of equipment and supplies

#### **MANAGEMENT PRACTICES:**

\_\_\_\_\_ Identify symptoms of common parasites  
\_\_\_\_\_ Interpret labels on medicines and drugs  
\_\_\_\_\_ Determine amounts of medicines per dose  
\_\_\_\_\_ Identify and correct sanitation problems  
\_\_\_\_\_ Recognize disease symptoms  
\_\_\_\_\_ Remove manure from quarters or pens  
\_\_\_\_\_ Vaccinate animals  
\_\_\_\_\_ Worm animals  
\_\_\_\_\_ Store pesticides, vaccines and medicines properly and safely  
\_\_\_\_\_ Exercise animals  
\_\_\_\_\_ Know when to call a veterinarian  
\_\_\_\_\_ Keep purchase and sales records  
\_\_\_\_\_ Maintain production records (rate of gain)  
\_\_\_\_\_ Set-up and maintain record keeping systems  
\_\_\_\_\_ Prepare a budget  
\_\_\_\_\_ Keep personal records (meeting dates, etc.)

#### **GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS** -- This student can:

\_\_\_\_\_ Exhibit safety consciousness  
\_\_\_\_\_ Prepare a personal resume and job application form  
\_\_\_\_\_ Demonstrate knowledge of appropriate appearance and dress  
\_\_\_\_\_ Demonstrate ability to follow directions and ask questions  
\_\_\_\_\_ Demonstrate initiative  
\_\_\_\_\_ Demonstrate dependability  
\_\_\_\_\_ Demonstrate punctuality and regular attendance  
\_\_\_\_\_ Demonstrate ability to cooperate with others  
\_\_\_\_\_ Demonstrate communication and presentation skills  
\_\_\_\_\_ Demonstrate computation skills

15-Jul-13

Date

Course Grade

Heather Clement, ROP Instructor

Livestock Management I

## LIVESTOCK MANAGEMENT II

\_\_\_\_\_ has completed \_\_\_\_\_ hours of \_\_\_\_\_ hour course of study and practice in Livestock Management II and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by the instructor in the following skill areas:

### COMPETENCY

**LEVEL** **COMPETENCIES** -- This student is competent in or demonstrates knowledge of:

#### SAFETY:

- Identify basic working safety rules
- Describe accident emergency procedures
- Demonstrate safe animal handling procedures

#### FEEDING LIVESTOCK:

- Calculate cost per pound of ration
- Identify spoiled feed
- Determine proper amount to feed per animal per day
- Determine number of times per day and time each day to feed
- Determine water requirements
- Determine pounds of feed needed per day
- Determine salt requirements
- Calculate pounds of feed per pound of gain
- Identify feed ingredients
- Determine equipment needed
- Interpret feed tags and labels
- Determine ratio between roughage and grain throughout feeding period
- Determine feed to buy based on quality and price

#### TRANSPORTING LIVESTOCK:

- How to place animal on scale
- How to set scale and read weight
- How to release an animal
- How to set chutes and runs for transport
- How to move animals to transport
- How to unload from transport
- How to keep animals quiet
- How to arrange animals to prevent injury
- How to look up state and federal transport regulations
- Ability to explain animal delivery to fairgrounds

#### CARCASS EVALUATION:

- Set up animal carcass
- Set up paperwork
- Grade meat
- Estimate yield
- Select cuts of meat
- Identify special requirements by species

#### EVALUATING BREEDING ANIMALS:

- Set up classes
- Measure grading points
- Demonstrate knowledge of trend projection procedures

#### GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS -- This student can:

- Exhibit safety consciousness
- Prepare a personal resume and job application form
- Demonstrate knowledge of appropriate appearance and dress
- Demonstrate ability to follow directions and ask questions
- Demonstrate initiative
- Demonstrate dependability
- Demonstrate punctuality and regular attendance
- Demonstrate ability to cooperate with others
- Demonstrate communication and presentation skills
- Demonstrate computation skills



# LIVESTOCK MANAGEMENT III

\_\_\_\_\_ has completed \_\_\_\_\_ hours of \_\_\_\_\_ hour course of study and practice in  
Livestock Management III and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or  
 (3) excellent as certified by the instructor in the following skill areas:

## COMPETENCY LEVEL

COMPETENCIES -- This student is competent in or demonstrates knowledge of:

### SAFETY:

- Identify basic working safety rules
- Describe accident emergency procedures
- Demonstrate safe animal handling procedures

### FITTING SHOW ANIMALS:

- Demonstrate proper washing procedures
- Demonstrate proper brushing practices
- Demonstrate proper trimming
- Describe conditioning practices for specific species
- Describe proper handling of supplies and materials
- Describe common grooming equipment
- Demonstrate ability to condition an animal

### SHOWING LIVESTOCK:

- Demonstrate ability to control a show animal
- Demonstrate ability to enter show ring properly
- Demonstrate correct show appearance, dress, and attitude
- Properly present show animal in show ring
- Demonstrate correct show ring conduct
- Describe correct show ring procedures
- Identify judging rules and practices

### SHOW AND FAIR REGULATIONS:

- Demonstrate knowledge of State Fair animal rules
- Describe fair animal entry rules
- Describe judging criteria, knowledge of awards and displays
- Accurately complete fair entry forms

### FAIR CONDUCT AND DRESS:

- Demonstrate correct dress or uniform
- Describe local show rules
- Describe fair fees and schedules
- Demonstrate ability to work with advisors

### LIVESTOCK DISPLAY:

- Keep display neat and clean
- Arrange display for maximum effect
- Describe equipment need for fair display
- Arrange adequate viewing and seating at display
- Demonstrate knowledge of fire and safety control

### JUNIOR FAIR BOARD:

- Describe eligibility requirements
- Describe function of Junior Fair Board

### JUNIOR LIVESTOCK AUCTION:

- Describe procedure or informing bidding customers
- Demonstrate ability to show animal for auction
- Demonstrate knowledge of auction procedures and rules
- Demonstrate ability to follow-up after sale

### POST-SHOW AND SALE OBLIGATION:

- Demonstrate ability to clean up and account for equipment
- Close out sale forms with buyer
- Arrange for animal load out

### GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS -- This student can:

- Exhibit safety consciousness
- Prepare a personal résumé and job application form
- Demonstrate knowledge of appropriate appearance and dress
- Demonstrate ability to follow directions and ask questions
- Demonstrate initiative
- Demonstrate dependability
- Demonstrate punctuality and regular attendance
- Demonstrate ability to cooperate with others
- Demonstrate communication and presentation skills
- Demonstrate computation skills

Heather Clement, ROP Instructor  
 Livestock Management III

Date

Course Grade

## ORNAMENTAL HORTICULTURE

\_\_\_\_\_ has completed \_\_\_\_\_ hours of 150 hour course of study and practice in Ornamental Horticulture and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by the instructor in the following skill areas:

### COMPETENCY

#### LEVEL

#### **GREENHOUSE AND PLANT GROWING SKILLS -- This student can:**

- \_\_\_\_\_ Perform five basic plant propagation techniques
- \_\_\_\_\_ Properly re-pot container plants
- \_\_\_\_\_ Demonstrate proper care of container stock
- \_\_\_\_\_ Identify plant pests and diseases and demonstrate knowledge of appropriate control methods
- \_\_\_\_\_ Safely use greenhouse and landscaping tools
- \_\_\_\_\_ Demonstrate knowledge of hazardous materials related to Ornamental Horticulture
- \_\_\_\_\_ Demonstrate basic retail sales skills
- \_\_\_\_\_ Properly take soil, tissue and water samples for analysis
- \_\_\_\_\_ Properly mix and sterilize media
- \_\_\_\_\_ Properly water and fertilize greenhouse crops
- \_\_\_\_\_ Demonstrate knowledge of plant growth and development
- \_\_\_\_\_ Demonstrate proper post harvest care of plants and flowers
- \_\_\_\_\_ Order greenhouse plants and supplies
- \_\_\_\_\_ Understand the growth and culture of common greenhouse crops:
  - \_\_\_\_\_ Flowering potted plants
  - \_\_\_\_\_ Bedding plants
  - \_\_\_\_\_ Foliage plants
  - \_\_\_\_\_ Vegetables
  - \_\_\_\_\_ Cut flowers

\_\_\_\_\_ Demonstrate basic landscape design, installation and maintenance skills

#### **FLORAL SHOP AND BUSINESS SKILLS -- This student can:**

- \_\_\_\_\_ Identify the basic plants and flowers of a retail florist shop
- \_\_\_\_\_ Properly handle cut flowers and potted plants
- \_\_\_\_\_ Understand the basic principles of floral design
- \_\_\_\_\_ Demonstrate the ability to construct a corsage and boutonniere
- \_\_\_\_\_ Properly utilize basic tools and supplies of a floral shop
- \_\_\_\_\_ Demonstrate basic retail sales skills
- \_\_\_\_\_ Demonstrate proper telephone answering skills
- \_\_\_\_\_ Know where and how to properly preserve and store cut flowers

#### **GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS - This student can:**

- \_\_\_\_\_ Exhibit safety consciousness
- \_\_\_\_\_ Prepare a personal résumé and job application form
- \_\_\_\_\_ Demonstrate knowledge of appropriate appearance and dress
- \_\_\_\_\_ Demonstrate ability to follow directions and ask questions
- \_\_\_\_\_ Demonstrate initiative
- \_\_\_\_\_ Demonstrate dependability
- \_\_\_\_\_ Demonstrate punctuality and regular attendance
- \_\_\_\_\_ Demonstrate ability to cooperate with others
- \_\_\_\_\_ Demonstrate communication and presentation skills
- \_\_\_\_\_ Demonstrate computation skills

\_\_\_\_\_  
Kathy Bibby, ROP Instructor  
Ornamental Horticulture

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

3/00

## ADVANCED ORNAMENTAL HORTICULTURE

\_\_\_\_\_ has completed \_\_\_\_\_ hours of 150 hour course of study and practice in Advanced Ornamental Horticulture and has attained a competency level of: (n/a) not applicable; (0) does not meet basic standards; (1) basic; (2) good; or (3) excellent as certified by the instructor in the following skill areas:

### COMPETENCY LEVEL

#### GREEN HOUSE AND PLANT GROWING SKILLS -- This student can:

- \_\_\_\_\_ Take soil tissue and water samples for analysis
- \_\_\_\_\_ Diagnose plant disorders from symptoms and apply proper control measures
- \_\_\_\_\_ Understand the crop growth and culture for various greenhouse crops; including scheduling for flowering potted plants, cut flowers, foliage plants and transplants
- \_\_\_\_\_ Properly handle all nursery and floriculture supplies and equipment
- \_\_\_\_\_ Demonstrate knowledge of plant growth and development
- \_\_\_\_\_ Correctly identify local shrubs, trees, ground covers and greenhouse crops
- \_\_\_\_\_ Properly handle chemicals and hazardous materials related to Ornamental Horticulture
- \_\_\_\_\_ Demonstrate knowledge of hydroponics

#### FLORAL SHOP AND BUSINESS SKILLS -- This student can:

- \_\_\_\_\_ Accurately use computer software related to Ornamental Horticulture
- \_\_\_\_\_ Demonstrate knowledge of how to prepare plants for sale and display
- \_\_\_\_\_ Understand customer relations, entrepreneurship and basic business management
- \_\_\_\_\_ Correctly take telephone orders
- \_\_\_\_\_ Demonstrate the ability to landscape a site
- \_\_\_\_\_ Perform floral design skills by creating special occasion flower arrangements
- \_\_\_\_\_ Create a corsage and boutonniere for sale
- \_\_\_\_\_ Process and display flowers for sale

#### GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS -- This student can:

- \_\_\_\_\_ Exhibit safety consciousness
- \_\_\_\_\_ Prepare a personal résumé and job application form
- \_\_\_\_\_ Demonstrate knowledge of appropriate appearance and dress
- \_\_\_\_\_ Demonstrate ability to follow directions and ask questions
- \_\_\_\_\_ Demonstrate initiative
- \_\_\_\_\_ Demonstrate dependability
- \_\_\_\_\_ Demonstrate punctuality and regular attendance
- \_\_\_\_\_ Demonstrate ability to cooperate with others

\_\_\_\_\_  
Kathy Bibby, ROP Instructor  
Advanced Ornamental Horticulture

\_\_\_\_\_  
Course Grade

\_\_\_\_\_  
Date

## AGRICULTURAL MECHANICS/WELDING I

\_\_\_\_\_ has completed \_\_\_\_\_ hours of a 150 course of study and practice in Agricultural MechanicsWelding I and has attained a competency level of (n/a) not applicable; (0) does not meet basic standard; (1) basic; (2) good; (3) excellent, as certified by the instructor in the following skill areas:

**AGRICULTURAL MECHANICS SKILLS -** This student can:

**COMPETENCY  
LEVEL**

- Appendix C – This student can:**
- Demonstrate personal job site safety, group safety and safe attire
  - Demonstrate safety in the use of hand and power tools
  - Demonstrate tool ID, selection, use and maintenance
  - Knowledge of tractor component ID
  - Perform servicing, scheduled maintenance
  - Correctly use owner, shop and parts manuals
  - Service and troubleshoot hydraulic systems
  - Perform basic tractor driving skills in the field
  - Demonstrate safe forklift operation
  - Safely perform oxygen-acetylene cutting skills
  - Safely perform arc welding skills - all positions
  - Safely perform MIG welding skills
  - Properly use fasteners
  - Prepare working drawings
  - Perform project planning
  - Select correct hardware
  - Perform job estimation skills
  - Develop bills of materials
  - Demonstrate basic concrete and masonry skills
  - Perform sheet metalwork
  - Perform cold metalwork
  - Perform hot metalwork
  - Demonstrate basic woodworking skills
  - Demonstrate basic home electrical skills
  - Demonstrate basic agricultural electrical skills
  - Perform advanced surveying skills

\_\_\_\_\_

**GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS** - This student can:

- Exhibit safety consciousness
- Prepare a personal résumé and job application form
- Demonstrate knowledge of appropriate appearance and dress
- Demonstrate ability to follow directions and ask questions
- Demonstrate initiative
- Demonstrate dependability
- Demonstrate punctuality and regular attendance
- Demonstrate ability to cooperate with others
- Demonstrate communication and presentation skills
- Demonstrate computation skills

[illegible]

Kathy Bibby, ROP Instructor  
Agricultural Mechanics/Welding I

**Course Grade**

Date \_\_\_\_\_

## AGRICULTURAL MECHANICS/WELDING II

\_\_\_\_\_ has completed \_\_\_\_\_ hours of a 150 course of study and practice in Agricultural Mechanics/Welding II and has attained a competency level of (n/a) not applicable; (0) does not meet basic standard; (1) basic; (2) good; (3) excellent, as certified by the instructor in the following skill areas:

### AGRICULTURAL MECHANICS SKILLS - This student can:

Demonstrate knowledge of careers in Ag. Mechanics	2
Understand and follow course rules	3
Understand and follow farm business policies	3
Perform oxy-acetylene welding and cutting	2
Perform arc welding - all positions	2
Perform MIG welding skills	3
Perform TIG welding skills	3
Demonstrate fabrication skills	3
Safely use shop equipment and tools	3
Understand sound electrical principles on the farm	2
Demonstrate knowledge in engine repair	n/a
Understand and demonstrate skills in fuel, water and hydraulics systems on tractor	n/a
Demonstrate understanding of linear/square/cubic measurements	3
Use balance beam and electronics scales	3
Understand measuring systems used in production agriculture	3
Demonstrate safe usage of farm equipment to include tractors, forklifts, and implements	3
Use operator manuals and equipment schedules	3

### COMPETENCY LEVEL

### GENERAL WORKPLACE SKILLS/JOB SEEKING SKILLS - This student can:

Exhibit safety consciousness	3
Prepare a personal resume and job application form	3
Demonstrate knowledge of appropriate appearance and dress	3
Demonstrate ability to follow directions and ask questions	3
Demonstrate initiative	3
Demonstrate dependability	3
Demonstrate punctuality and regular attendance	3
Demonstrate ability to cooperate with others	3
Demonstrate ability to work with minimum supervision	3
Practices proper communication techniques in all areas	3
Demonstrate good listening skills	3
Demonstrate communication and presentation skills	3
Demonstrate computation skills	3

Kathy Bibby  
Certifying Instructor

\_\_\_\_\_  
Course Grade

June 12, 2008  
Date



# Support Material 19: Teaching Credentials

# Santa Ynez High School Agriculture Department

## Support Material 19: Teaching Credentials

I hold the following cleared California Teaching Credentials:

Specialist Instruction Credential in Agriculture issued 2010

Single Subject Teaching Credential in Agriculture issued 2012

Each credential must be renewed with the California Department of Teacher Credentialing every five years.



Document Number:101078044 &gt;

[Back](#)

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:****Last Name:** CLEMENT**First Name:** HEATHER**Middle Name:** HERIGSTAD**Document Information:****Document Number:** 101078044**Document Title:** Specialist Instruction Credential (Agriculture)**Term:** Clear**Status:** Valid**Issue Date:** 2/1/2010**Expiration Date:** 3/1/2015**Original Issue Date:** 2/1/2010**Grade:****Special Grade:****SB1969 (Title 5 §80487):****Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC1

**Employment Restrictions**

Document Number:120546240 &gt;

[Back](#)

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:****Last Name:** CLEMENT**First Name:** HEATHER**Middle Name:** HERIGSTAD**Document Information:****Document Number:** 120546240**Document Title:** Single Subject Teaching Credential**Term:** Clear**Status:** Valid**Issue Date:** 6/11/2012**Expiration Date:** 7/1/2017**Original Issue Date:** 2/1/2010**Grade:****Special Grade:****SB1969 (Title 5 §80487):****Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/Minor
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		
R15	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRX	Agriculture (Examination)	MAJ

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC

**Employment Restrictions**



# Support Material 20: Calendar of Activities

# Santa Ynez High School Agriculture Department

## Support Material 20: Calendar of Activities

Every year, we compile a list of FFA Activities for all levels of participation so that we have a go-to source for parents and students. This activities list is distributed at the very beginning of the year so students and their families can make the appropriate plans so that they may attend their two FFA activities per semester.



# 2013-2014 FFA ACTIVITIES

Activity	Date	Location	Level
Home Football Game- Sell Sandwiches	August 30th	SYHS	Chapter
FFA Meeting	September 3rd	SYHS	Chapter
Home Football Game- Sell Sandwiches	September 6th	SYHS	Chapter
Blue Jacket Bonanza Application	September 30th	Buellton	Sectional
Home Football Game- Sell Sandwiches	October 4th	SYHS	Chapter
FFA Meeting	October 1st	SYHS	Chapter
Chapter Officer Leadership Conference (Officers Only)	October 12-13th	Hollister	Regional
Greenhand Conference (Freshmen Only)	October 16th	Paso Robles	State
Home Football Game- Sell Sandwiches	October 18th	SYHS	Chapter
Opening and Closing Ceremonies Competition	October 19th	San Luis Obispo	Sectional
Home Football Game- Sell Sandwiches	October 25th	SYHS	Chapter
FFA Meeting	November 7th	SYHS	Chapter
Best Informed Greenhand Competition (Freshmen Only)	November 13th	Nipomo	Sectional
Morning Wave	November 26th	SYHS	Chapter
FFA Meeting	December 3rd	SYHS	Chapter
FFA Meeting	January 9th	SYHS	Chapter
Fowler Vine Pruning Contest	January 11th	Fowler	State
Dinuba Vine Pruning Contest	January 18th	Dinuba	State
State FFA Degree Application	January 27th	Santa Maria	State
Made for Excellence & Advanced Leadership Academy (Sophomores and up)	January 24-25th	Monterey	State
Vine Pruning State Finals	February 1st	Fresno	State
Proficiency Award Application	February 4th	San Luis Obispo	Regional
FFA Meeting	February 6th	SYHS	Chapter
Sectional Public Speaking Competition (Manuscripts/Resumes due January 30th)	February 19th	Arroyo Grande	Sectional
Regional Officer Screening	February 23-24th	San Luis Obispo	Regional
Sacramento Leadership Experience (Seniors Only)	March 4-7th	Sacramento	State
FFA Meeting	March 4th	SYHS	Chapter
Spring Regional Meeting	March 21st	King City	Regional
State FFA Degree Ceremony	March 30th	Arroyo Grande	State
FFA Meeting	April 1st	SYHS	Chapter
Morning Wave	April 9th	SYHS	Chapter
State FFA Conference	April 10th-15th	Fresno	State
FFA Banquet	May 1st TBD	Mission Santa Ines	Chapter
Sectional Officer Screening (Sophomores and up)	May 6th	Pioneer Valley	Sectional
Sectional Project Competition	May 15th	Santa Ynez	Sectional
Sectional Project Competition Banquet	May 27th	Lompoc	Sectional



# Support Material 21: Professional Growth & Development

# Santa Ynez High School Agriculture Department

## Support Material 21: Professional Growth and Development

This is a list of the Professional Growth and Development Activities I attended throughout the 2013-2014 school year through our school, the CATA and Junior Livestock Association.



## Professional Growth and Development Activities for 2013-2014

Date	Activity	Location
August 13, 2012	Staff Development	SYHS
August 19, 2013	Collaboration	SYHS
August 21, 2013	Sectional CATA Meeting	Buellton
August 26, 2013	Department Meeting	SYHS
September 9, 2013	Faculty Meeting	SYHS
September 11, 2013	Back to School Night	SYHS
September 16, 2013	Flex Day Professional Development	SYHS
September 18, 2013	Junior Livestock Association Meeting	Santa Maria
September 23, 2013	Department Meeting	SYHS
October 7, 2013	Faculty Meeting	SYHS
October 13, 2013	Regional CATA Meeting	Hollister
October 14, 2013	Flex Day Professional Development	SYHS
October 21, 2013	Department Meeting	SYHS
October 28, 2013	Collaboration	SYHS
November 4, 2013	Faculty Meeting	SYHS
November 13, 2013	Sectional CATA Meeting	Nipomo
November 17-19, 2013	STEM Conference	Sacramento
December 2, 2013	Faculty Meeting	SYHS
December 9, 2013	Department Meeting	SYHS
January 6, 2014	Faculty Meeting	SYHS
January 13, 2014	Flex Day Professional Development	SYHS
January 15, 2014	Advisory Committee Meeting	SYHS
January 15, 2014	Junior Livestock Association Meeting	Santa Maria
January 20, 2014	School Board Meeting Presentation	SYHS
January 22, 2014	Principal's Council Meeting	SYHS
January 27, 2014	Sectional CATA Meeting	Santa Maria
February 3, 2014	Faculty Meeting	SYHS
February 4, 2014	Regional Proficiency Scoring	San Luis Obispo
February 10, 2014	Flex Day Professional Development	SYHS
February 19, 2014	Principal's Council Meeting	SYHS
February 24, 2014	Regional CATA Meeting	San Luis Obispo
March 3, 2014	Faculty Meeting	SYHS
March 10, 2014	Staff Development	SYHS
March 17, 2014	Collaboration	SYHS
March 19, 2014	Principal's Council Meeting	SYHS
March 24, 2014	Department Meeting	SYHS
March 31, 2014	Flex Day Professional Development	SYHS
April 7, 2014	Faculty Meeting	SYHS
April 21, 2014	Collaboration	SYHS
April 23, 2014	Principal's Council Meeting	SYHS
May 5, 2014	Faculty Meeting	SYHS
May 6, 2014	Sectional CATA Meeting	Pioneer Valley
May 7, 2014	Principal's Council Meeting	SYHS
May 12, 2014	Department Meeting	SYHS
May 14, 2014	Junior Livestock Association Meeting	Santa Maria
May 19, 2014	Flex Day Professional Development	SYHS
June 22-26, 2014	CATA Summer Conference	San Luis Obispo



# Support Material 22: R-2 Report

# Santa Ynez High School Agriculture Department

## Support Material 22: R-2 Report

The R-2 report is updated every year with the current students information (FFA Roster and Student Data Sheets) to give us an accurate report about the students and classes in our program.

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

## Santa Ynez Valley UHS R2 Student Report Year:2013

### Gender

Schnum	ProgName	Male	Female
55	Ag Bus Mgt	6	9
55	Ag Mech.	14	0
55	Agriscience	106	119
55	An. Science	7	18
55	O.H.	8	8

### Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	8	7
Ag Mech.	5	9
Agriscience	103	122
An. Science	10	15
O.H.	4	12

### Race\*

ProgName	White	Black	Hispanic	American Indian	Asian	Native Hawaiian/Pacific Island	2 or more
Ag Bus Mgt	13	0	0	2	2	0	0
Ag Mech.	11	0	0	3	3	0	0
Agriscience	200	0	0	21	21	1	1
An. Science	24	0	0	0	0	0	0
O.H.	15	0	0	1	1	0	0

### Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	144	16	15	26	0	0	0	0	201
2	0	46	7	6	0	0	0	0	59
3	0	0	14	3	0	0	0	0	17
4	0	0	0	15	1	0	0	0	16
5	0	0	0	0	2	0	0	0	2
Total	144	62	36	50	3	0	0	0	295
Total 9-12									292

**Freshman Persistence:**

Cohort Year: 2010-2011

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	20	33%
2	21	34%
3	5	8%
4	15	25%
Freshman Cohort Students	61	
Average Years Completed	2.2	

\*Prior to 2010 Hispanic is listed as a race.

Printed: 4/23/2014 10:21:02 AM

---

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: << Select a School >>

### Data for Year: 2013-2014

#### School:

# CA0230 Santa Ynez  
Santa Ynez Valley UHS  
Santa Ynez, CA 93460

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	31	Life Science
Ag Biology	Ag Biology	30	Life Science
Ag Biology	Ag Earth Science	29	Physical/Earth Sci.
Ag Biology	Ag Earth Science	30	Physical/Earth Sci.
Ag Biology	Ag Earth Science	31	Does Not Meet
Ag Bus Mgt	Ag Govt/Economics	37	History/Gov't
Ag Mechanics	Ag Mechanics	25	Other
Animal Science	Veterinary Science	27	Life Science
O.H./Floral	Ornamental Horticulture	29	Fine Arts
Other Ag	Ag Social Studies	32	History/Gov't
Other Ag	Ag Social Studies	31	History/Gov't
	TOTAL	332	
	Average Class Size	30.2	

#### FFA Students by Pathway:

<u>Pathway</u>	<u>Count</u>
Ag Bus Mgt	15
Ag Mech.	14
Agriscience	225
An. Science	25
O.H.	16
	295

#### FFA Students by Grade Level:

<u>Grade Level</u>	<u>Count</u>
9	144
10	62
11	36
12	50
13	3
Total	295

#### FFA Students by Years in Ag:

<u>Years in Ag</u>	<u>Count</u>
1	201
2	59
3	17
4	16
5	2
Total	295
Average Years	1.5

**Freshman Persistence:**

Cohort Year: 2010-2011

<u>Years in Ag Completed</u>	<u>Count</u>	<u>Percent</u>
1	20	33%
2	21	34%
3	5	8%
4	15	25%
Freshman Cohort Students	61	
Average Years Completed	2.2	

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

[View Ed Data](#)

Congressional District 24  
 Assembly District 37  
 State Senate District 19  
 County Santa Barbara  
 County-District-School Code 42693284236345

---

Site developed and maintained by the California FFA Association.



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

**R2 Teacher Information  
Santa Ynez Valley UHS, Santa Ynez  
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
Clement	Heather	H	Female	White	4	Agriculture Specialist	60875	4500	3500	0	Y
Bibby	Kathy	M	Female	White	24	Agriculture Specialist	51546	5563	500	0	Y
Phillips	Genevieve		Female	White	1	Agriculture Specialist	27882	1500	4300	0	Y

Bibby, Kathy					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8.00	Veterinary Science	27	Animal Science
1	2	2.00	Prep	0	SAE
1	3	10.00	Ornamental Horticulture	29	O.H./Floral
1	5	12.20	Ag Mechanics	25	Ag Mechanics

Clement, Heather					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	8.00	Ag Earth Science	29	Ag Biology
1	2	8.00	prep	0	Prep
1	3	10.00	Ag Earth Science	30	Ag Biology
1	4	10.00	International Economics	30	Non-Ag
1	5	12.20	Ag Earth Science	31	Ag Biology
1	6	12.20	Ag Social Studies	32	Other Ag
1	7	2.07	Ag Social Studies	31	Other Ag
1	8	2.07	SAE	0	SAE

Phillips, Genevieve					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	2	8.00	Ag Biology	31	Ag Biology
1	4	10.00	Ag Biology	30	Ag Biology
1	6	12.20	Ag Govt/Economics	37	Ag Bus Mgt
1	7	2.00	SAE	0	SAE

Printed: 5/20/2014 12:13:33 PM

# Support Material 23: Travel Request

# Santa Ynez High School Agriculture Department

## Support Material 23: Travel Request

Attached is a copy of a completed Travel Request for our trip to Ag. Day at the Capitol and the Spring Regional FFA Meeting in King City.



RECEIVED MAR 17 2014

**Santa Ynez Valley Union High School District**  
**Request to Attend Conference/Workshop Reimbursement and Travel Claim Form**

Travel Claim form **MUST** be approved by the Principal and the Business Office prior to travel arrangements being made. All out-of-state travel must be approved by the Superintendent. After approval, travel claim will be forwarded to the employee for travel arrangements and completion of expense reimbursement in section below.

This Travel Claim must accompany all receipts and registration forms:

TC #: 050079

<b>EMPLOYEE:</b> Heather Clement		<b>CONFERENCE/WORKSHOP:</b> Ag. Day at the Capitol	
<b>SCHOOL/DEPT.:</b> SYHS, Agriculture		<b>CONFERENCE LOCATION:</b> Sacramento, CA	<b>DATES:</b> 3/18-3/19/2014
<b>IF SUBSTITUTE IS REQUIRED, INDICATE DATES: 1, 3, 5 6, 7</b>		<b>FROM:</b>	<b>TO:</b>
<b>ESTIMATED EMPLOYEE EXPENSES</b>		<b>FUNDING SOURCES</b>	
<b>MEALS</b> \$56/day (2 dinners, 2 lunches, 1 breakfasts)	\$101 ✓	<b>PROGRAM SPONSORING/DEPT.:</b>	AG INCENTIVE GRANT FUNDS
<b>LODGING</b> ADVANCE CHECK (separate PO)	\$ 20205116	<b>BUDGET CODE (BUSINESS OFFICE ONLY):</b>	01.7010.0.1130.1000.5200.412.HEEL.0000
<b>TRANSPORTATION</b> ADVANCE CHECK NO	\$ SCHOOL VAN	<b>SUB COSTS TO BE REIMBURSED BY CONFERENCE SPONSOR?</b>	YES NO
<b>* OTHER</b>	\$	<b>SPONSOR:</b>	
<b>TOTAL</b>	\$ 101.00	<b>ADDRESS:</b>	
<b>REGISTRATION</b> ADVANCE CHECK NO	\$	<b>PHONE:</b>	<b>DATES TO BE REIMBURSED:</b>

**EMPLOYEE SIGNATURE:** Heather Clement **DATE:** 3/16/2014

<b>APPROVAL</b>	
<b>PRINCIPAL OR SUPERVISOR:</b>	<b>DATE:</b> 3/17/14
<b>BUSINESS OFFICE APPROVAL</b>	
<b>DISTRICT FISCAL COORDINATOR OR BUSINESS MANAGER:</b>	<b>DATE:</b> 3/19/14
<b>SUPERINTENDENT (REQUIRED FOR ALL OUT-OF-STATE TRAVEL &amp; NON-CONTRACTED DAYS):</b>	<b>DATE:</b>

**EMPLOYEE EXPENSE REIMBURSEMENT**

**INSTRUCTIONS:** Complete within 10 days after conference. \* Attach all required itemized receipts, including those paid by advance payment. Leave categories paid by advance payment blank. Return completed form to principal for final approval. Reimbursement will be issued within 2 weeks after receipt by the Business Office.

	SUN	MON	TUE	WED	THURS	FRI	SAT	TOTAL
<b>DATE</b>			3/18	3/19				
<b>MEALS: TOTAL PER DAY \$56.00</b> Breakfast \$11.00 Lunch \$17.00 Dinner \$28.00			\$ 45	\$ 56				\$ 101.00
<b>MILEAGE:</b> Number miles ____ x 48.5¢ per mile =								
* Taxi, Parking, Bus, Tolls, etc.								
* Other (i.e., pre-approved material exp.)								
Lodging (hotel-motel)								
* Registration fee								
* Transportation (public carrier)								
<b>DAILY TOTAL</b>								
<b>TOTAL EXPENSES: *ATTACH ALL ITEMIZED RECEIPTS FOR REIMBURSEMENT*</b>								

Heather Clement 3/24/2014

MAQ - 3/24/14

RECEIVED MAR 17 2014

# Santa Ynez Valley Union High School District

## Request to Attend Conference/Workshop Reimbursement and Travel Claim Form

Travel Claim form **MUST** be approved by the Principal and the Business Office prior to travel arrangements being made. All out-of-state travel must be approved by the Superintendent. After approval, travel claim will be forwarded to the employee for travel arrangements and completion of expense reimbursement in section below.

This Travel Claim must accompany all receipts and registration forms:

TC #: 050083

<b>EMPLOYEE:</b> Heather Clement		<b>CONFERENCE/WORKSHOP:</b> Spring Regional FFA Meeting	
<b>SCHOOL/DEPT.:</b> SYHS, Agriculture		<b>CONFERENCE LOCATION:</b> King City, CA	<b>DATES:</b> 3/20-3/21/2014
<b>IF SUBSTITUTE IS REQUIRED, INDICATE DATES: 1,3,5,7</b>		<b>FROM:</b>	<b>TO:</b>
<b>ESTIMATED EMPLOYEE EXPENSES</b>		<b>FUNDING SOURCES</b>	
<b>MEALS</b> \$56/day (2 dinners, 1 lunches, 1 breakfasts)	\$84 ✓	<b>PROGRAM SPONSORING/DEPT.:</b>	Ballinger Fund
<b>LODGING</b> ADVANCE CHECK (separate PO)	\$ PO 205117	<b>BUDGET CODE (BUSINESS OFFICE ONLY):</b>	01.9010.01130.1000.5200.413.HECL. BLLI
<b>TRANSPORTATION</b> ADVANCE CHECK NO	\$ SCHOOL VAN	<b>SUB COSTS TO BE REIMBURSED BY CONFERENCE SPONSOR?</b>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
<b>* OTHER</b>	\$	<b>SPONSOR:</b>	
<b>TOTAL</b>	\$ 84.00	<b>ADDRESS:</b>	
<b>REGISTRATION</b> ADVANCE CHECK NO	\$	<b>PHONE:</b>	
		<b>DATES TO BE REIMBURSED:</b>	

**EMPLOYEE SIGNATURE:** *Heather Clement*

**DATE:** 3/16/2014

<b>APPROVAL</b>	
<b>PRINCIPAL OR SUPERVISOR:</b> <i>M. S. S.</i>	<b>DATE:</b> 3/17/14
<b>BUSINESS OFFICE APPROVAL</b>	
<b>DISTRICT FISCAL COORDINATOR OR BUSINESS MANAGER:</b> <i>Michelle Jones</i>	<b>DATE:</b> 3/19/14
<b>SUPERINTENDENT (REQUIRED FOR ALL OUT-OF-STATE TRAVEL &amp; NON-CONTRACTED DAYS):</b>	<b>DATE:</b>

### EMPLOYEE EXPENSE REIMBURSEMENT

**INSTRUCTIONS:** Complete within 10 days after conference. \* Attach all required itemized receipts, including those paid by advance payment. Leave categories paid by advance payment blank. Return completed form to principal for final approval. Reimbursement will be issued within 2 weeks after receipt by the Business Office.

	SUN	MON	TUE	WED	THURS	FRI	SAT	TOTAL
<b>DATE</b>					3/20	3/21		
<b>MEALS: TOTAL PER DAY \$56.00</b> Breakfast \$11.00 Lunch \$17.00 Dinner \$28.00					28	56		\$84.00
<b>MILEAGE:</b> Number miles ____ x 48.5¢ per mile =								
* Taxi, Parking, Bus, Tolls, etc.								
* Other (i.e., pre-approved material exp.)								
* Lodging (hotel-motel)								
* Registration fee								
* Transportation (public carrier)								
<b>DAILY TOTAL</b>								
<b>TOTAL EXPENSES *ATTACH ALL ITEMIZED RECEIPTS FOR REIMBURSEMENT*</b>								

*Heather Clement* 3/24/2014

*M. S. S.* 3/24/14

PAID



# Support Material 24: CATA Membership Card

# Santa Ynez High School Agriculture Department

## Support Material 24: CATA Membership Card

My CATA membership is paid through 2014 and it is recorded on the South Coast Region CATA Membership Roster.



Last Name	First Name	Email	School	Paid
<b>Region: South Coast Region</b>			<b>Section: STB</b>	
Ayon	Clemente	cayon@smjuhsd.org	Santa Maria HS	✓
Bibby	Kathy	kbibby@syvuhsd.org	Santa Ynez Valley UHS	✓
Callaway	Julie	jcallaway.cjUSD@hotmail.com jcallaway@cuyamaunified.org	Cuyama Valley HS	✓
Carney	Sara	scarney@lmusd.org	Arroyo Grande HS	✓
Clement	Heather	hclement03@msn.com hclement@syvuhsd.org	Santa Ynez Valley UHS	✓
Clifford	Michael	sheepfit@aol.com clifford.michael@lusd.org	Lompoc HS	✓
Cummings	Rosemary	rosemaryfarao@yahoo.com rcummings@lmusd.org	Nipomo HS	✓
DeBernardi	Marc	mdebernardi@smjuhsd.org	Santa Maria HS	✓
DeRose	Stephen	sderose@lmusd.org sderoseeagle@gmail.com	Arroyo Grande HS	✓
English	James	jenglish@smjuhsd.org	Righetti HS	✓
Flaherty	Gretchen	flaherty.gretchen@lusd.org	Lompoc HS	✓
Flory-Guerra	Melissa	mflory@smjuhsd.org eweRspecial@gmail.com	Santa Maria HS	✓
Guerra	Guillermo	gguerra@smjuhsd.org	Righetti HS	✓
Guerra	Hector	hguerra@smjuhsd.org	Pioneer Valley HS	✓
Guerra	Luis	lguerra@smjuhsd.org	Santa Maria HS	✓
Guerra	Miguel	mguerra@smjuhsd.org	Righetti HS	✓
Lemons	Shannon	slemons@lmusd.org	Nipomo HS	✓
Linné	Christine	cflinne@yahoo.com clinne@smjuhsd.org	Pioneer Valley HS	✓
Mertz	Amie	amertz@lmusd.org	Arroyo Grande HS	✓
Phillips-Bishop	Genevieve	gbishop@syvuhsd.org	Santa Ynez Valley UHS	✓
Ponce	Gabe	gponce@smjuhsd.org	Pioneer Valley HS	✓
Powell	Mark	mrmhpowell@gmail.com mpowell@smjuhsd.org	Santa Maria HS	✓
Powell	Shannon	spowell@smjuhsd.org	Santa Maria HS	✓
Rodrigues	Joshua	jrodrigues@lmusd.org	Nipomo HS	✓
Rodriguez	Amanda	alrod1986@yahoo.com amrodriguez@smjuhsd.org	Santa Maria HS	✓
Sparks	Connie	csparks@lmusd.org	Arroyo Grande HS	✓
Wonnell	Scott	swonnell@smjuhsd.org	Pioneer Valley HS	✓

**Count:** 27

**Paid:** 27



# Support Material 25: Report to Administration

# Santa Ynez High School Agriculture Department

## Support Material 25: Report to Administration

This is an email I wrote thanking our administration for attending our Open Mic Ag. Night on April 1st, 2014 to increase awareness about the Governor defunding agriculture education and FFA in California. We had our Superintendent, Principal and a Board Member attend. They were all very impressed with our students, community supporters and our program!

## Heather Clement

---

**From:** Heather Clement  
**Sent:** Thursday, April 03, 2014 10:18 AM  
**To:** Scott Cory  
**Cc:** Kathy Bibby; Genevieve Bishop  
**Subject:** Re: Thank You!

Thank you Scott! We appreciate your letters defending our program!

Sincerely,  
Heather Clement

On Apr 3, 2014, at 9:00 AM, "Scott Cory" <[scory@syvuhsd.org](mailto:scory@syvuhsd.org)> wrote:

A great evening for the community and the kids. Well done. I'll be getting some letters out to legislative folks during the Easter break.

Scott

-----

*Scott Cory  
Superintendent  
Santa Ynez Valley Union High School District  
2975 E. Hwy. 246  
Santa Ynez, CA 93460  
(805) 688-6487 / Ext. 3200  
FAX: (805) 688-1913*

**From:** Heather Clement  
**Sent:** Thursday, April 3, 2014 8:49 AM  
**To:** Bruce Porter; Scott Cory; Mark Swanitz  
**Cc:** Lorraine Hope; Genevieve Bishop; Kathy Bibby; Mindi Christian  
**Subject:** Thank You!

Good Morning!

Just wanted to say thank you for attending our Open Mic Ag Night on Tuesday! In our opinion, it was a real success and I hope you felt like you saw a glimpse of how powerful our program is and has been! We truly are very fortunate that we have a supportive Administration and School Board. We will keep you updated as we hear more about any changes to the state budget as it relates to ag.ed. funding. Please encourage folks to call or write our representatives regarding this matter.

Thank you for continuing to help us serve our students and community through agriculture education.

Sincerely,  
Heather Clement



# Support Material 26: Five Year Acquisition List

# Santa Ynez High School Agriculture Department

## Support Material 26: Five Year Acquisition List

The Five Year Acquisition list is part of the Comprehensive Program plan and lists the major purchase and or project goals that our program would like to accomplish over the next five years. This list is updated every year as part of the Agriculture Incentive Grant.



FIVE YEAR ACQUISITION PLAN  
2013-2014

Over the next five years the agriculture department would like to update, add or modify the following facilities and/or equipment

1. Purchase Apple MacBook's for teacher instruction and classroom support
2. Construct "lockers" for feed/tack areas for students to house feed and supplies
3. Landscape west of classroom.
4. Plant oak trees in pasture
5. Install shade cloth over the large pens on west side of barn
6. Update computers in lab next to S1 classroom



# Support Material 27: Operating Budget for Department

# Santa Ynez High School Agriculture Department

## Support Material 27: Operating Budget for Department

The Department Chair, Kathy Bibby, manages the Agriculture Incentive Grant and Perkins. I manage the ASB FFA accounts. Included is the Perkins Application for 2014-2015, the 2013-2014 Perkins Expenditure report, the 2013-2014 Agriculture Incentive Grant application and the 2013-2014 ASB FFA Budget.

District budgets are not distributed on a regular basis though we do receive allocations for each lab and lecture sections of our program. This money pays for copies and some classroom supplies.

# 2013-2014 FFA ASB Account Budget

## REVENUES

Source	Description	Amount
Beginning Balance	Carryover from previous year	\$7,000.00
Football Sales	Revenue from food sales at football games	\$9,000.00
National Convention	Students deposit for National Convention	\$2,000.00
Ballinger Family Foundation	Donations from Ballinger Family Foundation	\$3,000.00
Carl Perkins Grant	Money from Carl Perkins Grant	\$2,000.00
FFA Activity Hotel Deposits	Student deposit for leadership conference/FFA activity hotels	\$2,000.00
State Conference Registration	Student deposits for State FFA Leadership Conference	\$2,000.00
MFE/ALA Registration	Student deposits for MFE/ALA leadership conference	\$1,500.00
Greenhand Conference Registration	Student deposit for Greenhand Leadership Conference	\$1,000.00
Vine Pruning Hotel Deposits	Student deposits for Vine Pruning Field Day lodging	\$1,000.00
Farm Bureau Donations	Donation from Farm Bureau	\$100.00
Livestock Insurance	Student deposits for Livestock Insurance	\$100.00
<b>TOTAL REVENUES</b>		<b>\$30,700.00</b>

## EXPENDITURES

Item	Description	Amount
National FFA Convention Registration	Student National Convention Registration Fees	\$7,300.00
Football Sales Expenses	Cost/reimbursement of food, BBQ supplies and sanitary supplies	\$5,000.00
State FFA Conference Hotel Rooms	Student and Advisor lodging for State Conference	\$4,000.00
State Conference Registration	Registration for State FFA Leadership Conference	\$2,000.00
MFE/ALA Registration	Student deposits for MFE/ALA leadership conference	\$1,500.00
FFA Banquet Supplies	Awards, food, supplies and reimbursement to Advisors and Officer parents for banquet supplies	\$1,000.00
Greenhand Conference Registration	Registration for Greenhand Leadership Conference	\$1,000.00
Vine Pruning Hotel for Field Days	Student lodging for Vine Pruning trips	\$1,000.00
Chapter Officer Team t-shirts	Officer and Advisor FFA t-shirts	\$800.00
Vine Pruning Team t-shirts	Team t-shirts	\$800.00
Chapter Officer Leadership Conference Hotel	Student hotel room for COLC	\$500.00
Vine Pruning Team Expenses	Team meals, equipment/repairs, awards	\$500.00
South Coast Region Dues and Event costs	Costs of participating in Sectional and Regional events (meals, awards, registration etc)	\$450.00
Sectional FFA Dues	Sectional FFA membership dues	\$200.00
Vine Pruning Field Day Registration	Registration costs for field days	\$150.00
Livestock Insurance	Student deposits for livestock insurance	\$100.00
Miscellaneous	Emergency costs (repairs, purchases)	\$500.00
<b>TOTAL EXPENDITURES</b>		<b>\$26,800.00</b>

**PROJECTED ENDING BALANCE 2014** **\$3,900.00**

Signature of Coach/Club Advisor:

ASB Student Council Signature:



6221 LIVESTOCK MANAGEMENT - SANTA YNEZ

FEBRUARY 2014

HEATHER CLEMENT

2013/14  
4/3/14  
Adopted Budget  
Budget Transfer  
Budget Transfer  
Budget Transfer  
Budget Transfer  
Adjusted Budget

Date	P.O.	Vendor
03/04/2014	273291	ROBERT SHAW, DVM
3/21/2014	CREDIT CARD ENC	FARMTEK
3/21/2014	272122	ENASCO

Instructional Supplies	Instructional Supplies-STSP	Equipment	Repair & Maint.	District Cont. Svcs.
600.00 200.00	0.00	0.00	200.00 (200.00)	0.00
800.00	0.00	0.00	0.00	0.00
248.70 67.38 394.72				
89.20	0.00	0.00	0.00	0.00

NT= Not Yet Paid Sales Tax  
(NT)= Paid Sales Tax

BALANCE

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**

Santa Ynez Valley Union High School

(School Site)

Santa Ynez Valley Union High School

(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

\_\_\_\_\_  
Business Manager

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature of Agriculture Teacher  
for the Program

\_\_\_\_\_  
Responsible

\_\_\_\_\_  
Signature of Principal

Contact Phone Number:

805-688-6487 x. 3219

Date of Approval of Local Agency Board:

18-Jun-13

Funds Requested - Part I

\$5,000.00

Part II

\$1,680.00

Part III

\$15,000.00

Part IV

\$0.00

Total

\$21,680.00

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
2. Leadership and Citizenship Development
3. Practical Application of Occupational Skills
4. Qualified and Competent Personnel
5. Facilities, Equipment, and Materials
6. Community, Business, and Industry Involvement
7. Career Guidance
8. Program Promotion
9. Program Accountability and Planning

x

x

x

x

x

x

x

x

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.

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)	210	\$1,680.00

## 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:

2.5

List the Names of the Agriculture Teachers:

Kathy Bibby

4.

Heather Clement

5.

To Be Determined

6.

Criterion 10 - Student/Teacher Ratio

Number Meeting  
Criteria

2.5

Amount  
Requested

\$5,000.00

Criterion 11A - Year-Round Employment

2.5

\$5,000.00

Criterion 11B - Project Supervision Period

2.5

\$5,000.00

TOTAL FUNDS REQUESTED PART IV

\$15,000.00

## 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.

no

## PART V - FINANCIAL SCHEDULE

Part A

		2	A	B	C
--	--	---	---	---	---

Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		8,000.00		5,000.00
2			Subtotal for 4000	\$8,000.00		\$5,000.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. farm manager	2,500.00		
4			2. travel/conferences	5,200.00		5,693.00
5			3. misc expences	2,180.00		5,000.00
6			4. Truck expences	4,800.00		
			5.			
7			6.			
8			Subtotal for 5000	\$14,680.00		\$10,693.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. technology			7,000.00
10			2.			
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	\$0.00		\$7,000.00
14			Total for 4000-6000 Lines 2, 8, 13	\$22,680.00		\$22,693.00

TOTAL 2013-14 Incentive Grant Allocation:

\$21,680.00

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:



## Expenditure\_Transactions

SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT  
CARL PERKINS EXPENDITURE TRANSACTIONS JULY 1, 2013 - MARCH 31, 2014

Fund	Resc	Year	Goal	Func	Obj	Doc Type	Doc Nbr	Doc Date	Vendor	Amount	Description
01	3550	0	3800	1000	4300	PO	205099	3/21/2014	FARM TEK 1303405	156.75	Grodan A-OK starter plug sheets (15)
01	3550	0	3800	1000	4300	PO	205084	3/21/2014	WARDS NATURAL SCIENCE 13034	244.05	Instructional Classroom supplies-activity kits
01	3550	0	3800	1000	4400	PO	205067	3/21/2014	FIA BUSINESS CARD SERV 130340	1,985.20	7-tier tower gardens (3)
01	3550	0	3800	1000	5200	JE	000253	8/8/2013	PO204436 TRAVELODGE CLEMENT	872.30	Lodging for teacher during SB Cty Fair
01	3550	0	3800	1000	5200	PO	204933	10/18/2013	HEATHER CLEMENT 1803492	280.00	STEM Conference Registration - 3 teachers
01	3550	0	3800	1000	5200	TC	050024	10/18/2013	HEATHER CLEMENT 1803492	149.52	Chapter Officer Leadership conference on 10/12-13/13 in Hollister.
01	3550	0	3800	1000	5200	PO	204933	10/18/2013	HEATHER CLEMENT 1803492	280.00	STEM Conference Registration - 3 teachers
01	3550	0	3800	1000	5200	PO	204933	10/18/2013	HEATHER CLEMENT 1803492	280.00	STEM Conference Registration - 3 teachers
01	3550	0	3800	1000	5200	PO	204934	11/1/2013	CITIZEN HOTEL 1805811	339.06	Lodging for STEM Conference
01	3550	0	3800	1000	5200	PO	204934	11/1/2013	CITIZEN HOTEL 1805811	339.07	Lodging for STEM Conference
01	3550	0	3800	1000	5200	PO	204934	11/1/2013	CITIZEN HOTEL 1805811	339.07	Lodging for STEM Conference
01	3550	0	3800	1000	5200	PO	221006	11/15/2013	CALIFORNIA ASSOCIATION 180784	100.00	Made for Excellence/Advanced Leadership academy, Modesto, CA on 2/7-8/14.
01	3550	0	3800	1000	5200	PO	221006	11/15/2013	CALIFORNIA ASSOCIATION 180784	100.00	Made for Excellence/Advanced Leadership academy, Modesto, CA on 2/7-8/14.
01	3550	0	3800	1000	5200	PO	221006	11/15/2013	CALIFORNIA ASSOCIATION 180784	100.00	Made for Excellence/Advanced Leadership academy, Modesto, CA on 2/7-8/14.
01	3550	0	3800	1000	5200	PO	221006	11/15/2013	CALIFORNIA ASSOCIATION 180784	100.00	Made for Excellence/Advanced Leadership academy, Modesto, CA on 2/7-8/14.
01	3550	0	3800	1000	5200	PO	221006	11/15/2013	CALIFORNIA ASSOCIATION 180784	100.00	Made for Excellence/Advanced Leadership academy, Modesto, CA on 2/7-8/14.
01	3550	0	3800	1000	5200	PO	204945	11/27/2013	CAL POLY STATE UNIVERS 180978	125.00	New professionals institute conference registration 11/21-22/13 in Fresno.
01	3550	0	3800	1000	5200	TC	050030	11/27/2013	HEATHER CLEMENT 1809788	101.00	STEM education conference 11/18-19/13 in Sacramento.

Expenditure\_Transactions

Fund	Resc	Year	Goal	Func	Obj	Doc Type	Doc Nbr	Doc Date	Vendor	Amount	Description
01	3550	0	3800	1000	5200	TC	050029	12/13/2013	KATHY BIBBY 1811984	126.00	STEM education conference 11/18-19/13 in Sacramento.
01	3550	0	3800	1000	5200	PO	205008	12/13/2013	BEST WESTERN INN AT TH 181198	144.14	Two nite stay for St. Helena vine pruning contest 1/9-11/14.
01	3550	0	3800	1000	5200	PO	205008	12/13/2013	BEST WESTERN INN AT TH 181198	144.14	Two nite stay for St. Helena vine pruning contest 1/9-11/14.
01	3550	0	3800	1000	5200	TC	050055	1/17/2014	GENEVIEVE BISHOP 1816048	145.00	Meals for the St. Helena vine pruning contest on 1/10-11/14.
01	3550	0	3800	1000	5200	TC	050051	1/17/2014	HEATHER CLEMENT 1816051	145.00	Meals for the St. Helena vine pruning contest on 1/10-11/14.
01	3550	0	3800	1000	5200	TC	050031	1/24/2014	GENEVIEVE BISHOP 1816988	101.00	STEM education conference 11/18-19/13 in Sacramento.
01	3550	0	3800	1000	5200	TC	050056	1/24/2014	GENEVIEVE BISHOP 1816988	84.00	Meals for the Dinuba vine pruning contest on 1/17-18/14.
01	3550	0	3800	1000	5200	TC	050052	1/24/2014	HEATHER CLEMENT 1816990	84.00	Meals for the Dinuba vine pruning contest on 1/17-18/14.
01	3550	0	3800	1000	5200	TC	050053	1/31/2014	HEATHER CLEMENT 1817982	84.00	Meals for the Reedley College vine pruning contest 1/24-25/14.
01	3550	0	3800	1000	5200	TC	050054	2/7/2014	HEATHER CLEMENT 1818980	112.00	Meals for the vine pruning state finals at Fresno on 1/31 to 2/1/14.
01	3550	0	3800	1000	5200	PO	205078	2/21/2014	CALIFORNIA ASSOCIATION 182084	135.00	Registration for Clement (20 participants X \$10 each).
01	3550	0	3800	1000	5200	PO	205078	2/21/2014	CALIFORNIA ASSOCIATION 182084	135.00	Registration for Bishop (20 participants X \$10 each).
01	3550	0	3800	1000	5200	RC	416561	2/28/2014	CITIZEN HOTEL CLEMENT REFUND	(41.40)	Lodging for STEM Conference refund
01	3550	0	3800	1000	5200	TC	050058	3/7/2014	GENEVIEVE BISHOP 1301114	84.00	Meals for the Reedley College vine pruning contest 1/24-25/14.
01	3550	0	3800	1000	5800	PO	205009	12/13/2013	BEST WESTERN INN AT TH 181198	864.84	Two nite stay for students (3 rooms) also for St. Helena vine pruning contest
01	3550	0	3800	1000	5800	PO	205078	2/21/2014	CALIFORNIA ASSOCIATION 182084	56.86	Registration for Clement (20 participants X \$10 each).
TOTAL										8,294.60	



# Support Material 28: Budget Process

# Santa Ynez High School Agriculture Department

## Support Material 28: Budget Process

The Budget process is documented in the Business Office Purchasing and Reimbursement manual. Regardless of the funding source, each purchase must be approved in advance before money can be spent or reimbursed to an employee or program.

## **BUSINESS OFFICE**

### **PURCHASING TEXT BOOKS**

There are mandatory procedures to follow when requesting a Purchase Order (PO) for a Core Subject Text Book and/or Supplemental Text Book.

**The Core Text Book must meet the following criteria:**

1. The Text Book must match by name, author, publisher, copyright date, and course title to the current board approved Text Book listed on the approved Course of Study.
2. The Purchase Order must include the name, author, publisher, copyright date, and course title.
3. The Department Lead Teacher or Supervisor must approve the purchase and submit to the Principal.
4. The Principal will verify the order and will then recommend the Funding Source.
5. The Purchase Order is then to be forwarded electronically to Purchasing. (E-Mail: Purchasing)

**The Supplemental Text must meet the following criteria:**

1. The Purchase Order must include the Course Title and Book Title.
2. The Purchase Order must specify that the books are Supplemental.
3. The Department Lead Teacher or Supervisor must approve the purchase and submit to the Principal.
4. The Principal will verify the order and will then recommend the Funding Source.
5. The Purchase Order is then to be forwarded electronically to Purchasing. (E-Mail: Purchasing)

Santa Ynez Valley Union High School Board Policy requires specific procedures for new study courses and revised study courses.

**New Study Courses require the following steps:**

- A. Prior to offering a new study course the certificated instructor will prepare and submit a Course of Study to the Principal. This course will be reviewed and submitted to the Board of Education for approval prior to any course offering or textbook purchase.
- B. Submit the revised Course of Study to the Board of Education for approval.
- C. After approval, by the board, the date will be recorded on the Course of Study and placed in a permanent file.

- D. A copy of the Course of Study will be returned to the instructor. The title page of the approved Course of Study will be attached to any order for the purchase of textbooks. The purchase order is to include the textbook name, author, publisher, copyright date, and course title. The purchase order is verified against the approved Course of Study BEFORE being approved.
- E. Textbooks are verified by receiving department upon receipt to ensure that all portions of the textbooks meet the board approved Course of Study. The textbooks are then delivered to instructor for use.

**Revised Study Courses require the following** (This includes a change in a Core Text Book on edition, title, and or publisher):

- A. Current Board approved Course of Study will be revised whenever the course textbook is to be changed. Include in the course of study, the textbook name, author, publisher, and copyright date.
- B. Submit the revised Course of Study to the Board of Education for approval.
- C. After approval, by the board, the date will be recorded on the Course of Study and placed in a permanent file.
- D. A copy of the Course of Study will be returned to the instructor. The title page of the approved Course of Study will be attached to any order for the purchase of textbooks. The purchase order is to include the textbook name, author, publisher, copyright date, and course title. The purchase order is verified against the approved Course of Study BEFORE being approved.
- E. Textbooks are verified by receiving department upon receipt to ensure that all portions of the textbooks meet the board approved Course of Study. The textbooks are then delivered to instructor for use.

**Please note:** PO's that do not follow these procedures will be returned to the originator for correction. This process is in place because our funding is jeopardized if we do not follow the outline.



## BUSINESS OFFICE

### COLLECTION OF FUNDS FROM STUDENTS

The usual procedure for students paying for lost or damaged books, equipment, or uniforms is for the teacher or coach to turn in a textbook card listing the book and its replacement cost or a list of the equipment or uniform replacement cost to the **STUDENT SERVICES OFFICES**. Students' names will be placed on the Obligation List each week and will be ineligible to participate in various school activities until the obligation is cleared.

The students who need to pay for these obligations and for larger projects or materials for a lab class should be sent to the **BUSINESS SERVICES OFFICE** to pay for these items. **Students should be informed that the hours to pay obligations are only before school, during nutrition, or during lunch.** Students will be issued a receipt to verify payment with their teacher or coach. If teachers require students to purchase pencils, poster boards, science project boards, athletic items, art supplies, or like items of a small cost, and that teacher will be collecting the money from the students, the teacher must obtain a receipt book from the Business Services Office. Receipts are to be written for each student. By 2:15pm each day, all receipts and monies are to be deposited with Susan Gode or Cindy Luke in the Business Services Office. The teacher will be issued a receipt that matches the total of the sub receipts submitted with the funds. (Per California Schools Accounting Manual.) These receipts must be turned in no later than 2:15 p.m.

If you have any questions concerning these procedures, please get clarification before proceeding.



## **BUSINESS OFFICE**

### **COPYING AND SUPPLY COSTS**

**Departmental budgets will be charged for copying at .020 cents per copy. The Staff Service Technician will provide the Business Office with the number of copies each quarter and a "journal entry" form will be processed charging your department budget. The information will be provided to your department lead teacher.**

**Your department budget will be charged for supplies requested by department members. The Staff Service Technician will provide the Business Office with the number of purchases each month and a journal entry form will be processed charging your department budget. The information will be provided to your department lead teacher.**

**If you need special items ordered through the Staff Services Office, your department will be billed directly when the invoice is paid.**

**If you are copying or purchasing supplies and you are a club advisor or a coach, please be sure to note which activity or class should be charged. Sometimes when students are sent, they only use the teacher's name, and that can create extra work and confusion when billing.**

## BUSINESS OFFICE

### PURCHASING

Purchasing policies allow purchasing in the following ways:

1. By Purchase Order, always approved prior to making purchase.
2. By prepayment with a SYVUHSD Revolving Fund Check. Amount is limited and has to be approved by the Business Manager. A purchase order will be required in advance with a price quote or invoice attached.
3. Personal purchase of supplies from a vendor who will not accept a purchase order, but **ONLY** with prior approval of the Business Manager. A purchase order, made payable to you with the vendor name and purchase description in the body of the purchase order, must be done in advance and original receipts must be submitted in order to be reimbursed for the purchase.

The district is not responsible for purchases made without following the proper procedures. Items purchased will be returned when possible, and any charges will be the responsibility of the person who placed the order without getting approval. If goods or services cannot be returned, the person who placed the order without approval will be responsible for all costs incurred.

All purchasing must have the approval of your department lead teacher or supervisor. Prior to making any purchase, Purchase Orders are to be submitted electronically for signature and approval by the Business Office (e-mail to the **Purchasing** e-mail account) using the Purchase Order template available on the network. Purchase Orders should contain as much information as possible including item description and item or catalog number whenever possible. If a purchase order is for payment of conference or workshop registration, details such as dates, location, and employee(s) attending should be included in the body of the purchase order. A flyer with workshop or conference details must accompany the purchase order. Orders are retrieved from the template and transferred electronically to a Purchase Order hard copy. The original PO will **ONLY BE FAXED**; Purchase Orders **WILL NOT BE MAILED**. Originator must include the fax number on the PO request in order for the PO to be faxed to the vendor as instructed on the PO. If no fax number is provided, it is the PO Originator's responsibility to deliver the PO to the vendor. Your cooperation is greatly appreciated and your order will be processed in a timely manner.

Upon receipt of your purchase, please promptly open and verify that your order is complete or that back orders are noted on the packing slip. Please forward packing slips to the business office. Your department lead teacher may be asked to verify the invoice when it arrives for payment. Please note that invoices cannot be paid unless verification has been obtained on all items received and/ or services have been rendered. Your cooperation in expediting this process is appreciated. If you have any questions regarding your order please contact the vendor. It is not the responsibility of the Business Office to verify your order.

Purchases of computers, printers and other items for technology will be subject to approval by the Network Manager. Furniture orders must be approved by the Business Manager.

## BUSINESS OFFICE

### REIMBURSEMENT CLAIMS

Reimbursement requests may include lodging, meals, mileage, parking or other approved travel related expenses for official school business or certain purchases for supplies. Approval for travel time must be obtained from your department chair or supervisor and appropriate administrator prior to travel taking place. All workshops or conferences must be approved prior to travel arrangements being made; employees requesting travel must complete a **REQUEST TO ATTEND CONFERENCE-WORKSHOP REIMBURSEMENT FORM** and attach all applicable documentation to the form (i.e., registration flyer listing dates and times of the conference or workshop, MapQuest detailing number of miles traveled if seeking personal mileage reimbursement, estimate of lodging costs, etc.). **Please note, if seeking mileage reimbursement for personal vehicle use, calculate the total mileage using Santa Ynez Valley Union High School's address as the starting location.** The form and documentation must be sent to the Principal or direct supervisor for initial approval. The Principal or direct supervisor will then forward the form to the Business Manager for final approval; if travel occurs on non-contract days or travel is out of state, the Superintendent will receive the form for final approval. After all approvals and signatures are gathered, a copy of the form will be sent back to the originator.

Upon completion of the conference or workshop, the originator must use their pre-approved copy of the original **CONFERENCE-WORKSHOP REIMBURSEMENT FORM** to submit personal reimbursement requests. Reimbursement claims for supplies must be accompanied by the original receipt and a copy of their pre-approved **CONFERENCE-WORKSHOP REIMBURSEMENT FORM**. Please make a copy for your records prior to submitting the claim.

**THE REQUEST TO ATTEND CONFERENCE-WORKSHOP REIMBURSEMENT FORM** is available on-line in the District Templates section.

Current Board of Education approved per diem rates for reimbursement are as follows:

- \$ 11.00 for breakfast
- \$ 17.00 for lunch
- \$ 28.00 for dinner
- \$ .50 per mile for mileage (or current IRS rate with Board approval)

Reimbursements are paid by commercial warrant, not as part of your payroll. Claims must be submitted no later than Tuesday of any week in order to be processed for receipt of payment the following Tuesday. No claims may be submitted for prior year expenditures.



# Support Material 29: Chair Person's Duties & Responsibilities

# Santa Ynez High School Agriculture Department

## Support Material 29: Chair Person's Duties & Responsibilities

I do not serve as the Department Head at this time.



# Support Material 30: Chart of Responsibilities

# Santa Ynez High School Agriculture Department

## Support Material 30: Chart of Responsibilities

The Chart of Responsibilities is very important when delegating the duties of an agriculture instructor throughout the year. This chart makes it clear in advance who is responsible for each activity. This chart is also part of the Comprehensive Program Plan and is updated every year.



**CHART OF RESPONSIBILITIES**  
2013-2014

	BIBBY	CLEMENT	BISHOP
Faculty meetings	X	X	X
Department meetings	X	X	X
CATA meetings	X	X	X
Jr. Auction Committee meetings		X	
Comprehensive Program Plan	X	X	X
R2 Reports	X	X	
Advisory Committees	X	X	X
FFA Advisor		X	X
Fundraising activities	X	X	X
FFA Banquet	X	X	X
Eighth Grade Recruitment		X	X
School Farm Management	X		X
Fall & Spring Regional FFA conferences	X	X	X
Leadership Conferences	X	X	X
Teams & Contests	X	X	X
FFA Award applications	X		X
Livestock Shows and Fairs		X	X
Supervised Agriculture Experiences	X	X	X
Classroom/office upkeep & maintenance	X	X	X
Upkeep of shop and garden/greenhouse	X		
Upkeep of farm facilities	X	X	X
Upkeep of vehicles and trailer	X		
Upkeep of tractor & implements	X		
Computers, programs & printers	X	X	X
Department Budget	X	X	X
FFA ASB budget & transactions		X	X
ROP Budgets	X	X	

# Support Material 31: Substitute Teacher Procedure & Plans



# Santa Ynez High School Agriculture Department

## Support Material 31: Substitute Teacher Procedures & Plans

When there is a need to be out of the classroom for a professional development activity or student event, a certificated employee absence request/report must be filled out and sent to the Student Services Office where they will approve and fill request.

I have a Substitute Binder with my lesson plans organized by class period. I include detailed plans, the teacher copy of all the work, class seating charts and rosters, instructions for working the projector and instructions for online test taking. Depending on the lesson, I might also include a thumb drive with Power Points or an educational film with worksheets. I might also include a student "sub plan" which makes students accountable for the work they need to accomplish while their is a substitute so that there are no excuses! I have included an actual sub plan that I left while I was gone in April. It is very important to be specific about your procedures and directions. I try an assume that the person who will serve as my substitute will know nothing about my students, subject matter or procedures.

# Substitute Lesson Plan

Instructor: Miss Clement

April 4th, 2014

## Periods: 1, 3, 5 Agriculture Earth Science

Take attendance and send it up to the front office with a student or TA or Academic Mentor (make sure they take a hall pass on the wall which is located near the door). **No other student is allowed to leave the classroom for any reason unless they show you their Hall Pass and you punch their card. Students need to be sitting in their ASSIGNED seats (seating chart is included in sub folder).**

1. Hand out the student sub plans slips (astronaut) for students to keep and review.
2. Please have students take out their packets (already have) and turn to page 19. Turn on the projector (instructions located in the sub binder) and do slides number 36-50, Stellar Evolution Notes located on my thumb drive.
3. Give them a 2 minute stretch break after notes...no one should go outside.
4. Next have students review pages 23-25 in their packets. The Planet Travel Brochure is due next Tuesday April 8<sup>th</sup> at the beginning of class. Remind them that it is a brochure (8"x11" paper, NOT a poster as it says in a few places on the instructions). They may choose any planet, dwarf planet, moon or whatever they want as long as they collect all of the necessary information using pages 23-24 in their packet.
5. Next students will pack up all of their things and walk quietly to the library. They will be using the remainder of the period to research for their Planet Travel Brochure.
6. While in the library, please make sure the students sit together as a class and work on their research. Remind them that if they begin making a the brochure on the computer, they need to email it to themselves before the end of the period.
6. With five minutes remaining in the period, make sure student lower their chairs and push them in, log off the computer and pick up any trash.

**Academic Mentor & Teacher's Aid 5<sup>th</sup> Period:** If Lupita and Izack have other things to do (library, reading, study) outside of the classroom, let them do so.

### **Before the end of each period, make sure:**

- \*Students pick up their trash
- \*Students straighten their desks
- \*Textbooks are put back properly (no student may take home a class text book)
- \*Lab table chairs are put on table tops at the end of 5<sup>th</sup> period

Thank you for instructing my class today! Please let me know if there are any problems.

Thank you,



## Clement Ag. Earth Science Friday April 4th, 2014

### TO DO LIST:

#### Stellar Evolution Notes

\_\_\_\_\_ Complete pages 19-21 in your packet

#### Review Solar System Research Project Guidelines pages 23-24

\*Remember this is a BROCHURE (8"x11" paper), tri fold or folded in half

\*You can do it on any planet, dwarf planet, moon etc

\*It is **DUE NEXT TUESDAY APRIL 8<sup>th</sup>** in the beginning of class!

\*If you start a brochure on a library computer, be sure to email it to yourself before the period ends, otherwise you will not be able to work on it over the weekend ☹

**LOWER AND PUSH IN YOUR CHAIR AND LOG OFF WHEN DONE IN LIBRARY**

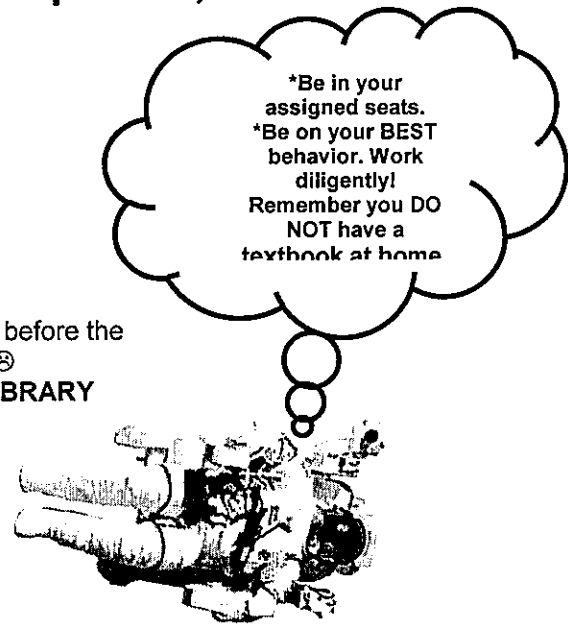
#### Reminders:

**Livestock Meeting Tuesday April 8<sup>th</sup> 3:30pm S1**

**Planet Travel Brochure Due Tuesday April 8th**

**Morning Wave 7:15am Wednesday April 9th**

**Packet and Quiz Due Thursday, April 10<sup>th</sup>!**



\*Be in your assigned seats.  
\*Be on your **BEST** behavior. Work diligently!  
Remember you **DO NOT** have a **textbook at home**

## Clement Ag. Earth Science Friday April 4th, 2014

### TO DO LIST:

#### Stellar Evolution Notes

\_\_\_\_\_ Complete pages 19-21 in your packet

#### Review Solar System Research Project Guidelines pages 23-24

\*Remember this is a BROCHURE (8"x11" paper), tri fold or folded in half

\*You can do it on any planet, dwarf planet, moon etc

\*It is **DUE NEXT TUESDAY APRIL 8<sup>th</sup>** in the beginning of class!

\*If you start a brochure on a library computer, be sure to email it to yourself before the period ends, otherwise you will not be able to work on it over the weekend ☹

**LOWER AND PUSH IN YOUR CHAIR AND LOG OFF WHEN DONE IN LIBRARY**

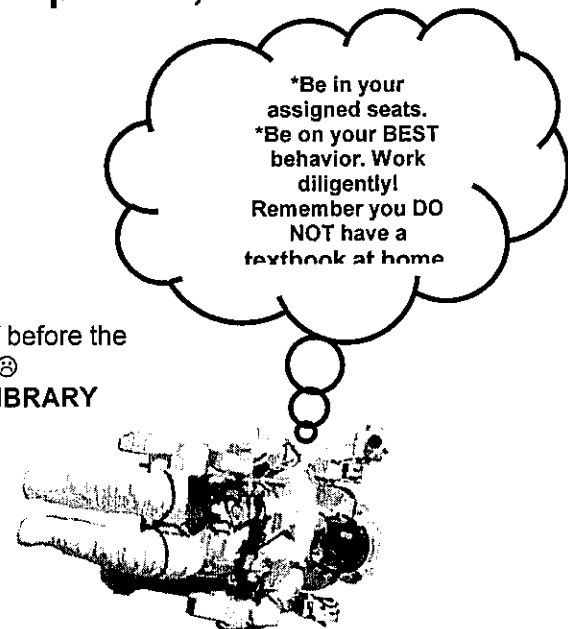
#### Reminders:

**Livestock Meeting Tuesday April 8<sup>th</sup> 3:30pm S1**

**Planet Travel Brochure Due Tuesday April 8th**

**Morning Wave 7:15am Wednesday April 9th**

**Packet and Quiz Due Thursday, April 10<sup>th</sup>!**



\*Be in your assigned seats.  
\*Be on your **BEST** behavior. Work diligently!  
Remember you **DO NOT** have a **textbook at home**

# **S1 PROJECTOR OPERATING INSTRUCTIONS**

## **TURNING ON THE PROJECTOR**

1. Turn off the lights (switch located next to telephone at the teachers station)
2. Using the Projector remote, press the green "ON " button.
3. While the projector is warming up, put in your DVD or open your PowerPoint. The program menu for a DVD should open automatically. Select "InterActual Player".
4. Once the Projector Screen is loaded, press "ENTER" which is in the upper center of the projector remote.
5. Your computer screen should now be reflected onto the projector screen. If it is not, you may need to drag your movie or Power Point off to the right of the computer monitor so that it shows up on the projector screen (extended screen mode).

## **ADJUSTING COMPUTER VOLUME**

1. On the keyboard, in the top left hand side you will find three buttons, Volume Up, Volume Down and Mute.

OR

2. On the bottom right hand corner of your computer screen desktop, you will see a speaker symbol. Using your mouse move the volume up, down or mute.

## **TURINING OFF THE PROJECTOR**

1. Make sure the lights are still off.
2. Use the remote and press the red button "STANDBY". You will need to press it twice for the projector to turn off.

**If you have technical difficulties, please try the following helpers:**

Ricky Hernandez ext:3215

Maria Garcia ext3225



# Online Quiz Instructions

1. Students will log on to a computer:

Username= 7-digit ID number

Password= 5-digit ID number

If prompted, select "P4" or "E1" to log in.

2. Open an Internet Explorer browser (found on the start menu or on the desktop)

3. Go to [www.thatquiz.org](http://www.thatquiz.org)

4. In the bottom right hand corner, the student will enter the appropriate Test Code (given by the instructor)

5. Student will select their name from the drop down menu

6. Student will enter in their 5-digit ID number as the password.

7. Student will take the quiz. Once they are finished, they may log off the computer. The score is automatically sent to my account.



Name: CLEMENT Period: \_\_\_\_\_

Clement

Week: 31-33 Dates: 3/24-3/10 Unit: Stars, Sun and Solar System

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
24 E	25 O *EARTH, MOON, SUN SYSTEM NOTES *LIVESTOCK MTG 3:30 S1	26 E	27 O * EARTH'S MOON NOTES	28 E
31 O FLEX DAY *SOLAR SYSTEM AND PLANET NOTES	1 E *LIVESTOCK MTG 3:30 S1	2 O *THE SUN AND PROPERTY OF STAR NOTES	3 E	4 O *STELLAR EVOLUTION NOTES *LIBRARY- PROJECTS
7 E	8 O *STUDY GUIDE *PROJECT DUE *LIVESTOCK MTG 3:30 S1	9 E *MORNING WAVE 7:15 AM *OPEN HOUSE 6-8PM	10 O *UNIT TEST *PACKET DUE	11 No SCHOOL

ASSIGNMENT	YOUR SCORE	TOTAL POINTS POSSIBLE
THE EARTH, MOON, SUN SYSTEM NOTES		60
THE EARTH'S MOON NOTES		20
THE SOLAR SYSTEM NOTES		40
THE TERRESTRIAL PLANETS NOTES		30
THE OUTER PLANETS NOTES		30
THE SUN NOTES		60
THE PROPERTY OF STARS NOTES		80
STELLAR EVOLUTION NOTES		60
STUDY GUIDE		40
APOLLO 13 ANALYSIS		20
<b>TOTAL</b>		<b>440</b>

UPCOMING ACTIVITIES/ANNOUNCEMENTS
3/26 LIVESTOCK MEETING 3:30 S1 4/8 LIVESTOCK MEETING 3:30 S1 4/9 MORNING WAVE 7:15AM-7:45AM 4/9 OPEN HOUSE 6-8PM

# THE EARTH, MOON, SUN SYSTEM

CH 22.2 Pages 622-629

**Rotation-** The \_\_\_\_\_ of a body, such as Earth, about its axis

**Revolution-** The motion of one body about \_\_\_\_\_, as Earth about the sun

**Precession-** A slow motion of the earth's axis that traces out a \_\_\_\_\_ over a period of 26,000 years

**Perihelion-** The point in the orbit of a planet where it is \_\_\_\_\_ to the sun

**Aphelion-** The place in orbit of a planet where it is \_\_\_\_\_ from the sun

**Perigee-** The point at which the moon is \_\_\_\_\_ to Earth

**Apogee-** The point where the moon is \_\_\_\_\_ from Earth

**Phases of the moon-** The progression of \_\_\_\_\_ in the moon's appearance during the month

**Solar eclipse-** An eclipse of the sun; when the moon moves directly in \_\_\_\_\_ the sun and the Earth, casting a shadow on earth.

**Lunar eclipse-** An eclipse of the moon; when the moon passes through the Earth's \_\_\_\_\_.

## I. Motions of the Earth

A. Two main motions of the Earth are \_\_\_\_\_ and revolution

1. Revolution – \_\_\_\_\_ of a body around a point in space (example – earth revolving around the sun)
2. Rotation – turning or spinning of a body on an axis (like a when you spin a "\_\_\_\_\_")
3. Precession – A slight movement (\_\_\_\_\_ motion) over a 26,000 year period

## B. Rotation

1. Main results are "\_\_\_\_\_ and day"

2. Takes \_\_\_\_\_ hours to rotate (spin around on axis)

#### C. Revolution

1. Earth revolves around the sun on an \_\_\_\_\_ orbit
2. Perihelion – Earth \_\_\_\_\_ to the sun (January 3rd) – 147 million km
3. Aphelion – Earth is \_\_\_\_\_ away (July 4th) – 152 million km

#### D. Earth's Axis and Seasons

1. Earth's axis of rotation is tilted about \_\_\_\_\_ °
2. Combination of \_\_\_\_\_ and revolution around sun combine to form the four \_\_\_\_\_ (fall, winter, spring, summer)

#### E. Precession

- A. Direction of Earth's axis points continually \_\_\_\_\_ (like a spinning top)
- B. 26,000 year \_\_\_\_\_ and minimal effect on seasons

#### F. Earth-Sun Motion

- A. Earth accompanies the sun as the entire solar system speeds in the direction of the bright star \_\_\_\_\_ at 20 km per second.
- B. The sun \_\_\_\_\_ around the galaxy

#### II. Motions of the Earth-Moon System

- A. Earth has one natural satellite (\_\_\_\_\_)
- B. Moon orbits (revolves) around the Earth within a period of \_\_\_\_\_ month
- C. \_\_\_\_\_ – moon closest to Earth
- D. Apogee – moon farthest away from Earth
- E. Phases of the Moon
  1. Change in the amount of the moon that appears \_\_\_\_\_

- a. \_\_\_\_\_ phase – thin sliver
  - b. Waxing – \_\_\_\_\_ in lighted portion
  - c. 1st Quarter – half circle
  - d. Full moon – fully lit
  - e. \_\_\_\_\_ – decrease in lighted portion
  - f. New moon – disappears (can't see)
2. Lunar phases are a result of the motion of the moon and the sunlight that is reflected from its \_\_\_\_\_

#### F. Lunar Motions

- 1. The cycle of the moon through its phases requires \_\_\_\_\_  $\frac{1}{2}$  days
- 2. Revolution around Earth is \_\_\_\_\_  $\frac{1}{3}$  days
- 3. Moon's rotation on axis and revolution around the Earth are the same, thus the same side of the moon always faces Earth.
- 4. Moon's rotation on axis is once every  $27 \frac{1}{3}$  days, (Earth is 24 hours), so daylight is 2 weeks long and \_\_\_\_\_ is 2 weeks long.

### III. Eclipses

- A. Eclipses are "\_\_\_\_\_ effects"
- B. Solar eclipse – moon moves in-between sun and Earth and casts a \_\_\_\_\_ on Earth
- C. Lunar eclipse – moon moves within Earth's shadow
- D. During a new-moon or full-moon phase, the moon's orbit must cross the plane of the ecliptic for an eclipse to take place.

# THE EARTH'S MOON

CH 22.3 Pages 630-634

## I. The Lunar Surface

A. The \_\_\_\_\_ is about  $\frac{1}{4}$  the size of Earth

## B. Craters

1. Craters are \_\_\_\_\_ depressions in the moon's surface caused by meteorites
2. Most craters were produced by the \_\_\_\_\_ of rapidly moving debris
3. Earth has only a few recognizable craters, however evidence for Earth craters has been destroyed by \_\_\_\_\_ and/or tectonic plate movement.
4. Rays – “\_\_\_\_\_ marks” from a meteorite impact that radiate outward from the crater.

## C. Highlands

1. Most of the lunar surface is made up of densely \_\_\_\_\_, light-colored area known as highlands.

## D. Maria

1. The dark, relatively smooth area of the moon's surface is called a \_\_\_\_\_ (plural: maria).
2. Maria, ancient beds of \_\_\_\_\_ lava, originated when asteroids punctured the lunar surface, letting magma bleed out.
3. Long channels called rilles are associated with maria.

E. All lunar terrains are mantled with a layer of gray debris derived from a few \_\_\_\_\_ years of bombardment from meteorites. This soil-like layer, called lunar \_\_\_\_\_, is composed of igneous rocks, glass beads, and fine lunar dust.



# THE SOLAR SYSTEM

CH 23.1 Pages 644-648

**Terrestrial planet-** Any of the Earth-like planets, including Mercury, Venus, and Earth

**Jovian planet-** The Jupiter-like planets: Jupiter, Saturn, Uranus, and Neptune; These planets have relatively low densities and are huge gas giants

**Nebula-** A cloud of gas and/or dust in space

**Planetesimal-** Small, irregular shaped body formed by colliding matter

## I. The Planets: An Overview

- A. Terrestrial planets (\_\_\_\_\_ -like) – Mercury, Venus, earth, and Mars – Small and rocky
- B. Jovian planets (Jupiter-like) – Jupiter, Saturn, Uranus, and Neptune – huge \_\_\_\_\_ giants
- C. \_\_\_\_\_ is the most obvious difference between the terrestrial and Jovian planets
- D. \_\_\_\_\_, chemical makeup, and the rate of rotation are the other ways in which the two groups of planets differ.

## II. The Interiors of Planets

- A. The substances that make up planets are divided into three groups. The classification of these substances is based on their \_\_\_\_\_ points.
  - 1. The \_\_\_\_\_ – hydrogen and helium – are those with melting points near absolute zero ( $-273^{\circ}\text{C}$ )
  - 2. The \_\_\_\_\_ are mainly silicate minerals and metallic iron which have melting points above  $700^{\circ}\text{C}$
  - 3. The \_\_\_\_\_ include ammonia, methane, carbon dioxide, and water. (intermediate melting points)

## III. The Atmospheres of the Planets

- A. The Jovian planets have \_\_\_\_\_ atmospheres (hydrogen, helium, methane, and ammonia)

- B. Terrestrial planets have \_\_\_\_\_ atmospheres
- C. A planet's ability to obtain an atmosphere depends on its \_\_\_\_\_ and temperature

#### IV. Formation of the Solar System

- A. Nebula – a cloud of \_\_\_\_\_ and gas in space
- B. Nebular Theory
  1. According to the nebular theory, the sun and planets formed from a rotating \_\_\_\_\_ of dust and gases
  2. As the speed of rotation increased, the center of the disk began to flatten out.
  3. Matter became more \_\_\_\_\_ in the center, where the sun eventually formed
- C. Planetesimals
  1. As solid bits of matter began to collide and clump together and eventually grew to become “\_\_\_\_\_”

## TERRESTRIAL PLANETS

CH 23.1 Pages 649-653

- I. Mercury: The \_\_\_\_\_ Planet
  - A. Mercury is the innermost planet (\_\_\_\_\_ to the sun) and second smallest
  - B. Surface Features
    - 1. Cratered \_\_\_\_\_ and some smooth terrains
    - 2. Very dense planet (large iron core)
  - C. Surface Temperature
    - 1. Revolves around sun quickly, but has a very \_\_\_\_\_ rotation.
    - 2. One rotation of Mercury takes \_\_\_\_\_ Earth-days
      - a. 3 months night and 3 months day
    - 3. Night temperatures =  $-173^{\circ}\text{C}$  and Daylight temperatures are  $427^{\circ}\text{C}$
  - D. Mercury has the greatest temperature \_\_\_\_\_ of any planet
- II. Venus: The Veiled Planet
  - A. Venus is covered in thick \_\_\_\_\_ that visible light cannot penetrate
  - B. Surface Features
    - 1. Data has confirmed that \_\_\_\_\_ volcanism and tectonic activity shape Venus's surface
    - 2. Based on low \_\_\_\_\_ of impact craters, these forces must have been very active during the recent geologic past.
    - 3. 80% of Venus's surface consists of plains covered by volcanic \_\_\_\_\_
  - C. Surface Temperature
    - 1. Greenhouse effect has \_\_\_\_\_ the planet's atmosphere to  $475^{\circ}\text{C}$

III. Mars: The \_\_\_\_\_ Planet

- A. The Martian atmosphere has only 1 percent the density of Earth's.
- B. Although the atmosphere of Mars is very thin, extensive dust \_\_\_\_\_ occur and may cause the color changes observed from Earth.
- C. Hurricane-force winds up to 270km per hour can persist for \_\_\_\_\_.
- D. Surface Features
  - 1. Numerous large \_\_\_\_\_
- E. Mars may have been the most able to support \_\_\_\_\_ because it may have had liquid water on its surface

## THE OUTER PLANETS

CH 23.3 Pages 654-659

I. Jupiter: \_\_\_\_\_ Among Planets

- A. Jupiter is only 1/800 as massive as the sun, however it is by far the \_\_\_\_\_ planet in the solar system.
- B. Jupiter has a mass that is \_\_\_\_\_  $\frac{1}{2}$  times greater than the mass of all the other planets and moons combined.
- C. Structure of Jupiter
  - 1. Jupiter has a primary hydrogen-\_\_\_\_\_ atmosphere that also has small amounts of methane, ammonia, water, and sulfur.
  - 2. Jupiter's interior heat produces large \_\_\_\_\_ currents in the atmosphere
- D. Jupiter's Moons
  - 1. Jupiter has at least \_\_\_\_\_ moons
- E. Jupiter's Rings
  - 1. \_\_\_\_\_ were discovered around Jupiter during the Voyager I mission.
  - 2. Thought to be made up of fine, \_\_\_\_\_ particles.

II. Saturn: The \_\_\_\_\_ Planet

A. The most prominent feature of Saturn is its system of rings

B. Features of Saturn

1. Saturn's atmosphere is very \_\_\_\_\_ (winds roaring at up to 1500 km/hr)
2. Large cyclonic " \_\_\_\_\_ " similar to Jupiter
3. Saturn has \_\_\_\_\_ moons
4. The rings on Saturn are very \_\_\_\_\_

III. Uranus: The \_\_\_\_\_ Planet

A. A unique feature of Uranus is that it rotates "on its side"

B. Instead of being generally perpendicular to the plane of its orbit like the other planets, Uranus's axis of rotation lies nearly \_\_\_\_\_ with the plane of its orbit.

IV. Neptune: The \_\_\_\_\_ Planet

A. Winds exceeding 1000 km/hr encircle Neptune, making it one of the \_\_\_\_\_ places in the solar system.

B. Neptune has \_\_\_\_\_ known moons

1. \_\_\_\_\_, Neptune's largest moon, is nearly the size of Earth.

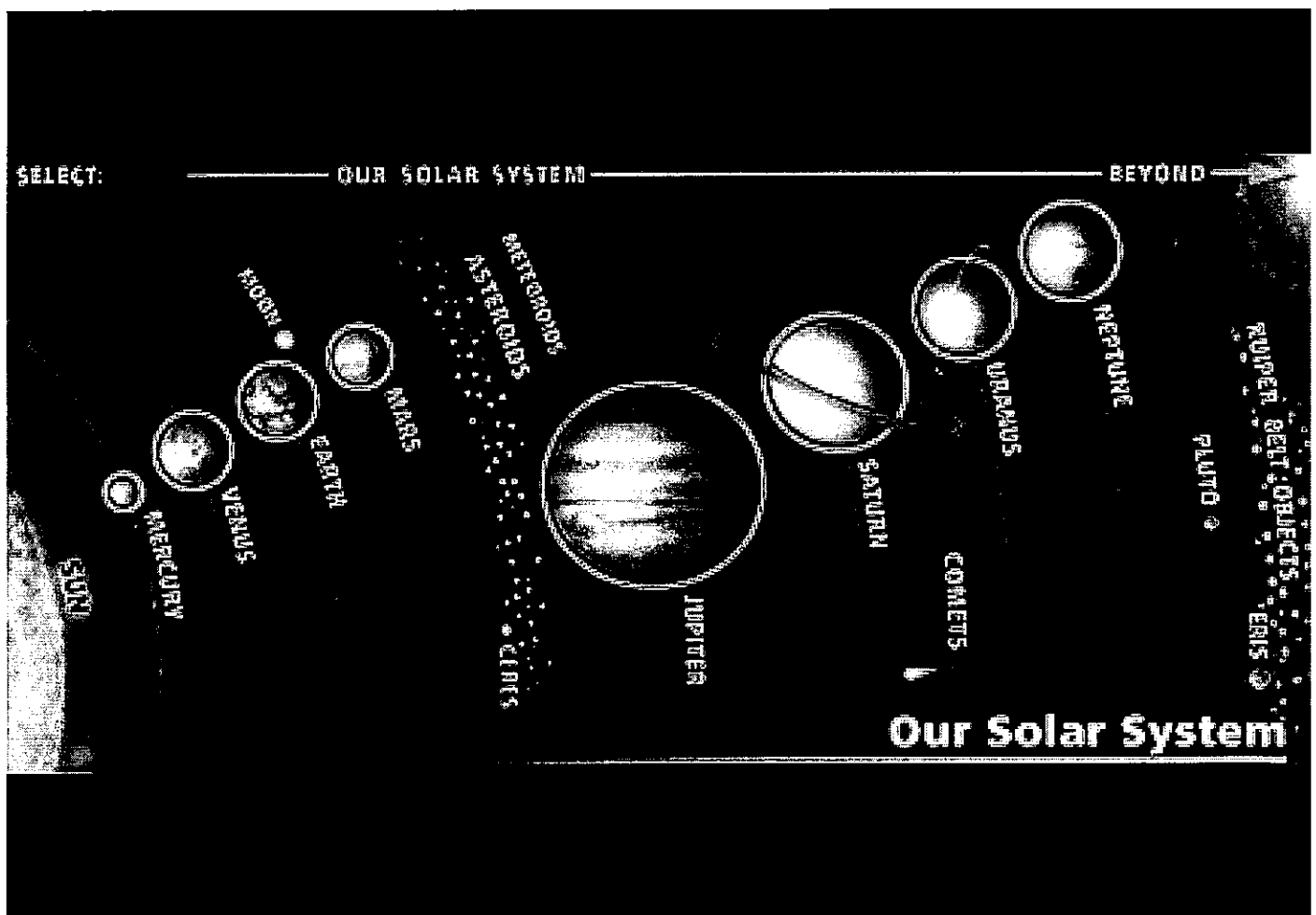
V. Pluto: Planet X

A. Pluto is \_\_\_\_\_ times farther from the sun than Earth

B. It is 10,000 too \_\_\_\_\_ to be visible to the unaided eye

C. It takes Pluto 248 Earth-\_\_\_\_\_ to orbit the sun

- D. Pluto's orbit is highly \_\_\_\_\_, causing it to occasionally travel inside the orbit of Neptune, where it has resided from 1979 through February 1999.
- E. For reasons such as it being the smallest of the other planets and because of its distance from the sun, Pluto is no longer considered an "\_\_\_\_\_" planet.





# THE SUN

CH 24.3 Pages 684-690

**Photosphere-** The region of the sun that radiates \_\_\_\_\_ to space; the visible surface of the sun

**Chromosphere-** The \_\_\_\_\_ layer of the solar atmosphere found directly above the photosphere

**Corona-** The outer \_\_\_\_\_ layer of the solar atmosphere

**Solar wind-** Streams of \_\_\_\_\_ and electrons ejected at high speed from the solar corona

**Sunspot-** A dark spot on the sun, which is \_\_\_\_\_ in contrast to the surrounding photosphere

**Prominence-** A concentration of \_\_\_\_\_ above the solar surface that appears as a \_\_\_\_\_ arch like structure

**Solar flare-** A sudden and tremendous \_\_\_\_\_ in the solar chromosphere

**Aurora-** A bright display of ever-changing \_\_\_\_\_ caused by solar radiation interacting with the upper \_\_\_\_\_ in the region of the poles.

**Nuclear fusion-** The way in which the sun produces \_\_\_\_\_; Nuclear fusion occurs when less massive nuclei \_\_\_\_\_ into more massive nuclei, releasing tremendous amounts of energy.

## I. The Sun

- A. The sun is one of the 100 \_\_\_\_\_ stars that make up the Milky Way galaxy
- B. The sun is Earth's primary \_\_\_\_\_ of energy
- C. Compared to other stars, the sun is an "\_\_\_\_\_ star"
- D. On the scale of our solar system, it is truly \_\_\_\_\_ (100x the size of the Earth)

## II. Structure of the Sun

- A. Because the sun is made of gas, no \_\_\_\_\_ boundaries exist between layers.
- B. Keeping this in mind, we can divide the sun into four parts
  - 1. the solar \_\_\_\_\_
  - 2. the visible \_\_\_\_\_ (photosphere)
  - 3. (2) atmospheric \_\_\_\_\_ (chromosphere and corona)
- C. Photosphere
  - 1. The photosphere (photo = \_\_\_\_\_, sphere = a ball) radiates most of the sunlight we see and can be thought of as the "\_\_\_\_\_ " surface.
  - 2. Consists of gas less than 500 km thick
  - 3. 90% of the sun's surface is \_\_\_\_\_ and almost 10% is helium
- D. Chromosphere
  - 1. Located just \_\_\_\_\_ the photosphere (few thousand km thick)
  - 2. Can be \_\_\_\_\_ for a few moments during a total solar eclipse
- E. Corona
  - 1. The outermost portion of the solar atmosphere is the \_\_\_\_\_ (corona = \_\_\_\_\_)
  - 2. At the outer fringe of the corona, the ionized gases have speeds great enough to escape the \_\_\_\_\_ pull of the sun.
    - a. The streams of protons and electrons that boil from the corona constitute the solar \_\_\_\_\_.

## III. The Active Sun

- A. The dark regions on the surface of the photosphere are called \_\_\_\_\_.

- B. Sunspots appear dark because of their \_\_\_\_\_, which is about 1500 K less than that of the surrounding solar surface.
- C. Among the more spectacular features of the active sun are prominences (prominere = to \_\_\_\_\_ out)
- D. Prominences are ionized gases trapped by \_\_\_\_\_ fields that extend from regions of intense solar activity.
- E. The most explosive events associated with sunspots are solar \_\_\_\_\_ which are brief outbursts.
- F. During their existence, solar flares release enormous amounts of \_\_\_\_\_, much of it in the form of ultraviolet, radio, and X-ray radiation.
- G. The most spectacular effects of solar flares are the \_\_\_\_\_, also known as northern and southern lights.

#### IV. The Solar Interior

- A. Deep in its interior, the sun produces energy by a process known as nuclear \_\_\_\_\_.
- B. During nuclear fusion, energy is released because some matter is actually \_\_\_\_\_ to energy. (Einstein's  $E=MC^2$ )
- C. The sun has enough fuel to burn 100+ billion years, however evidence from other stars indicate that the sun will grow dramatically and \_\_\_\_\_ Earth long before its hydrogen is out.
- D. It is thought that a star the size of the sun can exist in its present state for 10 billion years. As the sun is already 4.5 billion years, it is "\_\_\_\_\_ aged".
- E. When solar system was formed, all bodies were (dust, rocks, gas, etc..) were compressed and temperatures were \_\_\_\_\_. It was only the sun, because of its enormous size, that became hot enough to trigger \_\_\_\_\_ fusion.
- F. The planet Jupiter is basically a hydrogen-rich gas ball. If it was 10 times larger, it too might have become a star.

# THE PROPERTY OF STARS

CH 25.1 Pages 700-706

## I. Constellations

- A. As early as \_\_\_\_\_ years ago, people became fascinated with the star-studded skies and began to name patterns they saw.
- B. These patterns of stars, called \_\_\_\_\_, were named in honor of mythological characters or great heroes, such as Orion.
- C. Today, \_\_\_\_\_ constellations are recognized and they are used to divide the sky into units (similar to a "map" in the sky)

## II. Characteristics of Stars

- A. A great deal is known about the universe beyond our solar system based on the study of \_\_\_\_\_.
- B. Stars and gases radiate \_\_\_\_\_ in all directions into space, and this radiation is used to calculate and gather information.
- C. Star Color and Temperature
  - 1. Color is a clue to a star's temperature
  - 2. \_\_\_\_\_ = short-wavelengths and hottest
  - 3. Red = long wavelength and much \_\_\_\_\_
  - 4. Our sun is in-between (\_\_\_\_\_) blue and red (5000-6000K)
- D. Binary Stars and Stellar Mass
  - 1. Many stars \_\_\_\_\_ each other
  - 2. Pairs of stars pulled together by \_\_\_\_\_ are called binary stars
  - 3. More than \_\_\_\_\_% of stars are binary
  - 4. Binary stars are used to determine the star property most difficult to calculate – its \_\_\_\_\_. (based on "center of mass")

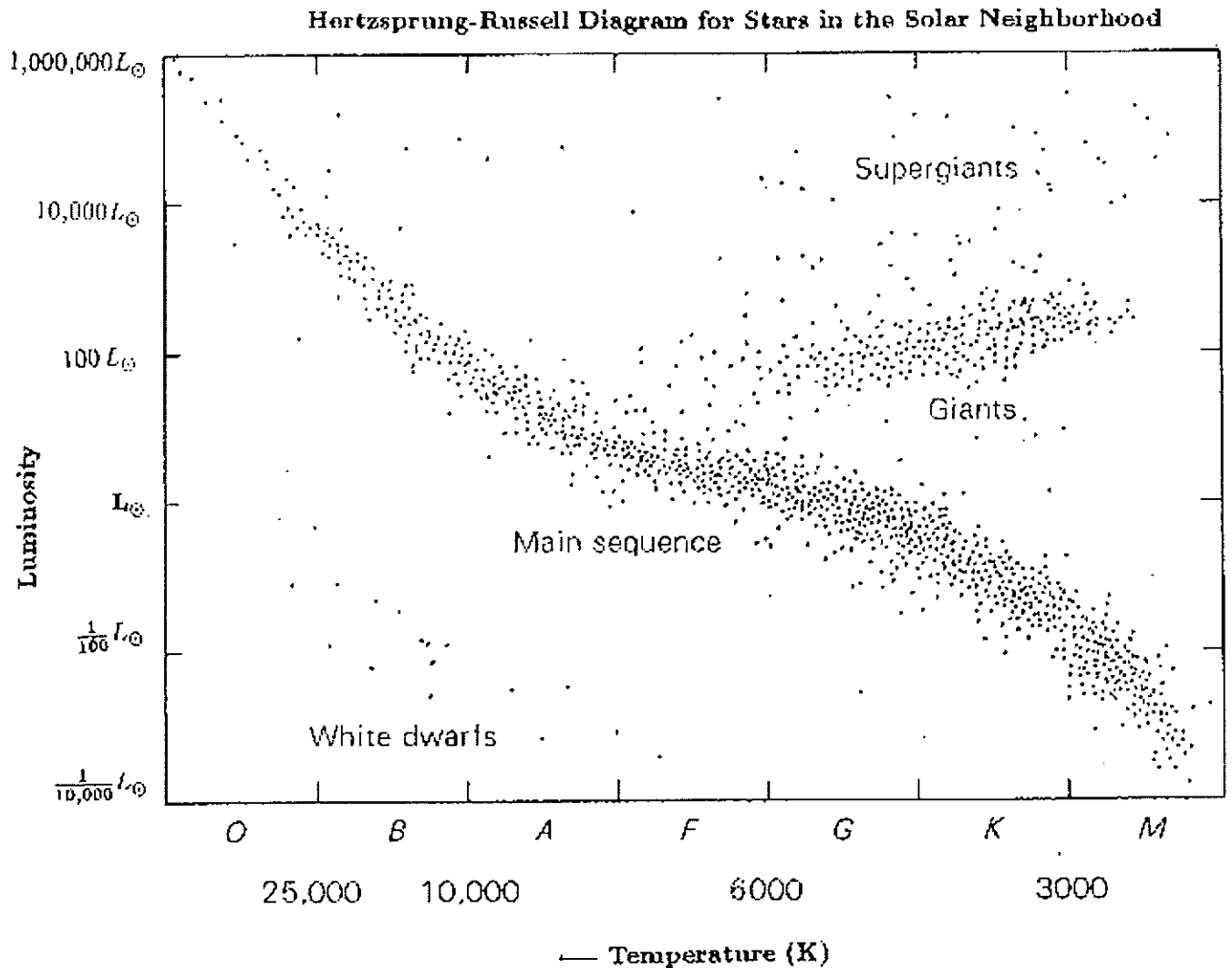
### III. Measuring Distances to Stars

- A. The most basic ways to measure star distance is \_\_\_\_\_.
- B. The nearest stars have the largest parallax \_\_\_\_\_, while those of distant stars are too small to measure.
- C. Distances to stars are so \_\_\_\_\_ that units such as miles, kilometers, or AU's are too \_\_\_\_\_ to use.
- D. A better unit to express stellar distance is the "\_\_\_\_\_-year", which is the distance light travels in one year (light travels 186,000 feet/second).

### IV. Stellar Brightness

- A. The measure of a star's brightness is \_\_\_\_\_.
- B. Some stars may appear \_\_\_\_\_ than others only because they are farther away.
- C. Apparent Magnitude
  - 1. A star's brightness as it appears from Earth is called its \_\_\_\_\_ magnitude.
  - 2. Three factors control the apparent brightness of a star as seen from Earth
    - a. how \_\_\_\_\_ it is
    - b. how \_\_\_\_\_ it is
    - c. how \_\_\_\_\_ away it is
  - 3. Astronomers use numbers to rank apparent magnitude
- D. Absolute Magnitude
  - 1. Astronomers are also interested in how bright a star actually is, or its absolute magnitude

## V. Hertzsprung – Russell (H-R) Diagram

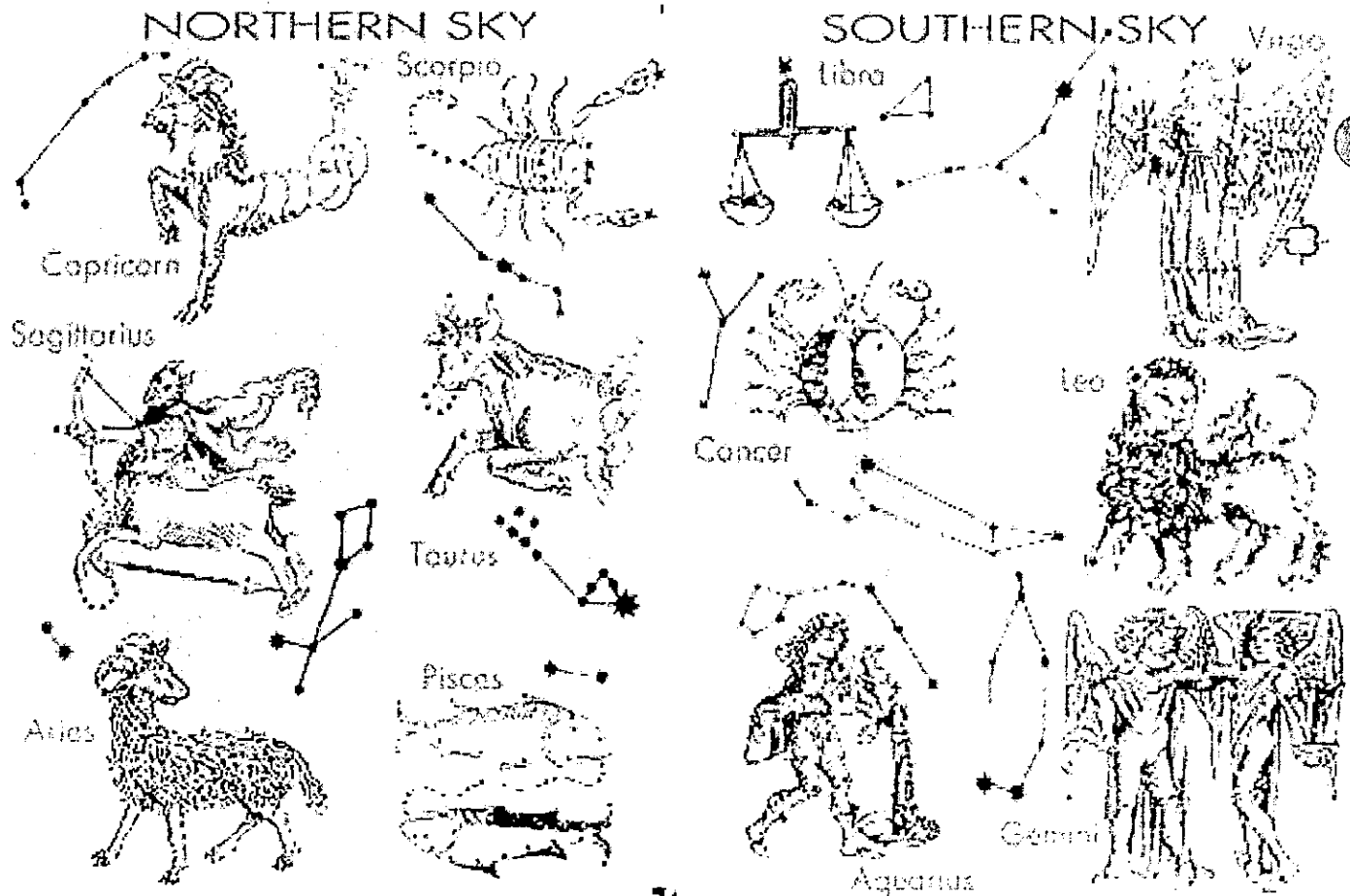


- A. A Hertzsprung-Russell (H-R) diagram shows the relationship between the absolute magnitude and \_\_\_\_\_ of stars.
- B. About \_\_\_\_\_% of stars fall along a band that runs from the upper-left corner to the lower right corner of the diagram.
- C. The brightness of the main-sequence star is also related to their \_\_\_\_\_.
- D. Large, very bright red stars are called red \_\_\_\_\_.
- E. Some stars are so large, they are called \_\_\_\_\_.
- G. Variable Stars

1. Stars may \_\_\_\_\_ in brightness
2. Some stars, called Cepheid variables, get brighter and fainter in a regular \_\_\_\_\_.
3. Another type of variable is associated with a \_\_\_\_\_, or sudden brightening of a star.

#### H. Interstellar Matter

1. Between existing stars is the "\_\_\_\_\_ of space".
2. It is not a pure vacuum, for there are clouds of dust and gases known as \_\_\_\_\_
3. If this matter is \_\_\_\_\_ to a star, it will glow and be called a bright nebulae





# STELLAR EVOLUTION

CH 25.2 Pages 707-714

## I. Star \_\_\_\_\_

- A. In the Milky Way, nebulae consist of 92% hydrogen, 7% helium, and less than one percent heavier elements.
- B. For some reason not yet fully understood, some nebulae become dense enough to begin to contract (\_\_\_\_\_ together).
- C. Once the process begins, gravity squeezes particles in the \_\_\_\_\_, pulling every particle toward the center.
- D. As the nebula shrinks, gravitational energy is converted into \_\_\_\_\_ energy.
- E. Protostar Stage
  - 1. The initial \_\_\_\_\_ stage spans a million years or so
  - 2. As time passes, the temperature of this gaseous body slowly rises until it is hot enough to radiate energy (forms \_\_\_\_\_ wave-lengths)
  - 3. This large red object is called a \_\_\_\_\_.
  - 4. When the core of the protostar has reached about 10 million K, \_\_\_\_\_ within is so great that nuclear fusion of hydrogen begins, and a star is born.
- F. Main-Sequence Stage
  - 1. Once becoming a "star", the star is a main-sequence star until its \_\_\_\_\_.
  - 2. An average star spends \_\_\_\_\_% of its life as a hydrogen-burning, main-sequence star.
  - 3. Once the hydrogen fuel runs out, the star evolves \_\_\_\_\_ and dies.
  - 4. Some stars, however can \_\_\_\_\_ its death by fusing heavier elements and becoming a giant

### G. Red-Giant Stage

1. The red-giant stage occurs because the zone of hydrogen fusion continually moves \_\_\_\_\_, leaving behind a helium core.
2. Core contracts and gets hotter, and with more heat it begins to \_\_\_\_\_ the star's outer core into a "giant".

## II. Burnout and Death of a Star

- A. We do know that all stars, regardless of their size, eventually run out of \_\_\_\_\_ and collapse due to gravity.
- B. Low-mass stars \_\_\_\_\_ their fuel at a slow rate and lower temperatures. They \_\_\_\_\_ evolve into red giants.
- C. Medium-mass stars consume their fuel at a \_\_\_\_\_ rate and become red giants and eventually a white \_\_\_\_\_. They cast out a bloated outer layer and form \_\_\_\_\_ called planetary nebula
- D. Death of Massive Stars
  1. Massive stars are \_\_\_\_\_ life spans and end their lives in a brilliant explosion called a \_\_\_\_\_.

## III. Stellar Remnants

- A. Eventually stars consume their nuclear fuel and collapse into one of three states
  1. white dwarf
  2. \_\_\_\_\_ star
  3. black hole
- B. White Dwarfs
  1. White dwarfs are the remains of low-\_\_\_\_\_ and medium-mass stars
  2. Very small with extremely high densities (1 spoonful = several \_\_\_\_\_)
- C. Neutron Stars

1. Stars smaller than white dwarfs, but more \_\_\_\_\_
2. Remnants of supernova events
3. Perspective - If Earth was to collapse to the density of a neutron star, it would be the size of a \_\_\_\_\_ field and a pea-size sample would weigh 100 million \_\_\_\_\_.
4. Neutron stars can be thought of as large atomic nuclei

#### D. Supernovae

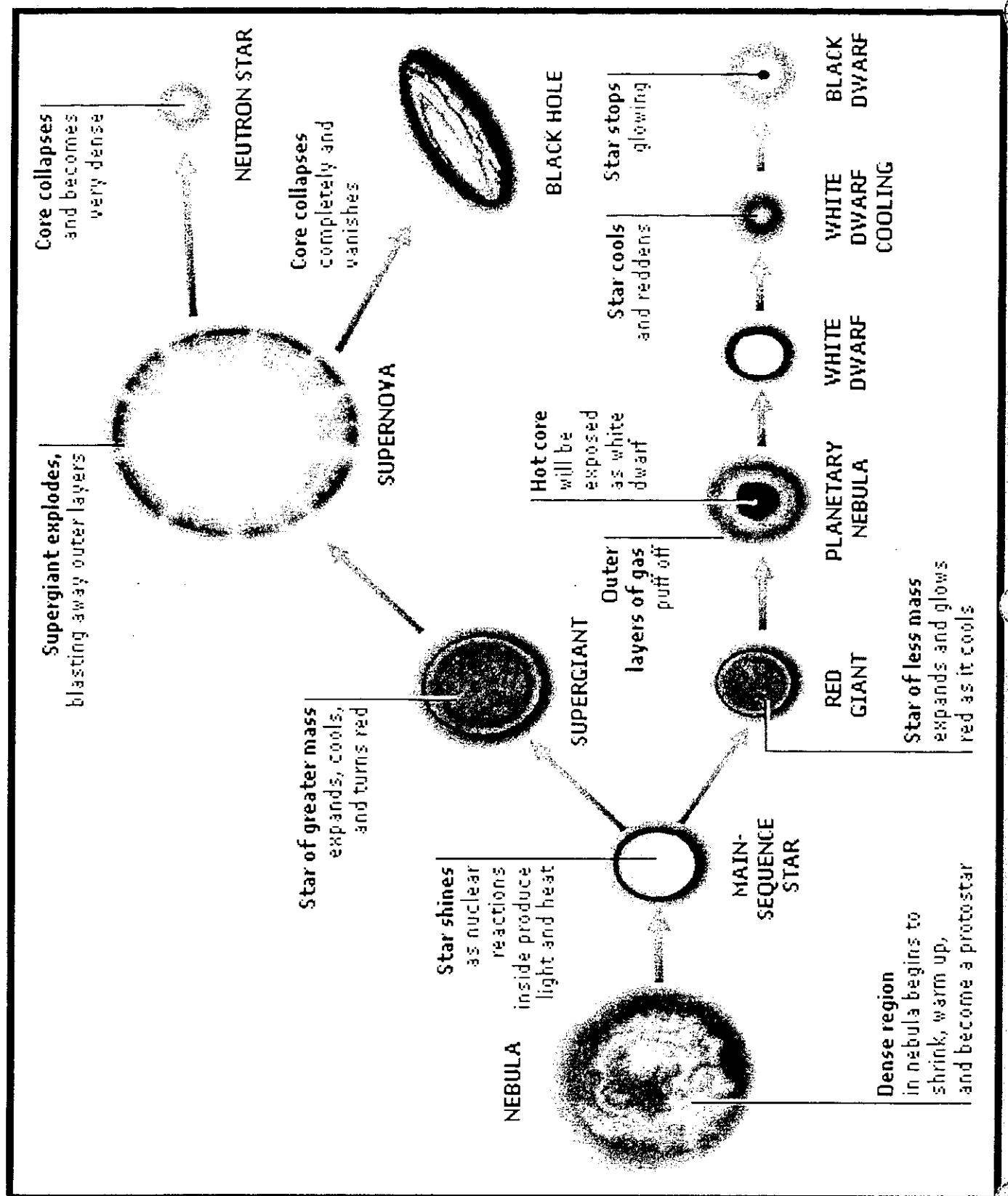
1. During a supernova, the outer layer of the star is \_\_\_\_\_, while the core collapses into a very \_\_\_\_\_ neutron star about 20 km in diameter.
2. As a star collapses, it rotates \_\_\_\_\_ and radio waves are generated. The short bursts of radio energy is called a \_\_\_\_\_.

#### E. Black Holes

1. Objects smaller and denser than neutron stars are called \_\_\_\_\_ holes.
2. Extremely hot and their gravity is so \_\_\_\_\_, not even light can escape their surface.
3. Anything that moves too near a black hole would be \_\_\_\_\_ in by its gravity and lost forever.

### IV. The Life Cycle of Our Sun

- A. Began as a \_\_\_\_\_
- B. Spends most of its life as a \_\_\_\_\_-sequence star
- C. Becomes a red \_\_\_\_\_
- D. Planetary nebula
- E. White dwarf
- F. Black dwarf



# SOLAR SYSTEM RESEARCH PROJECT

Due Date: \_\_\_\_\_

Total Points: 50 Test Points

Requirement	Points	Points Possible
Title, Student Name, Period (on front of travel brochure)		3
Background Information		10
Interesting facts about Planet		3
Five Problems		10
Suggestions for Supporting Human Life		10
Poster Size (larger than 8"x 11" paper)		5
Neat (preferably typed)		5
Colorful, creative		4
<b>TOTAL</b>		<b>50</b>

You are a scientist living in the year 2210. Earth is no longer a suitable place to live due to pollution and global warming. You will figure out how to sustain life on another planet and make a poster to show your ideas to other scientists.

Planet Name: \_\_\_\_\_

First, find out the following background information about your planet or dwarf planet. Then create a **travel brochure** that would advertise living on the destination you have chosen.

1. Diameter:

2. Average Distance from the Sun:

3. Average Temperature:

4. Length of a Day:

5.Length of a Year:

6.Number of Moons (if any):

7.Number of Rings (if any):

8. How old would you be if you lived on your planet?

9.How much would you weigh on your planet?

List three other interesting facts about your planet:

1.

2.

3.

What are five problems that you would experience if you tried to live on your planet?

1.

2.

3.

4.

5.

How could you overcome these problems to make your planet suitable for human life?

1.

2.

3.

4.

5.



## Resources

**Astronomy for Kids:** <http://www.frontiernet.net/~kidpower/astronomy.html>

**European Space Agency- Kids:**

[http://www.esa.int/esaKIDSen/SEMF8WVLWFE\\_OurUniverse\\_0.html](http://www.esa.int/esaKIDSen/SEMF8WVLWFE_OurUniverse_0.html)

**Exploring the Planets:** <http://www.nasm.si.edu/research/ceps/etp/etp.htm>

**The Nine Planets- A Multimedia Tour of the Solar System:**

<http://www.nineplanets.org/>

**StarChild - The Solar System:**

[http://starchild.gsfc.nasa.gov/docs/StarChild/solar\\_system\\_level2/planets.html](http://starchild.gsfc.nasa.gov/docs/StarChild/solar_system_level2/planets.html)

**Solar System Exploration:** <http://solarsystem.nasa.gov/planets/index.cfm>

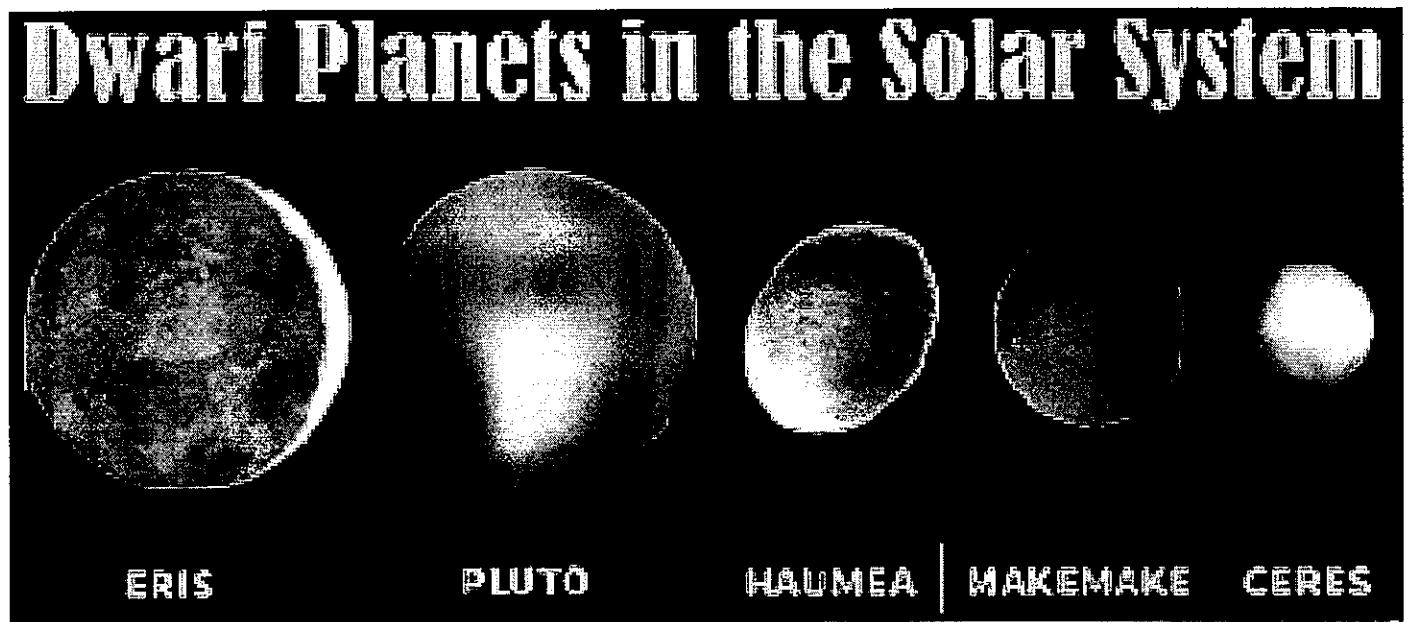
**Welcome to the Planets:** <http://pds.jpl.nasa.gov/planets/>

**Windows to the Universe- Our Solar System:**

[http://www.windows.ucar.edu/tour/link=/our\\_solar\\_system/planets.html](http://www.windows.ucar.edu/tour/link=/our_solar_system/planets.html)

**Your Age in Other Worlds:** <http://www.exploratorium.edu/ronh/age/index.html>

**Your Weight in Other Worlds:** <http://www.exploratorium.edu/ronh/weight/index.html>





# STARS, SUN AND SOLAR SYSTEM STUDY GUIDE

Rotation-

Revolution-

Solar Eclipse-

Lunar Eclipse-

Crater-

Ray-

Terrestrial Planet-

Jovian Planet-

Nebula-

Photosphere-

Chromosphere-

Corona-

Solar Wind-

Sunspot-

Solar Flare-

Aurora-

Nuclear Fusion-

Constellation-

Nova-

Light -Year-

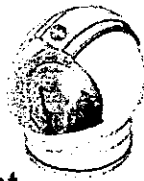
Supernova-

White Dwarf-

Black Hole-

Protostar-

Binary Star-



# Apollo 13



**Give it some thought...**

Why should humans be sent to the Moon—a dangerous and costly endeavor—rather than unmanned probes?

## Hypothesis-Observation Cycle

Notice the hypothesis-observation cycle that occurs in the movie. The hypothesis-observation cycle is the process of forming a hypothesis and making observations that support or refute it. If a hypothesis is refuted, a new one may be created. During the mission, a routine procedure to stir the oxygen and hydrogen tanks resulted in an explosion that placed the astronauts' lives in danger. **EXPLAIN** your evidence of this cycle in the space below:





# Support Material 32: Description of Program Completer

# Santa Ynez High School Agriculture Department

## Support Material 32: Description of Program Completer

The Program Completion Standards are part of the Comprehensive Program Plan. To be a four year program completer at Santa Ynez High School students must have taken an Agriculture class all four years of high school and participate in at least three different types of FFA activities during the year and have an active SAE project.

## PROGRAM COMPLETION STANDARDS

A student who completes the agriculture education program must:

1. Complete 720 hours of instruction in a minimum of four courses within their program area, including Agriculture Earth Science and/or Agriculture Biology.
2. Be engaged in a Supervised Agricultural Experience that should be related to their career goal, and be of at least four months in duration each year, for a minimum of three years. SAE's constitutes 10% of the student's grade.
3. Participate in a least three different types of FFA activities during the year. Therefore, each student enrolled in agriculture education is a member of the FFA and is encouraged to be active at the local level. FFA constitutes 10% of the student's grade.

## PROGRAM SEQUENCE OF COURSES

<b>FRESHMAN YEAR:</b> English Math Physical Science Physical Education Freshman Core Foreign Language Agriculture Earth Science	<b>SOPHOMORE YEAR:</b> English Math World Cultures Agriculture Biology Foreign Language Agriculture elective or other elective
<b>JUNIOR YEAR:</b> English Math US History Veterinary Science Ag. Mechanics, Ornamental Horticulture	<b>SENIOR YEAR:</b> English Agriculture Government/Economics Advanced Ag Mechanics Advanced Ornamental Horticulture Other electives



# Support Material 33: 2+2 Agreement with Allan Hancock



# Santa Ynez High School Agriculture Department

## Support Material 33: 2+2 Agreement with Allan Hancock College

Santa Ynez High School has a 2+2 Agreement with Allan Hancock College for Advanced Welding and Welding Technology 106 *Beginning Welding*. Students who have taken Advanced Ag. Mechanics and gets their Articulation Certificate properly completed can get college credit at Allan Hancock College. This is a very important agreement because it allows students to be more prepared to advance through the Allan Hancock Welding courses at a quicker pace and thereby become gainfully employed in this profession.



# ARTICULATION AGREEMENT

Allan Hancock Joint Community College  
and  
Santa Ynez Valley Union High School

Articulated Program Area: **Welding**

Allan Hancock College and Santa Ynez Valley Union High School agree to articulate the following courses:

## High School/ROP Course

Course Title  
Advanced Welding

ARTICULATES WITH

## Allan Hancock College Course

Course Name  
WELDING TECHNOLOGY 106 *Beginning Welding*

Units  
3

Credit by 2+2 for the articulated course listed above may be received if the following criteria are met:

1. The student has completed the articulated course listed above with a grade of B or better.
2. The student must enroll at Allan Hancock College within three (3) years from the semester date which the course was completed at the secondary level.
3. The student has completed one of the following courses with a grade of C or better: Welding Technology 107, 306, 307, or 308

## Summary

High School	High School Class	Equivalent to...	Students must take one of the following...
Santa Ynez	Advanced Welding	Welding Technology 106	WT 107, 306, 307, 308

\*Complete descriptions of Allan Hancock College courses are provided in the following pages.



# Welding

## Articulated Course Agreement

### **Welding Technology 106 Beginning Welding (3)** (Equivalent to Advanced Welding, Santa Ynez High School)

Two hours lecture, four hours lab weekly. Advisory: Eligibility for English 101 or English 301 or concurrent enrollment in English 300 is strongly recommended. Eligibility for Math 331 or successful completion of Math 300, Math 311, or Engineering Technology 381 is strongly recommended.

*Acceptable for Credit: CSU*

A course in the theory, practice, and application of various metal joining processes, including oxyacetylene welding, brass brazing, flame cutting, and electric arc processes, and an introduction to both Tig and Mig welding. (GR/CR) (F,S)

### **STUDENTS MUST TAKE ONE THE FOLLOWING**

#### **Welding Technology 107 Advanced Welding (3)**

One and one-half hours lecture, four and one-half hours lab weekly. Prerequisite: Welding Technology 106.

*Acceptable for Credit: CSU*

A continuation of Welding Technology 106, emphasizing position welding of a variety of ferrous metals, using a variety of electrodes used in industries. (GR/CR) (S)

-OR-

#### **Welding Technology 306 Layout and Fabrication Interpretation (3)**

Two hours lecture, two hours lab weekly. Prerequisite: Welding Technology 106.

Enables the student welders to interpret working drawings and shop drawings. Students will sketch fabrication and layout schemes for welding and jigs and/or assembly of small projects. (GR/CR) (A)

-OR-

#### **Welding Technology 307 G.M.A.W. Welding (3)**

Two hours lecture, four hours lab weekly. Prerequisite: Welding Technology 106.

Provides students with the theory and practical applications of gas metallic arc welding (G.M.A.W.) and the operation of gas metal arc welding equipment. (GR/CR) (A)

-OR-

#### **Welding Technology T.I.G. Welding (3)**

Two hours lecture, four hours lab weekly. Prerequisite: Welding Technology 106.

Provides students with the theory and practical applications of gas tungsten arc welding and the operation of gas tungsten arc welding equipment. (GR/CR) (A)



**ALLAN  
HANCOCK  
COLLEGE**

**ARTICULATION CERTIFICATE**

**2 + 2**

This certifies that \_\_\_\_\_, has completed  
\_\_\_\_\_, which is equivalent to \_\_\_\_\_ at  
Allan Hancock College, with a grade of \_\_\_\_\_ as of \_\_\_\_\_. (date)

Furthermore, he/she has mastered the competencies on file with the  
college and I recommend that this student receive advanced standing at  
Allan Hancock College in accordance with the articulation agreement  
between our districts. This recommendation expires three years  
after the date issued.

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Social Security Number: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

**FOR ALLAN HANCOCK COLLEGE USE ONLY**

\_\_\_\_\_  
was enrolled in \_\_\_\_\_ on \_\_\_\_\_

\_\_\_\_\_  
Counselor's Signature

**ADMISSIONS & RECORDS USE ONLY**

DATE RECEIVED \_\_\_\_\_

COURSE # \_\_\_\_\_

UNITS \_\_\_\_\_

DATE COMPLETED \_\_\_\_\_

INITIALS \_\_\_\_\_



# Support Material 34: Reimbursement Process

# Santa Ynez High School Agriculture Department

## Support Material 34: Reimbursement Process

The reimbursement process for the Business Office is outlined in the official Reimbursement Claims instructions. District (Perkins, Ag. Incentive Grant and District funds) reimbursement is a separate process than the ASB reimbursement process.

District Purchase Orders must be set up in advance and approved by the Department Chair, Principal and then the Business Office. You must then submit a District claim with supporting documentation to be reimbursed.

ASB FFA orders must be approved by the ASB Representatives before any purchases can be made and then a separate claim form with a supporting receipt will allow the employee to receive a reimbursement for an FFA related purchase.

All Travel Claims and Purchase Orders must be approved of prior to employee reimbursement. It is extremely important to have a solid understanding of the reimbursement process and a relationship with the people who process claims and Purchase Orders in the Business Office.



## BUSINESS OFFICE

### REIMBURSEMENT CLAIMS

Reimbursement requests may include lodging, meals, mileage, parking or other approved travel related expenses for official school business or certain purchases for supplies. Approval for travel time must be obtained from your department chair or supervisor and appropriate administrator prior to travel taking place. All workshops or conferences must be approved prior to travel arrangements being made; employees requesting travel must complete a **REQUEST TO ATTEND CONFERENCE-WORKSHOP REIMBURSEMENT FORM** and attach all applicable documentation to the form (i.e., registration flyer listing dates, times, and schedule of events for the conference or workshop, MapQuest detailing number of miles traveled if seeking personal mileage reimbursement, estimate of lodging costs, etc.). **Please note, if seeking mileage reimbursement for personal vehicle use, calculate the total mileage using Santa Ynez Valley Union High School's address as the starting location.** The form and documentation must be sent to the Principal or direct supervisor for initial approval. The Principal or direct supervisor will then forward the form to the Business Manager for final approval; if travel occurs on non-contract days or travel is out of state, the Superintendent will receive the form for final approval. After all approvals and signatures are gathered, a copy of the form will be sent back to the originator. **\*\* PLEASE NOTE, IF THERE IS A REGISTRATION FEE TO BE PAYABLE TO A SEPARATE VENDOR, YOU MUST ALSO SUBMIT A SEPARATE PURCHASE ORDER PAYABLE TO VENDOR (PLEASE INCLUDE AS MUCH INFORMATION IN BODY OF PURCHASE ORDER: ATTENDEE NAME, CONFERENCE NAME, DATES, LOCATION, ETC.). \*\***

Upon completion of the conference or workshop, the originator must use their pre-approved copy of the original **CONFERENCE-WORKSHOP REIMBURSEMENT FORM** to submit personal reimbursement requests. Reimbursement claims for supplies must be accompanied by the original receipt and a copy of their pre-approved **CONFERENCE-WORKSHOP REIMBURSEMENT FORM**. Please make a copy for your records prior to submitting the claim. Please see section titled **BUSINESS OFFICE: PURCHASING** for information on submitting reimbursements for items/services purchased with a personal credit card.

**THE REQUEST TO ATTEND CONFERENCE-WORKSHOP REIMBURSEMENT FORM** is available on-line in the District Templates section.

Current Board of Education approved per diem rates for reimbursement are as follows:

- \$ 11.00 for breakfast
- \$ 17.00 for lunch
- \$ 28.00 for dinner
- \$ 0.565 per mile for mileage (or current IRS rate with Board approval)



Reimbursements are paid by commercial warrant, not as part of your payroll. Claims must be submitted no later than Tuesday of any week in order to be processed for receipt of payment the following Tuesday. No claims may be submitted for prior year expenditures.



**EMPLOYEE REIMBURSEMENT FOR PURCHASES ON OPEN PO IN EMPLOYEES NAME**

-----ITEMIZATION OF PURCHASES AND CERTIFICATION FOR REIMBURSEMENT-----

I certify that these purchases were made for legal school district purposes only. Attached are the cash register tapes or receipts that match the above itemizations.

Date \_\_\_\_\_

## -APPROVAL

School/Location: SANTA YNEZ VALLEY UNION HIGH SCHOOL

Budget code to charge: \_\_\_\_\_

Date \_\_\_\_\_

**\*\*Not for reimbursements for travel or conference.\*\***

# Section III



# AGED 539 Project

# Table of Contents

## **Section III: AGED 539 Project**

AGED 539 Project Description

AGED 539 Vine Pruning Manual



# AGED 539 Project: Description

# Santa Ynez High School Agriculture Department

## AGED 539 Project Description

My AGED 539 project is a manual for the Vine Pruning CDE contest. Santa Ynez High School established a Vine Pruning team in 2010 and there has been an increased interest in participation over the years. As we continued to grow, I started gathering materials from previous contests and made packets for my team members. This project is an organized, detailed culmination of resources that I gathered for the Vine Pruning contest. The manual includes the following:

- Vine Pruning Team Expectations
- Curricular Code for Vine Pruning Contest
- Score Cards for Cane and Spur Pruning
- Chapter 13 on Pruning in AJ Winkler's Viticulture textbook (per Curricular Code)
- Outlined chapters with some lessons to help students understand the material
- Five different practice tests
- Goal Setting page



Name: Heather Clement  
Address: 446 Calor Drive  
City, State, Zip: Buellton, CA 93427  
Phone: 805.610.5085  
E-mail: hclement@syvuhdsd.org

## Project Proposal

(to be completed in conjunction with AGED 539)

**Quality Criteria Number Addressed:** 2F "A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records."

**Goal or Purpose of the Project:** The goal of this project is to develop a manual that I can hand out to my Vine Pruning team so that we can look through contest materials and practice tests together throughout the season. I want to create a manual that will be applicable to beginners and advanced students that I can make assignments from. This manual would be something that another teacher could also adopt and use when starting their own vine pruning team.

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

**\*Develop a printed Vine Pruning Manual for the FFA Vine Pruning CDE that includes:**

- Curricular Code, 4 pages
- Contest Score Cards, 3 pages
- Copy of "chapter 13" text about pruning from Winkler's book on Viticulture (as per curricular code), 50 pages
- Lessons that break down chapter 13 into outline form/bullet points for students to study from, 25 pages
- \*Practice tests (5), 10 pages

**Estimated number of hours on this project:** 2 hours per week for next 10-12 weeks

**Estimated expenditures (\$) on this project (your costs):** Little cost. Printing and binding will be covered by the agriculture department.

**Proposed timeline for completion of the project:**

Turn in a rough draft of manual by April 17<sup>th</sup> (day that I take the written exam)

Continue to revise and complete manual by May 15<sup>th</sup>

If need revision, turn final manual at oral exam

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

I will communicate bi-monthly (or weekly as needed) via email or phone with Dr. Bill Kellogg regarding any clarifications or updates to my Project.

**For Office Use Only:**

Project Approved By: T. B. Kellogg

Date of Approval: 3/3/14

Quarter student will enroll in AGED 539: Spring 2014



# **AGED 539 Project: Vine Pruning Manual**



# Santa Ynez FFA

# VINE PRUNING MANUAL



This Manual Belongs to:

---

Developed by Heather Clement  
Santa Ynez High School

# **TABLE OF CONTENTS**

<b>Vine Pruning Team Expectations</b>	<b>3</b>
<b>Curricular Code: Grapevine Pruning</b>	<b>5</b>
<b>Contest Score Card: Spur</b>	<b>7</b>
<b>Contest Score Card: Cane</b>	<b>8</b>
<b>Chapter 13 Text</b>	<b>9</b>
<b>Chapter 13 Lessons and Notes</b>	<b>34</b>
<b>Practice Test 1</b>	<b>53</b>
<b>Practice Test 2</b>	<b>58</b>
<b>Practice Test 3</b>	<b>62</b>
<b>Practice Test 4</b>	<b>67</b>
<b>Practice Test 5</b>	<b>72</b>
<b>Goal Setting</b>	<b>76</b>

# VINE PRUNING TEAM EXPECTATIONS

**To: Vine Pruning Team Parents**

**From: Miss Clement, FFA Advisor**

**Subject: Vine Pruning Team Expectations**

Your student has indicated that they would like to join the Santa Ynez FFA Vine Pruning Team. I would like to inform you of the expectations associated with participating on the team.

## **Eligibility**

Students must have a 2.0 grade point average and pass 20 credits at each quarter grading period to participate in co-curricular activities.

## **Behavior**

During contests and practices, students are representatives of Santa Ynez FFA and Santa Ynez High School. All students are expected to behave in a professional, positive manner. All school policies, rules and consequences apply. Parents are responsible for picking up a student from a practice or contest if student violates school policies.

## **Contests**

Students will participate in three statewide contests (see below). Santa Ynez FFA will provide transportation to and from contests and practices.

The FFA advisor will arrange for student housing but students will pay an equal share of the housing cost. Students are responsible for the purchase of their meals.

Students will also be required to wear the official FFA jacket, FFA tie/scarf, white collared shirt, black dress pants and black shoes during official contests. FFA jackets can be purchased from [www.ffa.org](http://www.ffa.org) or borrowed from the Santa Ynez FFA chapter.

Students are responsible for having teachers and parents sign prearranged absence forms and obtain written parent permission. These forms must be turned in advance to the FFA Advisor. Students are responsible for any missed materials or assignments.

2nd Saturday January  
3rd Saturday January  
4th Saturday January  
1st Saturday February

St. Helena Vine Pruning Contest, St. Helena  
Dinuba Vine Pruning Contest, Dinuba  
Reedley College Winter Field Day, Reedley  
Winter State Finals, Fresno

## **Practices**

Students are expected to attend all practices and contests. The FFA Advisor will make vineyard pruning practices according to the availability of local vineyard manager's schedules. Failure to attend a contest or practice may result in expulsion from the team at the discretion of the FFA Advisor. Practices are scheduled as follows:

## TENTATIVE SCHEDULE:

November	Info meeting at Lunch
1st Wednesday December	Practice 3:30pm, S1
1st Saturday December	Practice, TBD
2nd Wednesday December	Practice 3:30pm, S1
2nd Saturday December	Practice, TBD
1st Saturday January	Practice, TBD
2nd Wednesday January	Practice 3:30pm, S1
<b>2nd Saturday January</b>	<b>St. Helena Contest</b>
3rd Wednesday January	Practice 3:30pm, S1
<b>3rd Saturday January</b>	<b>Dinuba Contest</b>
4th Wednesday January	Practice 3:30pm, S1
<b>4th Saturday January</b>	<b>Reedley Contest</b>
1st Wednesday February	Practice 3:30pm, S1
<b>1st Saturday February</b>	<b>Fresno State Finals</b>

I have read the Vine Pruning Team Expectations and fully understand and agree to the terms and conditions of participating on this team.

---

Parent Signature

Date

---

Student Signature

Date



# CURRICULAR CODE: GRAPEVINE PRUNING

Revised 6/2013

## Purpose and Standards

The Grapevine Pruning event seeks to effectively prepare the students to learn current agriculture viticulture practices and procedures used in today's industry. Workers seeking careers in agriculture must not only develop a high degree of knowledge and skill, they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in agriculture production.

Foundation standards: Mathematics Algebra, 15.0 and Geometry 8.0 & 11.0. History & Social Science Principles of Economics: 12.2.2, 12.2.5, 12.2.6, 12.2.7. Communication: 1.1, 2.2, & 1.8. Plant and Soil Pathway: G11.1, 5.0 5.3 and 11.1. Ag and Natural Resources Pathway: Health & Safety 6.0, 6.1, 6.2, 6.4, & 6.5.

## Contestants

Each team shall consist of four members who have received training in pruning grapevines and whose instructor can certify to this fact.

## Classes

Class	Individual	Team
Written Exam	100	300
Pruning Class #1	100	300
Pruning Class #2	100	300
Pruning Class #3	100	300
Total	400	1200

## Tie Breaker

1. The team or individual scoring the highest written examination score(s) will be the winner.
2. If a tie still exists, the total score of the individual or team will be used to determine the high individual or team.

## Sub-contest Awards

Sub-contest awards will be given for high teams and individuals in the following areas: Written Exam, Pruning Class #1, Pruning Class #2, and Pruning Class #3.

## Host School Requirements

The State Finals hosting site will announce the three classes (see below) and if possible, announce the varieties to be pruned for that year's event at least 30 days prior to the contest date.

## Rules

- I. Written examination. Prepared from Winkler's Viticulture Text, chapter on pruning, with emphasis on modern, practical California Viticultural practices. Time limit: 45 minutes.
- II. Each contestant shall prune three mature grapevines in each of the three different classes to be selected from the following list.
  - A. Cordon - wine
  - B. Cordon - table
  - C. Cane - raisin/wine/table
- III. The first two vines will be pruned against time (8 minutes limit). The third vine of each system shall be pruned in the presence of the judge - not to exceed four (4) minutes. The contestant will be subjected to oral questions and may provide oral explanations while pruning. It will be up to the discretion of the judge as to whether the entire vine is to be pruned.
- IV. Judges will score the vines on an individual basis; each vine in a class has a given maximum score with the third vine's value 10 points higher for their explanation in pruning theory as the contestant prunes the vine.
- V. Each team member must wear protective eye glasses, Z87 standard wear to be provided by the state contest host site.
- VI. A total of 400 points is allowed for the contest (100 points for examination and 100 points for pruning each of the systems listed above).

**SEE FOLLOWING PAGES FOR SCORE CARDS.**

# CONTEST SCORE CARD: SPUR

Variety: \_\_\_\_\_ System: Spur

Contestant Number \_\_\_\_\_ Vine Pruning Scorecard

Timed Vine #1	Timed Vine #2
Position and distribution of fruit spurs based on particular vine _____/5	Position and distribution of fruit spurs based on particular vine _____/5
Number and selection of fruit spurs based on previous year's growth _____/5	Proper number and selection of fruit spurs based on previous year's growth _____/5
Proper selection and placement of renewal/replacement spurs for particular vine _____/5	Proper selection and placement of renewal/replacement spurs for particular vine _____/5
Clean cuts _____/5	Clean cuts _____/5
Length of spurs _____/5	Length of spurs _____/5
Thoroughness of pruning _____/5	Thoroughness of pruning _____/5
(A) Total _____/30	(B) Total _____/30

Judged Vine #3
Position and distribution of fruit spurs _____/5
Number and selection of fruit spurs based on previous year's growth _____/5
Proper selection and placement of renewal/replacement spurs for particular vine _____/5
Clean cuts _____/5
Length of spurs _____/5
Thoroughness of pruning _____/5
Explanation of cuts/pruning using proper terminology and reasoning _____/10
(C) Total _____/40

Add A, B, and C for Overall Total \_\_\_\_\_/100

Judge's Comments:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature of Judge \_\_\_\_\_

# CONTEST SCORE CARD: CANE

Variety: \_\_\_\_\_ System: Cane

Contestant Number \_\_\_\_\_ Vine Pruning Scorecard

Timed Vine #1	Timed Vine #2
Position and distribution of fruit canes based on particular vine _____/5	Position and distribution of fruit canes based on particular vine _____/5
Number and selection of fruit canes based on previous year's growth _____/5	Number and selection of fruit canes based on previous year's growth _____/5
Proper selection and placement of renewal spurs for particular vine _____/5	Proper selection and placement of renewal spurs for particular vine _____/5
Length of Canes _____/5	Length of Canes _____/5
Clean Cuts _____/5	Clean Cuts _____/5
Thoroughness of pruning _____/5	Thoroughness of pruning _____/5
(A) Total _____/30	(B) Total _____/30

Judged Vine #3
Position and distribution of fruit canes based on particular vine _____/5
Number and selection of fruit canes based on previous year's growth _____/5
Proper selection and placement of renewal spurs for particular vine _____/5
Thoroughness of pruning _____/5
Length of Canes _____/5
Clean Cuts _____/5
Explanation of cuts/pruning using proper terminology and reasoning _____/10
(C) Total _____/40

Add A, B, and C for Overall Total \_\_\_\_\_/100

Judge's Comments:

---



---



---

Signature of Judge \_\_\_\_\_

# 13

## Pruning



# CHAPTER 13 TEXT

Pruning comprises the removal of living canes, shoot, leaves, and other vegetative parts of the vine. The removal of dead wood, although desirable, is not regarded as pruning, since it in no way affects the physiological behavior of the vine. The removal of flower clusters, immature clusters, or parts of immature clusters is *thinning*. The removal of ripe fruit, of course, is *harvesting*.

The purposes of pruning are: (a) to help establish and maintain the vine in a form that will save labor and facilitate vineyard operations, such as cultivation, control of diseases and insects, thinning, and harvesting; (b) to distribute the bearing wood over the vine, among vines, and over the years in accordance with the capacity of the spurs (or canes) and vines so as to equalize production and get large average crops of high-quality fruit; and (c) to lessen or eliminate thinning in the control of crop. Pruning is the cheapest way of reducing the number of clusters.

### PRUNING AND TRAINING

*Training* includes certain practices that are supplementary to pruning and necessary in shaping the vine. It consists chiefly in attaching the vine and its growth to various supports. Whereas pruning determines the number and position of the buds that develop, training determines the form and direction of the trunk and arms, and the position of the shoots that develop from the buds retained at pruning.

When the vine is young, the vineyardist's interest centers primarily on developing a single strong shoot having several well-placed laterals that will

form a permanent framework; he sacrifices some of the plant's energy in order to obtain a well-shaped vine as cheaply and as early as possible. In contrast, when the vine is mature and bearing, the pruner must consider both wood and crop, since a proper balance between them is necessary for the development of good fruit and the continued production of large crops. For this reason, training (the development of a young vine of desirable form) is distinguished from pruning (maintenance of the established form and regulation of the fruiting).

#### VIGOR AND CAPACITY

In discussing the characteristic responses of the vine to pruning, one needs two terms: vigor and capacity. *Vigor* is the quality or condition that is expressed in rapid growth of the parts of the vine. It refers essentially to the rate of growth. *Capacity*, in contrast, is the quantity of action with respect to the total growth and total crop of which the vine or a part of it is capable. The term refers to ability for total production rather than to rate of activity.

A young vine may show great vigor in the qualitative sense and yet, in the quantitative sense, have much less capacity for growth and fruiting than an old and relatively mature vine. If a vine is pruned severely, the number of shoots it produces is reduced and the shoots will be more vigorous (will grow faster) than those of a lightly pruned vine. The severely pruned vine will be the more vigorous of the two, but, having fewer shoots and fewer leaves, it will make less total growth and therefore have less capacity for growth and fruiting than the one lightly pruned. In a single shoot, vigor and capacity for production vary together; a vigorous shoot has large capacity, and a weak shoot small capacity.

The influence of pruning on vigor is exploited in developing the desired form of trunk in the training of young vines. Once a vineyard is established, however, the grower is primarily concerned with obtaining large crops of good fruit for many years. The capacity to produce fruit depends on the production of wood; hence, to produce heavily over a long period, a vine must be capable not only of maturing a satisfactory crop each year, but also of maturing a good growth of wood.

#### THE RESPONSE OF THE VINE TO PRUNING AND CROP

Vine pruning was well established as an art long before the scientific method came into being. Near the beginning of the Christian Era, Vergil and Pliny gave directions for the training and pruning of vines. In many areas their directions are still followed in our time, except for minor empirical changes, such as the length and position of bearing units (spurs)

brought about by Guyot in the nineteenth century. Without an understanding of the physiological basis, it has been common practice to remove 85 to 98 percent of the annual growth of the vine at pruning, and it is still the opinion of many viticulturists that this is beneficial to the vine.

Early in the present century, however, plant physiologists provided the scientific basis for the concept that the active leaf area of the vine is the unit that determines the amount, composition, and quality of the crop. This relationship, together with observations on the behavior of other fruit plants when pruned long and the outstanding productivity of very large, well-known individual historic vines in California that carried many bearing units, led the senior author and others at the California Agricultural Experiment Station to question the procedure in vine pruning in general. It was apparent that basic information was needed, and research was begun to determine (a) the effect of pruning on vine growth, (b) the effect of crop on vine growth, and (c) the effect of pruning on capacity for production.

The fruiting habit of the vine made it an ideal plant for this investigation. It is a prolific producer of clusters, and thus there is always an overabundant crop potential. Yet the fruit buds develop only to the primordia of the individual flower in the year in which they are differentiated. The floral parts—the calyx, corolla, stamen, and pistil—are not formed until after the vine leaves out in the spring. Therefore it is possible to regulate or eliminate the crop even before the flowers are formed.

Using vines with no crop, three levels of pruning were established, the first being no pruning at all, the second the normal pruning of the commercial type for the varieties used, and the third a severe pruning in which the spurs were retained in the usual number but were cut to the base bud. Crop was eliminated by removing the flower clusters as soon as they appeared after the vines leafed out in spring. This series was paralleled by another series of vines, none of which was pruned, but which had three levels of crop: maximum potential crop, part crop, and no crop. The vines with maximum potential crop carried all the clusters they produced to maturity. In the case of the part-crop vines, flower clusters were removed as they appeared, so as to balance the crop with what experience indicated was the vine's capacity for production. On the no-crop vines all the flower clusters were removed as they appeared.

In figure 73 the bars at the left of the control—the nonpruned, no-crop vines—show that vine growth was depressed 25 per cent by normal spur-pruning and 31 per cent by severe pruning (all spurs cut to base buds). This is the physiological response of the vine to pruning. Similarly, the bars to the right of the control show that the growth of the nonpruned, part-crop vines was depressed 22 per cent and that of the nonpruned maximum-potential-crop vines 36 per cent. This represents the response of the vine to the burden of crop production.



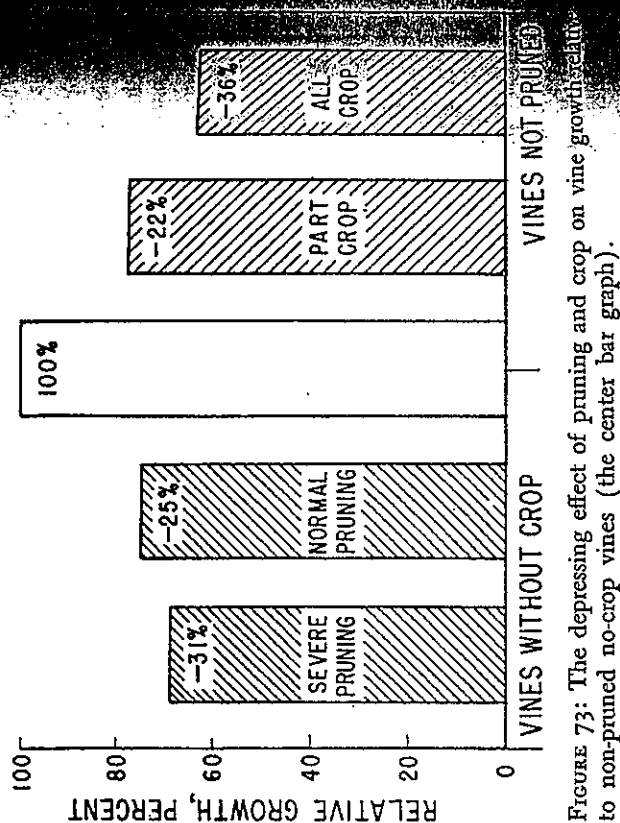


FIGURE 73: The depressing effect of pruning and crop on vine growth relative to non-pruned no-crop vines (the center bar graph).

The greater capacity of less severely pruned vines is illustrated in figure 74. Here the growth, as measured by the weight of the vine, of vines in crop at different levels of pruning is compared with that of the nonpruned no-crop vines (Winkler, 1931).

Nonpruned vines, evidently, have a greater capacity for fruit production than pruned vines. Although the nonpruned vines produced an average crop of 51 pounds a year, their growth was only 2 per cent less than that of the normally pruned vines, which were producing average crops of 65 pounds—less than half that of the nonpruned vines. The severely pruned vines, with a very small yearly crop, were limited in growth to almost the same degree as the vines that received no or normal pruning and were bearing heavy or moderate crops. In cane pruning, some flower clusters were removed to limit the crop to what experience indicated was the maximum capacity. It seems, however, that the effect of lighter pruning on the capacity for production was underestimated: despite the relatively low average crops, the cane-pruned vines produced the greatest total growth of any of the vines with crop. These data indicate the limiting effect of pruning, as well as of crop, on the vine's capacity. In these experiments vines and pruning had approximately equal effects in diminishing the capacity of the vines for growth. That is, growth was depressed about the same amount with minimum pruning and maximum crop (fig. 74, right) as with maximum pruning and minimum crop (fig. 74, left). With lighter pruning

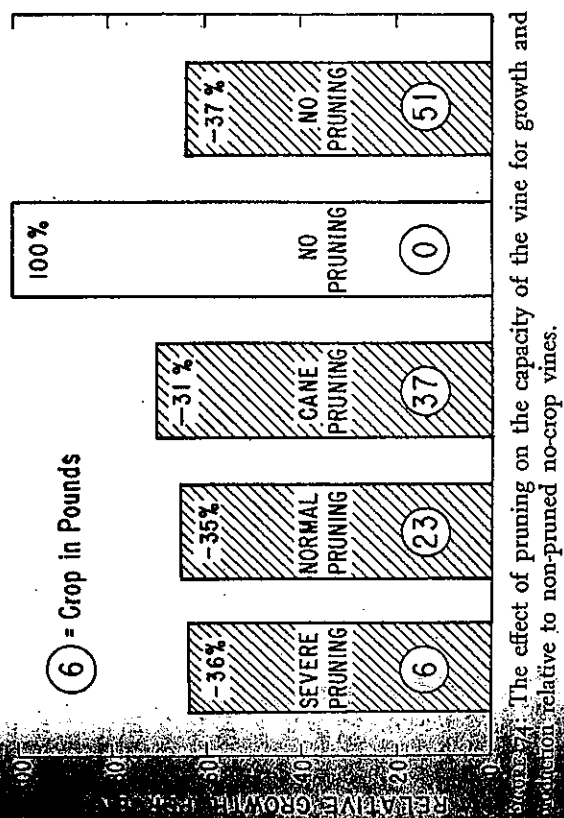


FIGURE 74: The effect of pruning on the capacity of the vine for growth and production relative to non-pruned no-crop vines.

capacity (growth plus crop) was increased so that the larger crops of these vines kept within suitable limits by flower-cluster removals, were no longer depressed to vine growth than were the small crops of the severely pruned vines whose capacity had been greatly reduced by pruning (Wink-

ler, 1931). The difference in capacity of vines unpruned or pruned to different degrees is explained by the number of leaves produced and the length of time during which the leaves were active. Pruning not only reduced the weight of the leaves developed by the vine during the growing season; it also delayed the attainment of maximal leaf area until well into midsummer. It thus reduced both the total leaf area and the length of time during which most of the leaves functioned.

These results show that the less the amount of wood removed at pruning, the more rapidly the leaves develop and the larger the total leaf area produced during the growing season. Considering only the total weight of the leaves at the end of the growing season, the total leaf weight was reduced 61 per cent by cane pruning, 61 per cent by normal pruning, and 65 per cent by severe pruning. In view of the marked delay in leaf development of the severely pruned vines, the loss in leaf activity is shown more clearly by the combination of the weight and the time during which the leaves functioned.

The beneficial influence that a large leaf area exerts on the set, development, and quality of the fruit of Muscat of Alexandria is shown in figure

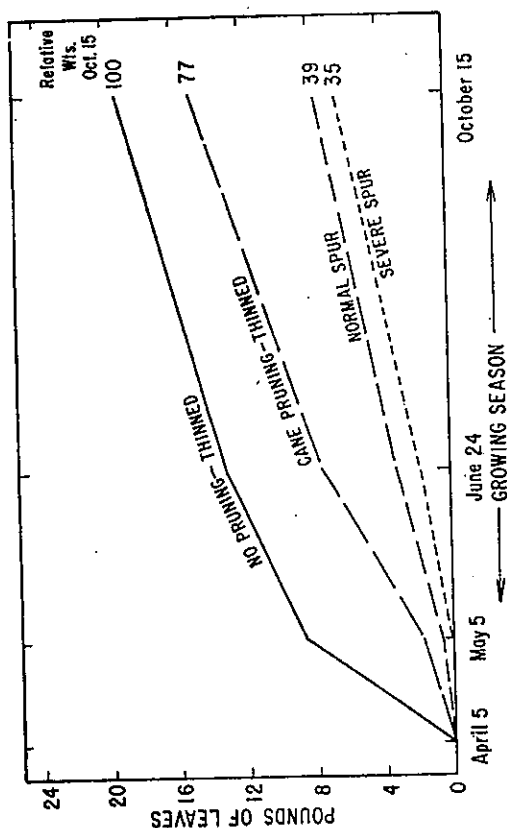


FIGURE 75: The weight and relative activity of the leaves of vines pruned to different levels.

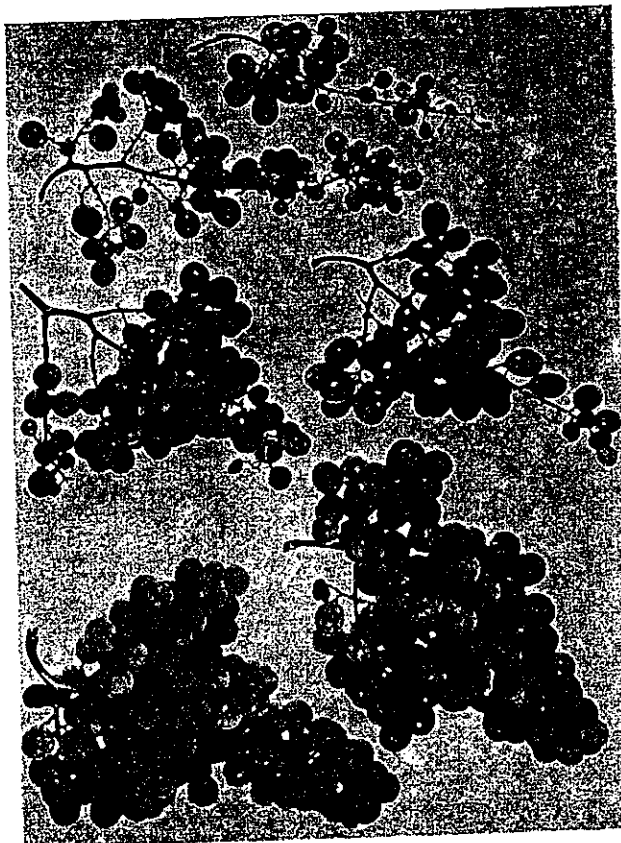


FIGURE 76: The effect of the number of leaves to a vine on the setting and development of the berries of Muscat of Alexandria.

76. The clusters at the left, from cane-pruned, part-crop vines with 1,700 leaves each at bloom were well filled with normal berries of uniform size. The clusters in the middle, from normally pruned vines with 760 leaves each, did not set so well; the berries that did set were less uniform in size and there were many shot berries. The clusters at the right, from normally pruned vines that were defoliated two weeks before bloom, shattered badly and showed an even greater tendency to set shot berries; also, many of the berries with seeds were undersized (Winkler, 1929).

It is thus evident that the unpruned vines' greater capacity for growth and production was the result of a more abundant supply of available carbohydrates, the product of the larger leaf area. This was confirmed by analyses of basal segments of canes and shoots from vines unpruned and pruned to different levels. The results of these analyses, as total available carbohydrates (sugars and starch), are shown in figure 77.

These graphs show the normal maxima and the two minima in the level of available carbohydrates during the year. The severely pruned vines, however, showed no noticeable late spring maximum. In the unpruned and cane-pruned vines total carbohydrates were increased, respectively, 18 and 15 per cent at the winter maximum, and 36 and 44 per cent at the late spring maximum, over that of the normally pruned vines. In the normally and severely pruned vines the level of total carbohydrates was about the same for each. The graphs indicate that the larger leaf surfaces of the nonpruned and cane-pruned vines, which also functioned over a greater part of the growing season, very definitely provided these vines with a more abundant supply of available carbohydrates. These leaf area, yield, and

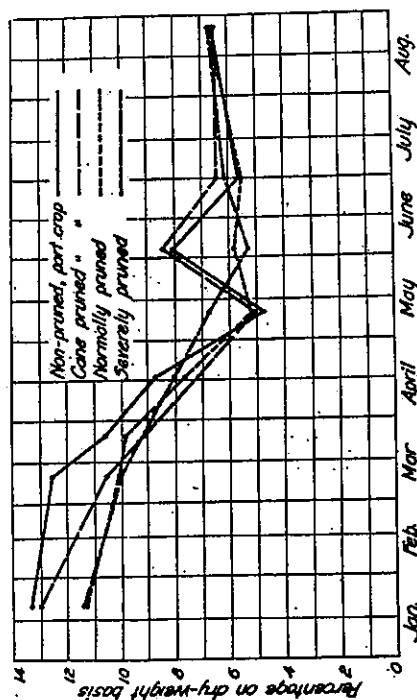


FIGURE 77: The effect of pruning on the percentage of available total carbohydrates in the basal portion of canes and shoots during the period January to August.

fruit quality relationships are more thoroughly discussed by Winkler (1958). The large increase in available carbohydrates at the late spring maximum is of especial significance in relation to improvement in the set of the fruit and the subsequent quality of the fruit of varieties such as Muscat of Alexandria, in that critical nourishment is provided during the latter stages of flower development and fruit set.

Although the percentage differences in favor of the lightly pruned vines are only moderate for the winter maximum, the differences in the total available carbohydrates in the vines at the beginning of the growing season are marked. This is indicated by the data of table 19.

The weight of total carbohydrates in the unpruned vine is four times that in the normally pruned and ten times that in the severely pruned. The difference in total amount of available carbohydrates again seems to be a significant factor in flower development and fruit set. Other varieties (Emperor and Almeria), when pruned so as to produce vines with a greater bulk of permanent wood, have shown very definite, though less marked, improvement in the set of fruit.

From these data it is evident that the physiological response of the vine to pruning remained obscured because the effect of the crop set was not separated from that of pruning. Thus any attempt at lighter pruning met with failure because in most varieties the depressive effect of the increase in crop, when uncontrolled, more than offset the benefit of the retention of more wood. This situation led to the belief that pruning is stimulating and invigorating, since severe pruning, which drastically reduces the crop, increases the rate of individual shoot growth. Not until this study was made, was the effect of the crop eliminated or controlled to reveal the true effect of pruning—namely, that *less severe pruning increases vine capacity for both growth and production*.

These findings provide a clear understanding of the physiological responses of the vine to pruning and to crop; they also indicate the possibilities of definite improvement in the quality of the fruit when less severe

TABLE 19  
WEIGHT OF VINE AND AVAILABLE CARBOHYDRATES  
CONTAINED AT BEGINNING OF GROWTH  
(In pounds, all vines of same age without crop)

Substance	Non-pruned	Normally pruned	Severely pruned
Vines, dry weight	86.0	27.9	9.9
Carbohydrates per vine	11.4	3.0	1.1

SOURCE OF DATA: Winkler (1958).

pruning is accompanied by appropriate thinning (see chap. 14). Application of these findings can lead both to increased production and to improved quality of the fruit, if vineyard economics permits. As is the case in many agricultural operations, however, the pruning of grapevines is governed more by cost than by the physiological responses. This indicates that some compromise must be made between physiological responses and the economics of vineyard operation.

#### POSSIBLE COMPROMISES IN THE USE OF LONGER PRUNING

To arrive at what seems a logical conclusion concerning the application to practice of the general principles established in the investigations discussed above, each type of pruning (except removing all the crop) is considered here and the merits or demerits of each are indicated. To facilitate comparison, the growth and production with the different degrees of pruning and cropping are shown in figure 78.

The two extremes, severely pruned all-crop vines (at left) and non-pruned all-crop vines (at right) are easily eliminated. The severely pruned vines (fig. 78, A) had their capacity for production reduced to such an extent that the crops were insufficient to be considered commercial. Besides

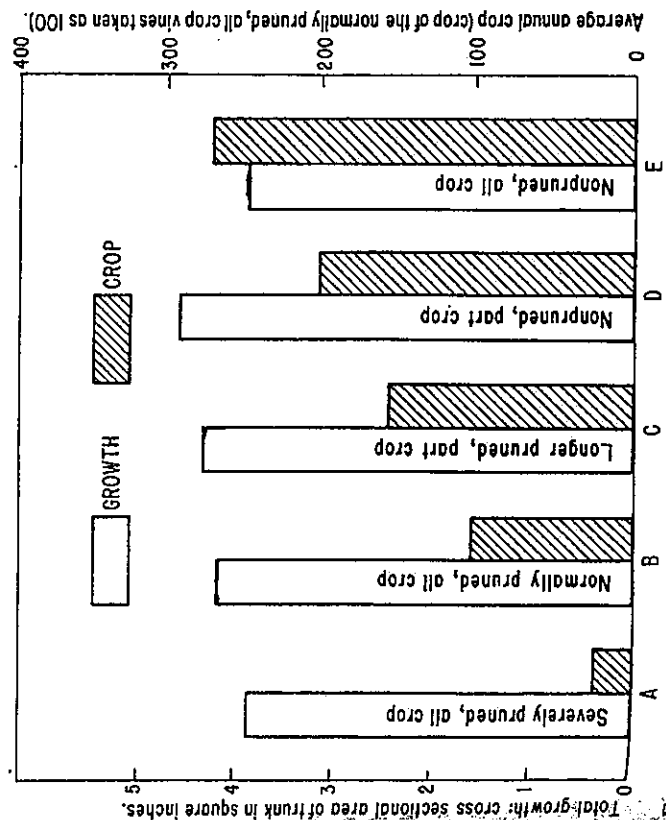


FIGURE 78: The growth and production of vines pruned to different levels.

the low yields, the fruit quality was only fair; the degree Brix was high, but the clusters were small and the percentage of abnormal berries was large. The poor set was owing to competition for food materials between the developing flowers and the very rapidly growing shoots. In other words, vigor was high, but capacity was low.

The nonpruned all-crop vines (fig. 78, E), at the other extreme, produced the largest crops, but the fruit quality was the poorest. The clusters were reduced in size for the variety, the degree Brix was low, and the berries were small. These vines were low in vigor but high in capacity.

Between the two extremes are intermediate treatments indicating possible balances in pruning, growth, and crop that favor maximum production of high-quality fruit, together with other treatments that are more adaptable to vineyard practice, yet not quite so favorable from the standpoint of yield and quality.

*Crop regulation entirely by thinning.*—The responses of the nonpruned part-crop vines (fig. 78, D) are considered first. In this treatment, crop is controlled entirely by thinning. These vines produce twice as much as the normally pruned vines. The fruit also was of superior quality—large clusters of uniformly large berries, with a high degree Brix. In addition, these vines made the most growth of any of the vines with crop. Both vigor and capacity were high.

By all odds, this is the most favorable compromise from the point of view of the vine, but it is not practical on a commercial scale. The supports (arbors) would be very expensive, and of even greater cost would be the removal of excess clusters by thinning. The thinning would be impossible at present labor costs.

*Crop regulation entirely by pruning.*—Another compromise is represented by the normally pruned, all-crop vines (fig. 78, B). It is a heritage of the past. In this treatment, crop is controlled entirely by pruning. The fruit is of fair to good quality, but the quality is not equal to that produced by the nonpruned part-crop vines and the yields are much smaller. In this treatment, pruning, crop, and growth are balanced only at a considerable loss in vine capacity. It is a means whereby fair crops of average-quality grapes can be produced with most varieties; when it is used, for Muscat of Alexandria, Ribier, and similar varieties, the fruit is of poor quality in some areas. This treatment cannot be said to be efficient with regard to the vine, yet it is economical. It should continue to be the usual practice where cost of production rather than appearance and quality of the fruit is the determining factor of profit or loss.

*Crop regulated by longer pruning plus thinning.*—The third compromise is that of moderate pruning accompanied by flower-cluster, cluster, or berry thinning to regulate crop. The response with cane-pruning and flower-cluster thinning is shown in (fig. 78, C) improvement in fruit quality and

vine capacity may be obtained with moderate pruning—extra buds on half or more of the spurs of a vine, or an extra cane on a cane-pruned vine—when accompanied by appropriate thinning. The shape of the vine is maintained or improved, a top limit is placed on the cost of thinning, and the fruit is of excellent quality, with large berries of uniform size and high degree Brix. The vines are of good vigor and high capacity.

This is the best compromise whenever it is economically feasible. It is being used by many table grape growers. The degree of longer pruning may consist of a few extra buds or an extra cane, according to the variety. Nevertheless, the retention of more buds, with crop controlled by thinning, produces an earlier and larger leaf surface which improves the nutrition of both vine and fruit.

#### PRINCIPLES OF PRUNING

To accomplish the purposes of pruning, one must consider certain principles of plant behavior as they apply to the vine. These principles are based on knowledge of the vine's response to the removal of vegetative or fruiting parts and on present understanding of its growth and fruiting habits.

The physiological response of the vine to pruning and crop, already discussed, supplies the basis for the first four of the following principles of pruning:

1. *Pruning has a depressing or stunting effect on the vine; the removal of living vegetative parts at any time decreases the capacity or total productive ability of the vine.* Capacity is largely determined by the number, size, and quality of the leaves and the length of time during which they are active. Pruning during the dormant season reduces the total number of leaves that will be formed during the growing season by restricting the number of shoots, and also delays the formation of the main leaf area until well into the summer. It thus reduces both the total leaf area and the length of time during which most of the leaves function. In consequence, smaller quantities of carbohydrates (such as sugar and, finally, starch) will be formed and the amounts available for nourishing the roots, stems, shoots, flowers, and fruit will be less (figs. 75 and 76, and table 19).

Thus, to the grower, pruning has two pronounced effects: it concentrates the activities of the vine into the parts left, but it diminishes the total capacity of the vine for growth and fruit production. Correct pruning consists in achieving the first effect to the extent required, while minimizing the second as much as possible.

2. *The production of crop depresses the capacity of the vine for the following year or years.* Growers recognize that vines with a very heavy crop grow less vigorously than vines with a light crop, and also that vines that overbear in one year are likely to have a lighter crop the next year. This effect has been indi-

cated very definitely in the irregularity of cropping that has been the rule for certain varieties in California. The crops of 1938, 1943, 1946, 1951, 1955, and 1971 were outstanding in volume. Each of these years of excessive over-cropping was followed by lower yields. Owing to other conditions, such as unusually favorable weather, better management, etc., the years of lowest yield did not always follow the heaviest crops immediately. But they did follow. A vine severely depressed by a heavy overcrop one year may be further depressed the next year by what might usually be considered a normal crop. The effect of crop, as such, on vine growth, however, has not been clearly understood, mainly because under vineyard conditions it is impractical to separate the effects of crop and pruning. This effect is illustrated in figure 73 (right side), which shows the growth of a series of vines treated alike in every respect except crop. The bar graphs show very definitely, within the limits of the trials, that the growth of the vines falls off with the increase in crop.

3. *The capacity of a vine varies directly with the number of shoots that develop.* The total active leaf area, not the rate of elongation of the shoots, determines capacity. A severely pruned vine having only a few shoots that elongate very rapidly will seem vigorous; yet it will be excelled in production by another vine that, having numerous shoots of slower growth, makes no great show of vigor yet nevertheless produces a larger total leaf area. This relation is illustrated by figures 73 and 75. On the average, the severely pruned vines had 23 shoots each, the normally pruned had 33, the cane-pruned thinned had 42, the nonpruned part-crop had 48, and the nonpruned all-crop had 49.

4. *The vigor of the shoots of a vine varies inversely with the number of shoots and with the amount of crop.* The fewer the shoots permitted to develop and the smaller the crop, the more vigorously (rapidly) each shoot will grow. The first part of this principle is illustrated by the response of Muscat of Alexandria and Monukka vines that were not permitted to bear (Winkler, 1934). On severely pruned vines the average number of shoots that developed was only 22 per vine and the average length of shoots was 6.8 feet; on the non-pruned vines the average number of shoots that developed was 64 per vine and the average length of shoot was 4.2 feet. How crop affects shoot growth is indicated by the length of the shoots on nonpruned vines of the same varieties. The shoots of the no-crop vines made an average length growth of 4.2 feet; those of the part-crop vines, with 25.4 pounds of fruit to a vine, made 3.7 feet; and those of the all-crop vines, with 63.5 pounds of fruit, made 3.2 feet. Similarly, the normal spur-pruned vines without crop made an average shoot growth of 5.8 feet, whereas the shoots of the vines with a crop made an average growth of 4.7 feet.

The inverse relation between number of shoots and rate of growth finds special application in the development of young vines. The main object at this period in the vine's life is to develop a single, strong, vigorous shoot with which to form the permanent trunk; hence only one shoot is permitted to grow.

In a broader application, this principle applies to the arms of the mature vine as well as to its fruit. The fewer the number of arms, the more vigorous each will be. To obtain large clusters, one must limit their number; if large berries are wanted, there must not be too many on a cluster.

5. *The fruitfulness of a vine, within limits, varies inversely with the vigor of its shoots.* Within the limits of good commercial practice, methods that increase vigor favor fruitfulness. Failure to reckon with this fact (to maintain a proper balance between vigor and crop) leads, by the one extreme to excessive vigor, to reduced fruitfulness and, by the other extreme to overbearing, with poor quality of fruit and depression of the vine's capacity to a point beyond which there is again a reduction in fruitfulness. A proper balance is one that maintains a desirable vigor without diminishing the crop.

This relation of vigor to fruitfulness is illustrated in figure 79. The reduction in length of the shoots at the left reflects a weakened vine condition resulting from poor vineyard management. In other words, a vine that is weakened by overbearing, insects, diseases, or other causes cannot form as many flower clusters as a normal vine.

The shoot growths shown in the figure should not be considered as average for locations other than Davis; the average length of shoots under other conditions and with other varieties will differ from these. Thomas and Barnard (1937) reported a similar correlation for Sultana (Thompson Seedless) in Australia, first positive and then negative. Using total growth rather than cane length as a measure of vigor, bud fertility increased with an increase from poor to normal growth and decreased with very vigorous growth.

6. *A large cane, arm, or vine can produce more than a small one and therefore should carry more fruit buds.* As already pointed out, capacity is directly proportional to total growth. A cane of large size, therefore, has greater capacity than a small one but its buds are likely to be less fruitful (see principle 5). This being the case, a large cane should be pruned so that the spur or fruit cane retained from it will carry more buds than a spur or fruit cane from a small cane.

The same is true of arms or vines. If one arm on a vine has large canes and another the same number of small ones, more buds should be retained on the

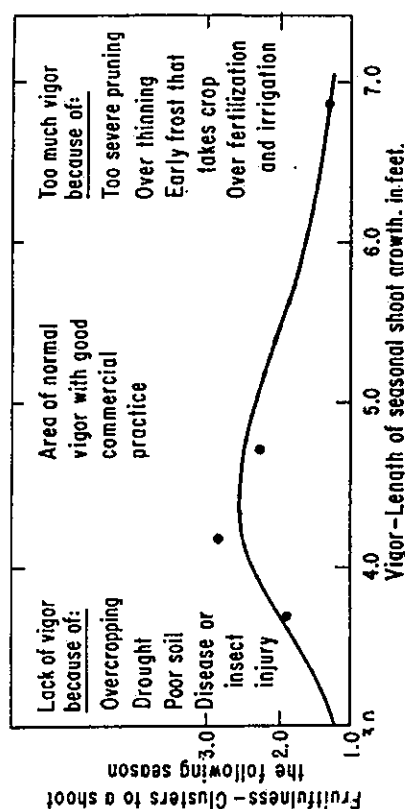


FIGURE 79: The relation of vigor (length) of shoot growth to fruitfulness of the buds of Muscat of Alexandria and Alicante Bouschet.

arm with the large canes. Similarly, a vine with large canes should be pruned so as to keep more or longer spurs or fruit canes than would be kept on a vine with canes that are small for the variety.

7. A given vine in a given season can properly nourish and ripen only a certain quantity of fruit; its capacity is limited by its previous history and its environment. Within the limit of a vine's capacity to bear fruit, the date of ripening is determined mainly by the seasonal accumulation of heat and cannot be hastened by further reduction in crop. The maximum crop that a vine will bear without delaying maturity is, therefore, an index to its bearing capacity. This is its normal crop. As the crop is increased beyond this point, the first effect is delayed maturity. Further successive increases in crop result in low sugar and acid content, "water berries," and drying of the tips of the clusters, reduced vine growth, and poor fruit-bud formation. The last will limit the next year's crop. These effects are the same, no matter whether the overcrop resulted from too long pruning, underthinning, shortage of moisture in the soil, disease or insect injury, or some other cause. Furthermore, overbearing not only results in poor fruit (Calley *et al.*, 1960), but also reduces the vine's capacity for future growth—both in top and root (Erenneev, 1960) and in production. Thus, every vine must be pruned on the basis of its own condition. A vine that has borne too heavily must be protected from a recurrence of overproduction and consequent exhaustion. Growers usually attempt to overcome the weakening effects of overbearing by severe pruning which limits the crop of the next season by reducing the number of fruitful buds retained. This is the cheapest method of guarding against overbearing and exhaustion. Since, however, severe pruning is in itself weakening (see principles 1 and 3), the more rational method would be to prune less severely and then limit the crop by removing some flower clusters as soon as possible after leafing out, or by thinning soon after the berries have set. This procedure rehabilitates the vines faster and places the operation of crop limitation at a time when the vines are in leaf and when a better estimate of crop in relation to leaf area is possible.

In addition to the above principles, the following relationships of growth and fruiting will be observed and exploited by the careful pruner.

Conditions of good vine carbohydrate nutrition, moderate shoot growth, and normal crops favor both the early maturing of the shoots and the abundant formation of fruitful buds. In contrast, continued rapid shoot growth and other abnormal conditions of nutrition will interfere with both shoot maturation and fruit-bud differentiation. The wood of mature canes is firm and carries a large storage of reserve materials, such as starch and sugars. The color of the bark is characteristic for the variety almost to the ends of such canes. In canes that are only partly mature, because of overbearing or for other reasons, the distal part, in contrast, never becomes woody, does not color normally, and usually freezes and dries up before pruning time. Such partly mature canes carry only a moderate storage of reserves, and the weaker canes are deficient in these materials.

Length of internode is another index of the type of growth that the canes have made and is significant of the fruitfulness of their buds. Shoots form-

ing at the beginning of the season and making regular growth will have internodes of normal length for the variety. The fact that a cane has internodes of normal length, other conditions being favorable, indicates good bud development and a well-matured condition of its wood. Long internodes indicate excessively vigorous growth, a characteristic of shoots that form late in the growing season; such shoots often grow until checked by cold weather, and both their buds and their wood are likely to be immature. Very short internodes, on the other hand, indicate slow growth—the result of poor nutrition or, more often, disease, especially viruses, or insect injury or drought.

Observation has indicated that buds are generally fruitful on one-year-old canes that arise from two-year-old wood. On this basis many pruners select for spurs and fruit canes only the canes that come from two-year-old wood. Yet time and character of growth—normal length of internodes and normal maturing of the wood—are more revealing of bud condition than a cane's position of origin. For example, when the growth and maturing of water sprouts parallel those of the shoots arising from the spurs or fruit canes, their wood and buds will mature normally and they are, therefore, suitable for spurs or fruit canes. If, however, the water sprouts grow rapidly and late, their buds are poorly nourished and will mostly remain sterile. To the inexperienced pruner or the laborer who prunes only occasionally, position of origin of the cane may be the simplest means of selecting wood that usually has good buds, but the careful pruner should select the canes to be cut to spurs and fruit canes by their conditions. This provides a greater choice, which will not only result in better spurs and canes, but will also be an aid in maintaining the shape of the vines.

The first growth in spring usually comes from the buds nearest the ends of canes or spurs and those on the highest parts of the vine. Earlier starting gives the shoots from such buds an advantage over later-starting shoots. Besides, a vertical position of canes or growing shoots, through its effect on polarity, tends to retard the development of buds on the middle and lower parts of the canes and of laterals on the shoots. In the training of young vines, these effects of position on growth are utilized—the shoot selected to form the trunk of a vine is tied to a stake or other support to keep it erect. In the pruning of mature vines, efforts are made to neutralize the effects of position on growth. The spurs of head-pruned vines are formed and maintained near a common level or equal exposure. The parts of the trunks or branches of cordon vines that bear the spurs are formed and maintained in a horizontal position, with the spurs all at a common level; vertical cordons cannot be maintained, because the lower arms weaken, owing to unequal competition and shading, and after some years must be removed. Long fruit canes, with cane pruning are bent down and tied in a horizontal position on the trellis.

Near the northern limit of *vinifera* grape growing in Europe, where



growth is limited, the shoots of bearing vines that will be used for fruit canes the next year are tied erect to a stake. The fruit canes are tied in a bow or horizontal position, and the shoots arising from them are allowed to droop. The erect shoots grow vigorously, and their capacity as fruit canes for the next year is increased.

#### DORMANT PRUNING

The principal pruning is done while the vine is dormant, between leaf-fall in autumn and the starting of the buds in spring. In large vineyards it may be necessary to spread the pruning over most of this period; in smaller vineyards it is usually possible to prune in the month that the grower considers most favorable.

*Time of pruning.*—In deciding upon the best time for pruning, one must consider the facilitation of other vineyard operations and also the possible effect on the health and bearing of the vine. Early pruning usually fits in best with the other operations. Pruning in December or January allows ample time to dispose of the prunings, to tie the vines and fruit canes, to do the winter cultivation, and, where necessary, to irrigate before the starting of the buds.

Past generations of viticulturists assumed that the time of pruning materially influenced the amount of reserve foods (sugars and starch) stored in the trunk and roots. This assumption was based on supposedly rapid translocation of the stored reserves between the above-ground and below-ground parts of the vine.

Investigations on both American (Richey and Bowers, 1924 and Schrader, 1924) and *vinifera* varieties (Antcliff *et al.*, 1958; Winkler and Williams, 1945; and Eifert *et al.*, 1961) have shown, however, that there is no appreciable transfer of sugars or starch from the canes to the roots after leaf-fall in the autumn. The basic reason for the absence of movement of reserve foods was clarified by Esau (1948), who found that the phloem of the vine is inactive at Davis from late November (after frost) until mid-March. During this period, the sieve plates are coated with a thick layer of callus. A marked reduction in starch in the canes takes place in late autumn and is accompanied by an almost equivalent increase in sugars. Thus, the changes hitherto observed are changes from one form of carbohydrate to another, not in the total amount of reserve food. The changes in starch and sugar occurring in the canes of vines during the dormant season at Davis are shown in figure 80. The graphs of this figure, with similar data (Winkler and Williams, 1945) for other parts of the vine, support the conclusion that the food materials accumulate as stored reserves in all parts of the vine during summer and fall. They remain stored, without appreciable movements after leaf-fall until the following spring, when they are

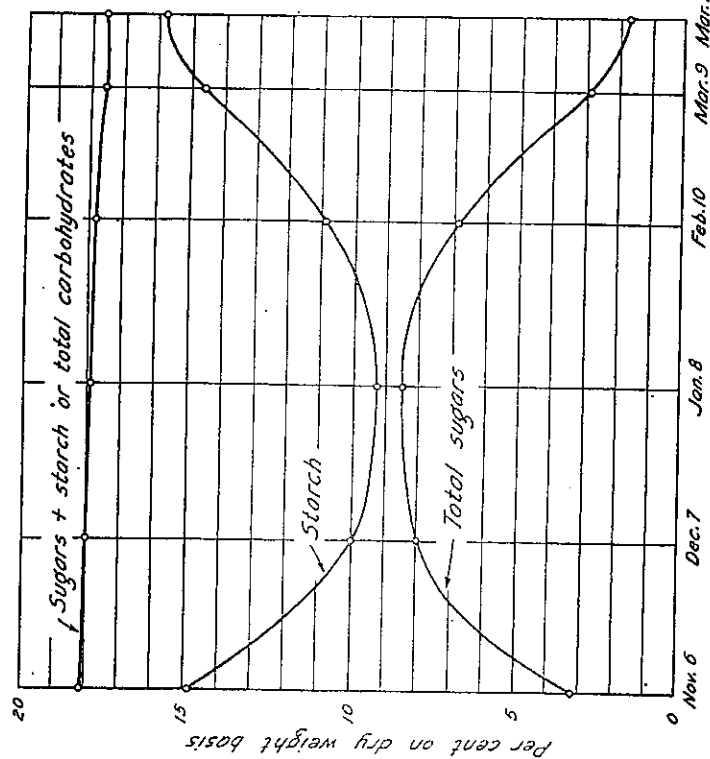


FIGURE 80: The change from starch to sugars and sugars back to starch in the canes of the vine during the dormant season, while total carbohydrates remain almost constant. (Calif. Agr. Ext. Ser. Cir. 89)

utilized in the starting of new growth. Considering these results, one may safely say that pruning at any time after leaf-fall and before the start of growth in spring can have little or no effect on the amount of the carbohydrate reserves of the vine.

Within the dormant season, the time of pruning has little or no effect on vigor of growth or on the crop, except when frost occurs soon after the buds start growth in the spring. Vines pruned very late in the season usually start growth slightly later than those pruned in mid-dormancy. Pruning when the upper buds on the canes have grown several inches will retard growth on the bearing units as much as a week to ten days if the weather remains cool. Such a delay in starting growth may avoid damage by late spring frosts (see frost protection p. 493).

Except in a few areas in southern California and the central coastal counties, differences in yield caused by pruning at different times between December 1 and March 1 are negligible. In these areas late pruning (after

March 15) has resulted in marked increases in yield. The reason is not fully understood; it seems to be related in some way to a late summer and fall drought condition associated with low to minimal boron nutrition.

Vigorously growing vines pruned before leaf-fall may be weakened, since pruning removes the leaves and stops the accumulation of reserves. It has been reported in Russia (Basan'ko and Truzhova, 1953) that the leaves are still very active in October. In fact, the rate of photosynthesis was reported to be greater in early October than in mid-September or earlier in the season. In tests made at Davis, no injurious effects were observed when vines that had ceased length growth, but still retained most of their leaves, were pruned during the third week in October several weeks before frost.

As shown by the figures of table 20, the sugars and starch in the basal part of the canes increased only slightly after October 7.

The vines pruned September 7 leafed out at once—their buds must not have been in profound rest—and some made 6 to 10 inches of growth. A few buds grew after the September 21 pruning. The October 7 and later prunings were not followed by growth. There was no deleterious effect on the growth or fruiting of the vines pruned after October 7 in the following year. By this time the Valdepeñas vines had dropped one third of their leaves and the canes of St. Emilion were brown over 75 per cent of their length. This work should be followed over a number of years. (Caution is given against early pruning of vines that have been over-cropped and have a low level of carbohydrate reserves.)

Pruning late, after the roots are active, causes bleeding—loss of liquid from the pruning cuts. In fact, bleeding may occur at pruning in mid-winter if the vine roots have been stimulated into growth by an irrigation

with warm water or following several warm sunny days. Ordinarily, the vines are not injured by this loss of liquid. By recutting the tips of canes every other day, as much as 19 liters of liquid have been collected from a single large vine, yet its growth and productivity were not affected. Normally the liquid contains 2 to 4 grams of dry matter per liter, about two thirds organic matter and one third inorganic matter (Dvornic, 1954 and Negrul and Nikiforva, 1958). After a frost the liquid may for a short while contain three to four times as much dry matter, which gives it a slightly sweet taste. According to Kás and Hanousek (1946), a liter of the liquid of bleeding vines contained 3.5 gm. of reducing sugar, 0.35 gm. of polysaccharides, 0.04 gm. of nitrogen, 0.356 gm. of potassium, 0.148 gm. of calcium, 0.013 gm. of phosphate as oxides, and a trace of iron. More recently Skene (1967) and Skene and Antcliff (1972) have shown that significant amounts of the plant hormones, gibberellin and cytokinins, occur in the bleeding sap of grapevines.

*Amount of pruning.*—An average vine before pruning may have 25 canes, with 30 buds on each (a total of 750 buds). Even though the vine remains unpruned, not all of these will start—that is, produce shoots. Probably only 100 to 150 will do so. If the canes are pruned back, leaving only 100 or 150 buds, almost the same number of shoots will be produced. The primary effect will be that buds nearer the bases of the canes will start instead of buds farther up on the canes. If the vine is pruned still shorter to leave only 40–60 buds, fewer shoots will be produced. Since this small number will have a proportionately larger storage of reserves for each shoot, as well as the same root system to supply water and soil nutrients, each shoot will grow more vigorously and become larger (see principle 4, p. 298). Fewer bunches will be produced, but each may have its flowers somewhat better developed. Although the total weight of the crop will be less than that of an unpruned or very lightly pruned vine, the quality will be much better.

To increase the severity of the pruning—that is, diminish still further the number of buds left—will increase the vigor of the individual shoots at the expense of total growth and crop. There are two reasons for this. First, severe pruning decreases cluster size, since the clusters in the basal buds are often smaller, without causing a corresponding increase in berry size. Second, the excessive vigor given to the shoots is unfavorable to fruiting, often causing excessive drooping of the flowers at blooming. The pruner, therefore, when crop is controlled by pruning, should leave just enough fruit buds to furnish the number of clusters that the vine can bring to perfect maturity. Beyond this point, total growth and crop are diminished, quality is reduced, and vigor of the individual shoots is correspondingly increased. This increase in vigor results not alone from the reduced number of buds, but also from crop curtailment, which leaves

TABLE 20  
LEVEL OF SUGARS AND STARCH IN THE BASAL PART OF VINES PRUNED  
DURING EARLY AUTUMN

Dates of pruning	Total sugars and starch, in per cent of dry weight			
	Valdepeñas <sup>a</sup>		St. Emilion <sup>b</sup>	
	At pruning	Next Feb. 15	At pruning	Next Feb. 15
September 7	14.2	14.4	11.5	13.4
September 21	16.4	15.5	16.2	16.0
October 7	16.9	16.5	18.0	17.4
October 21	16.9	17.1	19.0	18.0
November 7	17.3	16.9	18.4	17.5

SOURCE OF DATA: A. J. Winkler (Unpublished data).

<sup>a</sup> The canes of Valdepeñas were entirely mature, but retained most of their leaves, and the fruit was 25 degrees Brix on September 7.

<sup>b</sup> The canes of St. Emilion were brown over only 10 per cent of their length and the fruit was 21 degrees Brix on September 7.

the vine more energy for the work of vegetative growth. Heavy winter pruning, therefore, invigorates the vine by diminishing the crop. Light winter pruning increases the crop. If this increase is represented by more clusters than the vine can properly nourish, the crop will be inferior in quality and the vine will be weakened by overbearing.

Vines that have been pruned moderately long for years and then are pruned short to curtail crop will often produce numerous water sprouts. Many of the basal buds that remained latent under moderately long pruning will be stimulated to grow by the temporary imbalance between top and roots brought on by the shorter pruning. In varieties of which the basal buds are fruitful the growth of water sprouts may largely or wholly offset the desired reduction of crop. When such a condition arises, it should be corrected by judicious head suckering before the water sprouts are more than a few inches long. Head suckering for one to three years will bring the vine into balance again and remove the tendency to throw water sprouts.

*Amount of wood to retain.*—On a mature vine that has produced good crops and shows normal vigor, the pruner should leave the same number of bearing units and fruit buds as in the year before. If the vine seems abnormally vigorous, he should leave more fruit buds in order to divert more energy to producing the crop. If, however, the vine seems weak, he should prune it more severely than in the year before—that is, leave fewer fruit buds—in order to strengthen it by diverting more of its energy from crop production to growth and to replenishing the store of reserve food materials. Or, better yet, the vine may be pruned moderately, provided some of the flower clusters are removed before or shortly after bloom depending on the variety. Under this treatment the result will be a greater total growth than under severe pruning (see principle 1, p. 297). Any attempt to make a weak vine bear a large crop by longer pruning without crop thinning can result only in further weakening and the production of inferior grapes. If a weak vine is pruned for a small crop, or is pruned moderately and crop is reduced by removal of flower clusters, the grapes will be of good quality and the vine will be invigorated so that it can produce normal crops under normal pruning in subsequent years (Winkler, 1934).

Thinning, however, is not usually economical in the production of raisin and wine grapes. Thus, pruning will continue to be the principal means of regulating the crop of these varieties, even though it results in lower quality in some years. When pruning is the sole control of crop, and if normal production is to be obtained over the years, the vines must overproduce to a degree in some years and underproduce in others. Recently Lider *et al.* (1973) initiated work to determine whether or not a system of pruning, based on the weight of previous year's cane growth,

would provide a better balance of crop and growth. To date the results have not been as striking as those obtained by Shaulis (1960) in the "balanced pruning" of American grapes, especially Concord (see p. 332).

*Forecasting crop potential.*—Research on bud fruitfulness was initiated in Australia by Barnard (1932) and Barnard and Thomas (1933). Further studies were made by Antcliff *et al.* (1957, 1958) and by Antcliff and Thomas (1955) in Australia, Kondo (1955) in Russia, Alleweldt (1958, 1960) in Germany, and Immink (1958) in South Africa. Microscopic examinations were made of the buds on a number of representative canes from a given area in early fall. A high correlation was found between the number of cluster primordia and potential crop. Years of experience in forecasting crop yield in Australia, where bud fruitfulness of Thompson Seedless varies from 30 to 65 per cent between years, convinced the researchers that this procedure is worthwhile for that variety in their country.

In areas of Europe bud fruitfulness was determined by Wurgler *et al.* (1955) and Briza and Milosavljevic (1954, 1958) by taking segments of canes similar to those to be retained at pruning and forcing them into growth. In the early fall, however, the buds are in deep rest, thus to get them to grow, the segments were subjected to ethylene chlorohydrin ( $15 \text{ g/m}^3$ ) for 24 hours. The basal end of the segments were then placed in fresh water at  $20^\circ$  to  $25^\circ \text{ C.}$  in the greenhouse. After three or four weeks, the buds had pushed enough that their clusters were visible.

The value of either of the above procedures with Thompson Seedless in central California, where the percentage of fruitful buds is always high, is questionable. It might have some value in the desert area, where the fruitfulness of its buds is lower. There, pruning, however, is such that it places an upper limit on potential crop and the final load is actually controlled by cluster and berry thinning after blooming.

Tests of this procedure at Davis have not been encouraging, largely owing to the fact that in California, where the winters are mild, pruning is started as soon as the leaves are off, or even earlier.

*Units of pruning.*—When a vine has reached the stage of full bearing, pruning consists of removing all the growth except (a) bearing units for the production of fruit and new wood or fruit only, (b) renewal spurs for renewal or the production of wood for the next year, and (c) replacement spurs, in the older vines, for the replacing or shortening of arms.

The length of the bearing units is largely determined by the fruiting habit of the variety to be pruned—that is, by the location of the fruitful buds on the canes and by the size of the clusters. On varieties having fruitful buds to the base of the canes, short bearing units are retained. This is called *spur-pruning*. On varieties whose buds toward the base of the cane are sterile (unfruitful), or whose clusters are small, long bearing

units must be used in order to secure a full crop. This is *cane-pruning*. Occasionally, bearing units of intermediate length are retained—*half-long pruning*. Because the shape of vines so pruned is difficult to maintain, this last method is not recommended. The treatment of a single arm by spur-pruning and cane-pruning is used here to illustrate the units of pruning and their use in each method.

The units of pruning in short, or spur, pruning are illustrated in figure 81, which shows a long arm about twelve years old. At the end of the arm is the two-bud spur,  $S_2$ , of the previous year, bearing two canes,  $C_1$  and  $C_2$ . Nearer the base of the arm, a single water sprout,  $WS$ , is growing out of the old wood. Such an arm would normally bear other water sprouts, since they would all be removed entirely at pruning, they have been taken away to simplify the figure.

In the pruning of such an arm, one of the canes growing from  $S_2$  (the spur of the previous year) is cut back to form a new spur for producing fruit and wood this year; the other cane is removed entirely. In deciding which cane to use for the new spur, one that is well ripened and moderately thick and has well-formed buds is chosen. Among canes that fulfill this condition, the one that is most likely to preserve or improve the form of the vine should be chosen. This cane, in most cases, will be the one nearest the base of the spur of the previous year ( $C_2$  in fig. 81),

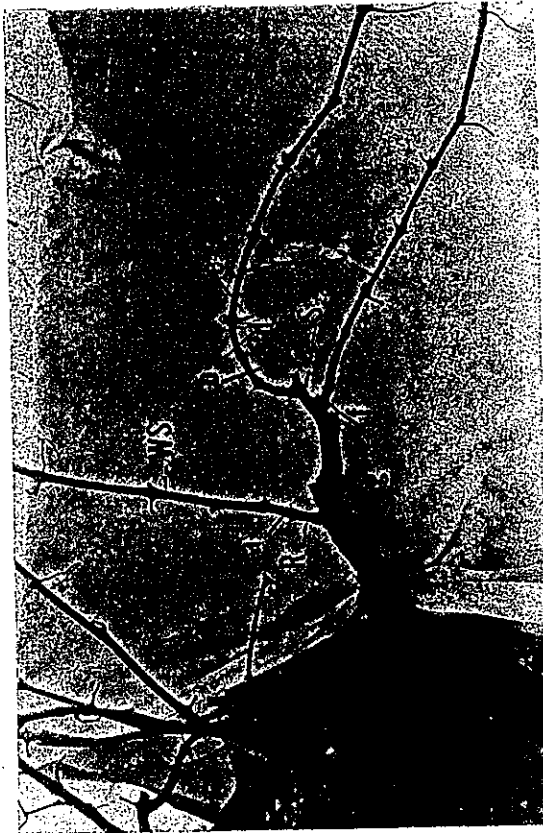


FIGURE 81: The units of short, or spur, pruning.  $S_2$ , two-bud spur;  $C_1$  and  $C_2$ , canes;  $WS$ , water-sprout;  $R$ , replacement spur. The lines at a, b, c, d, e, f, and g indicate where cuts are to be made as explained in text.

because it increases the length of the arm the least. If this one is weak, however, or its direction of growth is unsuitable, as in this case, then  $C_1$  or some other cane must be chosen.

When a cane arising from the base bud of the spur of the previous year is chosen for the new spur, the arm is lengthened imperceptibly. A spur from the first bud ( $C_2$ ) will lengthen it, usually, a little over an inch; one from the second bud ( $C_1$ ), 2 or 3 inches. In any case, the arm finally becomes too long, like that in the figure. It should then be shortened or replaced. One may use a conveniently placed water sprout for a replacing spur, as at  $R$  in the figure, and cut back the arm in the place indicated by the line  $g$ . If the water sprout is not well matured, the cutting back of the arm should be deferred until the following year. Meanwhile the fruit spur from cane  $C_2$  will bear a crop; the replacing spur  $R$  will produce fruit wood for the following year.

The chosen cane  $C_1$  is cut at  $b$ ,  $d$ , or  $e$ , leaving a fruit spur of two, three, or four fruit buds, in accordance with its capacity and the fruiting habit of the variety, and the cane  $C_2$  is removed entirely by a cut at  $f$ . The more vigorous the variety and the particular cane, the more buds should be left. As a general rule, a spur retained from a cane as thick as one's thumb should be cut to three or sometimes four buds, whereas a spur from a cane thinner than a lead pencil should have only one bud. Four-bud spurs should be used sparingly since the first and possibly the second bud also on such long spurs usually fail to grow. If at all possible, it is more desirable to leave two spurs; one of two buds and the other of three buds. However, it is only by retaining more buds on the pruning unit or units of a large cane or arm that its potential for crop can be fully utilized and its growth brought into balance with the rest of the vine. The base buds are not counted; the first bud counted should have a definite internode between it and the base of the cane. The water sprout is cut back at  $a$ , leaving a replacing spur of one bud when the cane is small, or of two or three buds when the cane is large and well matured. Of course, a replacing spur is left only when the arm is too long and should be shortened.

The units in short (or spur) pruning, therefore, consist of a single fruit spur of one to three fruit buds and, when occasion arises, a replacement spur of one, two, or three buds. In the latter case the arm is shortened immediately.

Figure 82 shows the units of pruning in long, or cane, and half-long systems.  $S_2$  represents the renewal spur of two years before. On it was left a fruit cane,  $F_2$ , which produced the crop of the past season and a renewal spur,  $S_1$ , which has produced fruit wood for the coming season.

In pruning, the fruit cane  $F_2$  is removed entirely at  $g$ . The upper cane,  $C_2$ , of the renewal spur ( $S_1$ ) is used for a new fruit cane and shortened to about  $f$  for half-long pruning and to about  $f_1$  or  $f_2$  for cane pruning.

## Pruning

The diameter and length of a cane should determine the length of the fruit cane retained from it—with Thompson Seedless, from eight buds for a small cane to fifteen buds for a larger cane. To leave longer canes will result in numerous buds remaining dormant, in overloading the canes, and in increasing the cost of getting the canes off the trellis at pruning. The lower cane,  $C_1$ , is cut back to two buds at  $a$  to form a renewal spur,  $S$ , which will produce the new wood for the next winter pruning—one-bud to produce a new fruiting cane: one bud to produce another renewal spur. Often this procedure must be modified. If the cane  $C_2$  is unsuitable because of lack of size, another cane (such as  $C_1$ , or even  $B$ ,  $D$ , or  $E$ ) near the base of the old fruit cane may be used for a renewal spur. the same way, any suitably placed cane may be used for a renewal spur. Water sprouts from three-year, four-year, or older wood may also be used.



FIGURE 82: The units of long, or cane pruning.  $S_1$  and  $S_2$  are renewal spurs of one and two years ago, and  $S$  will be the renewal spur of the coming season;  $F_2$ , fruit cane;  $C$ ,  $C_1$ ,  $B$ ,  $D$ , and  $E$ , canes;  $WS$ , water-sprout;  $R$ , replacing spur. The lines at  $a, f, f_1, f_2, g$ , and  $h$  indicate places where canes are to be cut according to different systems explained in the text.

inch above the last bud. This procedure leaves enough wood beyond the last bud to prevent drying out and reduces the exposed path to a minimum. It leaves the woody disjunctum intact to protect the spur from injury. If a long piece of internode is left beyond the last bud, it may often entrance and harbor for wood-boring insects which bore into the bud below. In some countries the cut is made through the bud above the disjunctum instead of the bud below. This procedure leaves the disjunctum intact with no pit exposed. It requires a well obtained through pruning practice and is not recommended in California.

**Pruning of Prunings.** Although the pruning bush has no particular food feed, it can influence its influence upon the texture of the soil has sometimes been found of value. The pruning improves the texture more as the soil becomes heavier and tighter. For this reason the practice of increasing prunings into the soil is becoming general where the spacing of the vines is wide enough to permit the necessary implements to be used. A heavy (concealed) disk is usually satisfactory for reducing the prunings in size and incorporating them into the soil. Where available, hand shredding machines are excellent for breaking up the brush into small fragments of debris to be cut. The shredder takes the brush from the ground if the prunings have put the brush in the middle of the space between the rows. Where it is impractical for any reason, to incorporate the prunings into the soil they may be hauled in a brush harrow in the

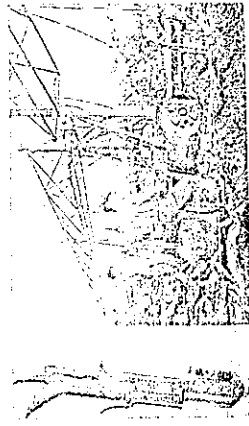


FIGURE 83: Power pruning. Left, pneumatic shear; right, power unit to supply air under pressure and to carry boom which carries air lines to 3 to 5 rows on either side. The power unit is self-guiding and moves along at a convenient rate.

vineyard or removed by means of a tractor-mounted buck rake, to be burned or used outside the vineyard.

**Pruning Tools.** For decades one-hand shears have been used in pruning fruit canes. Recently, pneumatic shears (fig. 83) have gained favor in some vineyards. This type conserves the energy of the pruner and is well adapted for spur-pruned vines. In some areas upwards of 75 per cent of the vines are now pruned with pneumatic shears.

### SOURCES ON HEDGEROW PRUNING

Summer pruning, of which there are many forms, consists in removing buds, shoots, or leaves while they are green, or herbaceous. Thus, it is done while the vine is growing or actively growing.

The effect is similar to those of winter pruning in some ways, and opposite in others. If a part of a cane is removed in the winter, the vine is weakened through eliminating its food and water supply. In the summer, the vine is weakened through removal of the leaves, its chief manufacturing organ, to which it owes its vigor and energy. This weakening effect is greatest in the middle of summer, when the vine is most active in the removal of food materials at their lowest level, and when it is most in need of carbohydrates supplied by the leaves. Removal of many leaves by the isolation of shoots at this time will destroy the crop and may seriously injure the vine. The danger is not so great in the early spring, before the leaves have been much reduced. At that stage some shoots or leaves can be removed with much less injury. In fact, stage some shoots or leaves can be removed with vigorous, the weakening caused by leaf removal is more than counterbalanced by the strengthening that results from the development of fewer shoots and the lack of reduced crop.

The removal of growing shoots or parts of shoots also has an effect similar to that of winter pruning, in that the growth of the vine is concentrated in the remaining parts. This concentrating effect and the weakening effect occur in inverse ratio and will vary according to the time of pruning. In early spring, at the starting of the shoots, the weakening effect is slight and the concentrating effect is about as marked as that of winter pruning (see principle 4, p. 295). In early summer, with the vines in full growth, the weakening effect may be sufficient to neutralize the concentrating effect completely—that is, the removal of some of the shoots may so reduce the vine that there will be no acceleration of growth in those that are left (Vege and Barnard, 1959).

By careful and skillful use of the pruning tools one can keep harm from necessary wounds to a minimum. All cuts should be made clean, and those of canes and spurs should be smooth. The shears should be sharp. If they are held at the proper angle, there will be no splitting or cracking of the wood. Canes for spurs should be cut at a slight angle, not at a right angle to the grain. In cutting off a cane or spur entirely, place the blades of the shears against the vine and cut without unduly bending the part removed. This will ensure a clean, close cut and the very short stub will dry back sufficiently to prevent the growth of undesirable shoots from its basal buds. Stubs left when canes are removed never heal over; and they usually prevent the making of clean cuts at future prunings. Where large arms or parts are removed, a short stub with a length equal to one-half the diameter of the part removed should be retained. This permits the wound to heal (plug) without drying out so far inward that conducting tissue in either the wood or bark is seriously interrupted.

The cuts at the ends of spurs and canes should be made about a half

inch above the last bud. This procedure leaves enough wood beyond the last bud to prevent drying out and reduces the exposed pith to a minimum. It leaves the woody diaphragm intact to protect the spur from injury. If a long piece of internode is left beyond the last bud, it dies and offers entrance and harbor for wood-boring insects which may destroy the bud below. In some countries the cut is made through the bud above the last one of the pruner desires to have grow. This procedure leaves the diaphragm intact with no pith exposed. It requires skill obtained through long practice and is not recommended in California.

*Disposal of prunings.*—Although the pruning brush has no particular fuel, feed, or fertilizer value, its influence upon the texture of the soil has sometimes been found of value. The prunings improve the texture more as the soils become heavier and tighter. For this reason the practice of incorporating prunings into the soil is becoming general where the spacing of the vines is wide enough to permit the necessary implements to pass. A heavy (cover-crop) disk is usually satisfactory for reducing the prunings in size and incorporating them into the soil. Where available, brush-shredding machines are excellent for breaking up the brush into small fragments at relatively low cost. The shredder takes the brush from the ground if the pruners have put the brush in the middle of the space between the rows. Where it is impractical, for any reason, to incorporate the prunings into the soil, they may be burned in a brush burner in the

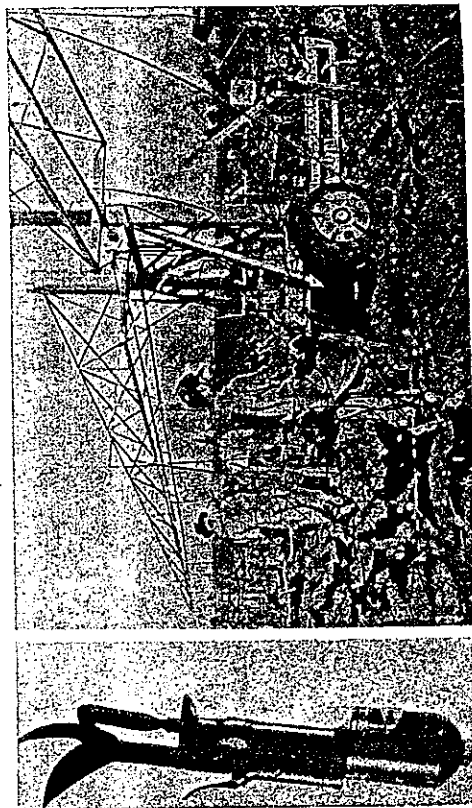


FIGURE 83: Power pruning. Left, pneumatic shear; right, power unit to supply air under pressure and to carry boom which carries air lines to 3 to 5 rows on either side. The power unit is self-guiding and moves along at a convenient rate.

vineyard or removed by means of a tractor-mounted buck rake, to be burned or used outside the vineyard.

*Pruning tools.*—For decades one-hand shears have been used in pruning unirrigated vines and short two-hand shears on the large vines in irrigated areas. Recently, pneumatic shears (fig. 83) have gained favor in some vineyards. This type conserves the energy of the pruner and is well adapted for spur-pruned vines. In some areas upwards of 25 per cent of the vines are now pruned with pneumatic shears.

#### SUMMER OR HERBACEOUS PRUNING

Summer pruning, of which there are many forms, consists in removing buds, shoots, or leaves while they are green, or herbaceous. Thus, it is done while the vine is growing or active.

The effects are similar to those of winter pruning in some ways, and opposite in others. If a part of a cane is removed in the winter, the vine is weakened through diminishing its latent possibilities of growth; yet indirectly this weakening effect is offset appreciably by diminished bearing. If, on the contrary, a growing shoot is removed in the summer, the vine is weakened through removal of the leaves, its chief manufacturing organs, to which it owes its vigor and capacity. This weakening effect is greatest in the middle of summer, when the vine is most active, its reserve food materials at their lowest level, and when it is most in need of carbohydrates supplied by the leaves. Removal of many leaves by defoliating insects at this time will destroy the crop and may seriously injure the vine. The danger is not so great in the early spring, before the reserve food materials stored in the vine during the previous season have been much reduced. At that stage some shoots or leaves can be removed without serious injury. In fact, vines struck by spring frosts often become more vigorous; the weakening caused by leaf removal is more than counterbalanced by the strengthening that results from the development of fewer shoots and the lack of or reduced crop.

The removal of growing shoots or parts of shoots also has an effect similar to that of winter pruning, in that the growth of the vine is concentrated in the remaining parts. This concentrating effect and the weakening effect occur in inverse ratio and will vary according to the time of pruning. In early spring, at the starting of the shoots, the weakening effect is slight and the concentrating effect is almost as marked as that of winter pruning (see principle 4, p. 208). In early summer, with the vines in full growth, the weakening effect may be sufficient to neutralize the concentrating effect completely—that is, the removal of some of the shoots may so weaken the vine that here will be no acceleration of growth in those that are left (Vega and Mavrich, 1959).



*Uses of summer pruning.*—Summer pruning has various uses, principally as follows:

To direct the growth into the parts that will form the permanent framework of the vine, such as the trunk, branches, and arms, and to keep these parts active and healthy. This is accomplished by such operations as disbudding, pinching, and suckering.

To alleviate wind damage by topping. This procedure reduces the surface exposed to the wind and checks length growth temporarily; the basal part of the shoot has time to become hardened and tough, so that it is broken off less easily.

To increase the shade on the fruit by topping, which promotes an upright position of shoots and growth of laterals.

To open the vines and thus expose the fruit more favorably to light and air.

*Disbudding.*—Young vines are disbudded during their development. Disbudding consists of removing the swollen buds and young shoots from the lower part of the stem in order to concentrate the growth in one or more shoots which will be near the top where they can be used to develop branches of the cordon or arms of head trained vines. By this operation one can prevent the production of canes low on the trunk and avoid making wounds by cutting off such canes the next winter. The sooner the young shoots are removed, the better. Early removal prevents their using much of the reserves of the vine and comes when the concentrating effect of their removal is at its maximum. On younger vines that have not yet formed a stem, it consists in removing all the buds and young shoots but one. Thus, all the growth becomes concentrated into the single shoot that is to form the stem or trunk of the vine.

Late disbudding, done when the young shoots are more than 6 to 12 inches long, is better called shoot thinning. It is inferior to disbudding in that the vine is more weakened and the concentrating effect is correspondingly less.

*Topping young vines.*—Disbudding during the second year (or, in very hot regions, the first year) concentrates all the growth into a single shoot, making it grow with great vigor. When it is 12 to 20 inches above the top of the stake—that is, above the height at which the head will be developed—it should be topped, cutting through the next node above the desired height so a secure tie may be made below the swollen node. Topping in this severe manner stimulates the growth of laterals where they are desired; these may be used, at the next winter pruning, as fruit spurs and as the beginnings of permanent arms. If this topping is not done, there may be very few laterals on the mature trunk cane in the region where the grower desires to make the head. It will then be difficult to find buds in the proper

place for developing the arms and to produce the crop that the vine should yield during the third season.

*Suckering.*—Suckering is the removal of the undesired shoots that originate on the trunk and below the ground. Neglect of suckering diminishes the vigor of the whole above-ground part of the vine. The suckers grow vigorously and appropriate food materials that should nourish the whole vine. Finally, the top is weakened so more and more of the growth goes into the suckers, and all the benefits of a properly trained vine are lost. One can renovate such a vine only by cutting off the old trunk and building up a new vine from vigorous sucker.

With grafted vines the consequences are even more serious. Suckers coming from the stock divert food materials from the top even more easily, since the top is connected to the root by the grafting union, which to some extent impedes the passage of water and food materials. A grafted vine seriously weakened by the prolonged growth of rootstock suckers is useless and cannot be renovated.

Suckering should be done with the greatest care and thoroughness during the first two to four years. This will save a great deal of expensive and troublesome work later. Vines properly cared for in this respect will produce very few suckers during the fourth and fifth years, and usually no suckers thereafter. If, on the contrary, the suckering has been done imperfectly during the first three years, numerous underground shoots will be produced year after year.

Suckering, like disbudding, should be done as early in the season as possible, for the reasons already given. There is another and even more important reason: especially where suckers are allowed to grow the entire summer, will promote the formation of mature base buds that may remain dormant, only to produce suckers in later years.

Young vines must be suckered two or three times during the spring. This is done every time the vines are visited for tying up. When soft and succulent, the suckers are easily pulled off without cutting. They must be removed completely at the base. When they become a little tough, one must dig down to their point of origin. To remove part of a sucker is bad practice. The part left behind forms an underground spur or arm—a source of perennial trouble.

*Head suckering.*—This suckering consists in the removal of shoots from the permanent parts of the vine, especially the water sprouts—shoots which arise from buds in older than one-year wood in the head of the vine. Suckering will prevent growth in places where growth is not wanted, will open the head of the vine in order to improve the quality of the fruit, or will concentrate growth in parts where growth is wanted. The removal of all sterile shoots, however, on the theory that they are useless, is a mistaken practice.

The regular growth of a large number of water sprouts, or the production

of many sterile shoots, is usually a sign that an insufficient amount of the vine's capacity is being used for producing the crop or that the method of pruning is incorrect. The remedy is less severe pruning, or a type of winter pruning that is better adapted to the fruiting habit of the variety. The production of sterile shoots on what ought to be fruit wood often indicates some error in vineyard management that results in excessively vigorous growth or in too late growth of the vine in autumn.

Sterile shoots and water sprouts are by no means useless. Research, both here by Winkler (1932) and by Dvornic (1954) and by Negrul and Nikiforova (1956) abroad, shows conclusively that the products of their foliage nourish the vine and the clusters on the fruitful shoots. Then, too, they may be needed for the use as bearing units, renewal spurs, or replacement spurs, for which purpose their position often makes them a better choice than fruitful shoots. Studies by Huglin (1955, 1959) and McInikow (1957) definitely prove that, when well matured, the buds of water sprouts are just as fruitful as those of regular canes.

Water sprouts are sometimes troublesome. They may grow through the clusters, making it impossible to harvest the crop without cluster injury, or may make the heads of the vines too dense. These results are especially harmful with table grapes. By removing the undesirable shoots early in the season, while they are small, one may overcome this trouble for the season. Suckering at that time will not appreciably weaken the plant, and it can be done for a small fraction of the cost of pruning off the excess canes. The removal of excess shoots also enable those retained to develop into better fruiting wood for the following year. Care must be taken not to remove too many shoots directly over the head of the vine. Exposure of the large branches and arms to the direct rays of the sun during midsummer will result in sunburn in the hotter regions.

The tendency of water sprouts to grow through the clusters may be minimized or overcome by changing to a wide-topped trellis or modifying the shape of the vine at the winter pruning, or both, so that all the clusters may hang free. Improvement may also be obtained by a better balance between wood growth and capacity to produce and the following season.

*Pinching.*—Pinching is removal of the growing 3 to 6 inch tip of a shoot with thumb and finger. Its weakening effect is very slight, since no expanded leaves and only a little material are sacrificed. The immediate effect is to arrest elongation of the shoot. If this is done when the shoot is 15 to 18 inches long, the shoot can toughen sufficiently to resist the wind before becoming long enough to afford the wind much pressure surface. Shoots pinched as early as this will usually produce, from a lateral, a new growing tip which later cannot be distinguished from an original growing tip.

It has been reported by several investigators, Le Roux and Malan

(1945), Skene (1969), and Coombe (1970), that the pinching of fruiting shoots at the beginning of blossoming induces a better fruit set (see chap. 14). The increase in fruit set on tipped shoots is believed to be due to reduced competition between developing leaves and ovaries for available organic nutrients.

*Topping bearing vines.*—Topping consists in removing 1 to 2 feet or more from the end of growing shoots, usually in June, July, or later. In some regions topping is practiced regularly, twice or even three times, during the season. When this is done, it is injurious to the vine and delays coloring and maturing of the fruit (Huglin, 1955, and Vega and Mavrich, 1959).

Topping tends to keep the canes upright and, by causing the development of laterals, to increase the shade. In very windy districts topping may be advisable. To cut off part of the young shoot and save the remainder is better than to have the wind break off the entire shoot. The later the topping is done, the more the practice weakens the vine.

Since topping removes mature leaves, it is weakening. Winkler (1949) reported that the removals of 20, 40, and 50 per cent of the leaves of Emperor and Aramon vines in early June reduced the coloring of the fruit 11, 20, and 36 percent and delayed maturity for one, two, and two-and-a-half weeks, respectively, in that year. In the next year, when no leaves were removed, the crops of the same lots of vines were reduced 15, 46, and 70 per cent, respectively. The loss of crop in the second year was owing to poorer development of fruit buds in the season when the leaf removals were made; the result was a marked reduction in the number of clusters and flowers that formed.

However, under certain conditions, topping may not cause so much weakening as expected. Repeated topping is a custom in many European vineyards, but there the spacing both within the vines and between the rows is such that many mature basal leaves are shaded, and therefore not producing. Topping exposes these leaves to the sun and their renewed photosynthetic activity offsets to a considerable degree the loss of the upper-most leaves.

The usual opening of the center of the vine as the shoots elongate and bend downward is an advantage, promoting the coloring of the grapes that require light for color development and making the control of mildew easier. Sometimes, however, it increases the sunburn of the grapes. Sunburn may be caused by excessive heat or by desiccation. After a protracted cool period, a severe hot spell with temperatures of 104° F. or more may cause damage even to fully shaded grapes. The fruit is not all equally sensitive to heat injury; fruit constantly exposed on the outside of the vine will withstand more heat than that protected by continuous shade. Perhaps the commonest form of sunburn—often found in dry vineyards—

is caused by an excess of evaporation over sap supply to the fruit; this is essentially a temporary drought effect. Such injury seldom occurs when vines have ample water, but a deficiency of soil moisture may prevent the vine from absorbing enough water to replace that lost by evaporation from the leaves and fruit, thereby making the fruit more liable to injury. Large crops reduce the carbohydrate nutrition of the roots through competition, which in turn lessens the ability of the roots to forage for water. Sunburn is usually worse, therefore, on vines with heavy crops than on vines with normal crops. Increasing the shade by topping is merely a palliative, and any practice that further weakens the vine may increase the trouble.

If the growing shoots are topped lightly before they are 3 feet long, the shade is increased in two ways. First, since they are relieved of the weight of the growing top, they grow more upright until they are lignified enough to retain their upright position. Second, they produce laterals that increase the number of leaves near the base and over the head of the vine. Topping done later is less effective in these respects; moreover, since it involves the removal of mature leaves, it may weaken the vine so much that it increases susceptibility to sunburn.

*Removing mature leaves.*—Removing the basal leaves on table grape vines permits the clusters to hang free, so that the berries are free of wind scarring and the bloom is not rubbed away. Removing the leaves below the clusters in June is usually sufficient.

In varieties that require light for color formation (see p. 161), coloring can be promoted by opening the vines. One means of doing this is to remove some of the leaves. For this purpose only, leaves in the heads of staked vines and those on the lower parts of the north or east sides of trellised vines should be removed. The number of leaves to be taken away depends on the size and vigor of the vines. The removal of one eighth to one fourth of the leaves in this part of the vine will usually give the desired results. More drastic treatment will weaken the vines and may stop development of the fruit.

Removal of the interior leaves may sometimes be useful for protecting very late varieties from molding after rains. It allows sun and air to reach the grapes freely and helps to evaporate the moisture quickly from their surfaces.

Allowing sheep or other animals to eat the leaves immediately or soon after the harvest of early varieties is undoubtedly a bad practice. It removes the leaves before they have fulfilled their important duty of providing the reserve food to be stored up in the canes, trunk, and roots for the growth of the next spring. "Sheeping" the vineyard in late fall, however, after the vines are thoroughly mature, does no harm.

m

## CLASSIFICATION OF PRUNING SYSTEMS

The systems of pruning are numerous. They differ in the form given to the body of the vine and in the number and length of the pruning units retained. Some of the differences depend on variations in the nature of the vines, on the cultivating and growing conditions of the district, and on the objectives of the grower. Others are merely matters of taste. The best system is the one most adapted to all conditions of the particular vineyard. Any system is defective if it does not take into account the nature of growth and fruiting habit of the variety.

The essential differences among the pruning systems are few; on the basis of these, the systems may be classified according to: arrangement and amount of old wood; length of the units of bearing wood; and management and placement of the bearing units. According to the arrangement and amount of the old (permanent) wood, the systems may be divided into two groups. In the first, the trunk has a definite head, from which all the branches or arms rise symmetrically at nearly the same level. This is *head-training* with *spur- or cane-pruning*. The group includes the systems of spur-pruning and cane-pruning as used in California, the Guyot system, the Médoc system, and similar systems used in the various grape-growing countries. In the second group the trunk is elongated 4 to 8 feet or more and the arms are distributed regularly along all or most of its length. Because of the ropelike form of the trunks of such vines, this is called *cordon-training* with *spur- or cane-pruning*. It is represented by the vertical, the unilateral, and the bilateral horizontal cordon systems in California, South Africa, and Australia, and by similar systems in the other grape-growing countries.

The headed vines are classed, according to the length of the vertical trunk to the lowest arm, into: high, 4 to 6 feet; medium, 2 to 4 feet; and low, 1 to 2 feet. In headed vines trained on arbors the trunk may be 6 to 7 feet long. The arms of a headed vine may be arranged symmetrically in all directions or only in the direction of the trellis and may rise at angles varying from near 0 to about 45 degrees. This form, or some modification of it, has been used in many vineyards.

The cordons are vertical or horizontal, according to the direction of the trunk. The horizontal ones may be single (unilateral) or composed of two branches extending in opposite directions (bilateral). Double and even multiple vertical and horizontal cordons occur, as in the espalier system, but these have no advantages in the commercial vineyard and are inadvisable. On the vertical or upright cordon the arms are arranged at regular intervals as possible on all sides of the trunk, from the top to within 15 to 20 inches of the bottom. On the horizontal cordon the arms

23

are spaced at regular intervals, but as nearly as possible on the upper side only of the horizontal part of the trunk.

Each of these pruning systems may again be divided into two types, according to the length of the bearing units. In the most severe types, some of the canes retained for bearing units are cut back to one- and two-bud spurs. This is *short-spur* pruning. In *long-spur* pruning the bearing units are three- and four-bud spurs. In the other systems long canes are left for fruit production. This is *cane-pruning* or *long-pruning*. In *short* or *half-long* pruning canes of five-to-eight-bud bearing units are retained. In *cane-pruning*, each fruiting cane is usually accompanied by one short renewal spur. These must also accompany half-long pruning. Systems that leave only long canes without renewal spurs are usually defective, in that they make it impossible to maintain a desirable form of the vine. In all systems, replacing spurs are left wherever and whenever needed.

In long-pruning the management or positioning of the bearing units varies greatly. The differences depend on variations in the cultivating and growing conditions of the grape-producing regions and the type of support.

In California, if a trellis is used, the canes are distributed equally in the two directions of the trellis from the vine. For years raisin growers have tied the canes to a single wire trellis. This exposes the fruit unduly to sunburn after the shoots take on a drooping position. A two-wire vertical trellis with all the canes tied to the lower wire overcomes most of the tendency to sunburn since the shoots that attach themselves to upper wire provide shade over the fruit. Better yet, would be a three-wire wide-top trellis with the canes tied to the lower wire which is stapled to the stakes. The shoots grow up between the two wires on the crossarm, then droop, thus covering the fruit but exposing more leaf surface to the sun.

In this practice the head of the vine should be formed at a height that is below the wire to which the canes are tied. For table grapes a multiple wire, wide-top trellis with the canes tied separately to the wires is better (fig. 84). With a wide-top trellis, the head should be formed just below the wires. Forming the head within 6-8 inches of the crossarm height favors growth and development of the shoots rising from the renewal spurs. If the head is low, the renewal spurs are certain to be shaded and will often fail to produce suitable fruit canes for the following season.

With certain wine-variety grapes that are cane-pruned, the canes are often tied across the head of the vine in the form of a basket; sometimes they are tied vertically to a stake. Both methods are defective. Vigorous vines that are cane pruned should be trellised; vines that are not vigorous seldom need cane-pruning. For the latter, long spurs (4 to 5 buds) can be made to suffice. When long spurs are used for this purpose, the vine should be headed high enough that the spurs with their fruit will not

interfere with cultivation after the weight of the crop bends them downward. Such long spurs should be accompanied by renewal spurs.

#### COMMERCIAL SYSTEMS OF PRUNING

The systems of pruning that are used extensively in commercial vineyards of California may be grouped into three general types; convenient names for these three types are cane-pruning, cordon-pruning, and head-pruning. There are various subtypes, each having advantages for special conditions. The first general type and its subtypes take their name from the bearing unit—the fruit cane—and from the position of the bearing units on the supports. The other two of the general types (and their subtypes), in which the retained annual growth is usually reduced to spurs, are distinguished by the form given to the more permanent parts of the vine.

*Cane-pruning*.—With the advent of mechanical harvesting cane pruning is rapidly becoming the most generally used system in California. The

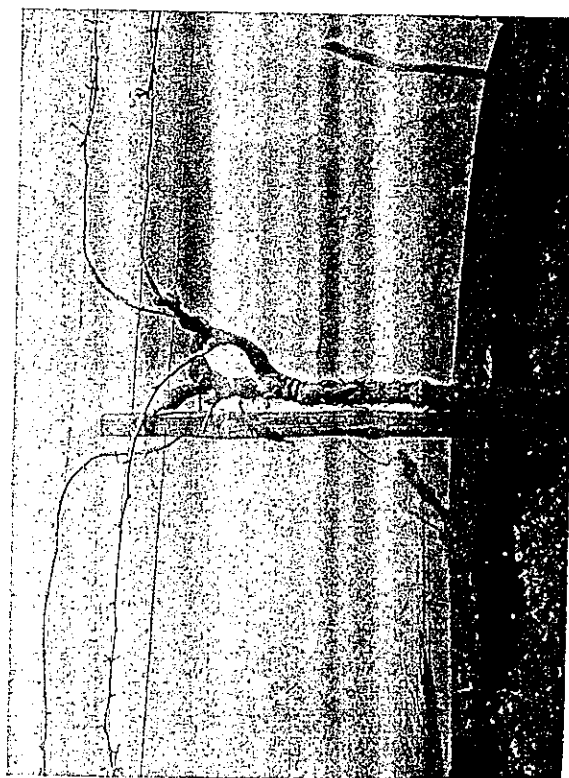


FIGURE 84: A mature head-trained, cane-pruned vine.

long bearing units are readily positioned on the trellis so the machine has ready access to the fruit.

In cane-pruning, the vine is given an upright trunk similar to that used in head-pruning. The head of the vine spreads in the direction of the trellis (fig. 84). This arrangement is necessary for convenience and economy of cultivation, which can take place in only one direction. Furthermore, the large number of shoots rising from a fruit cane will produce more fruit than will the few shoots of a spur. Thus, on cane-pruned vines, few canes are needed and few arms are necessary to produce them. Two arms on each side of the head are all that are usually required by a vine in full bearing.

In cane-pruning, the fruit cane bears the fruit, while the production of canes for the following year is left largely to the renewal spur. The renewal spur is usually cut to 2 buds. The cane produced by one of these can be cut back the next year to 8 to 15 buds, according to its size, while the cane from the other can be cut to 2 buds for a new renewal spur. Each year the fruit cane that has borne a crop is cut off and replaced by a new one. Thus, cane-pruning consists of head training and the retention of both fruit canes and renewal spurs at each annual pruning.

*Pruning mature cane-pruned vines.*—The amount of fruiting wood (canes) to be retained on mature vines depends on the capacity of the individual vine. One can best determine the capacity by observing the number of the previous season's canes and the growth they made, and by noting the amount of fruiting wood left on the vine the previous year. A vine with canes of normal size should be pruned to have about the same amount of fruiting wood as was left the year before. When a vine has canes larger than is normal, more fruiting wood should be left. If the canes are below normal size, the vine should be treated to bear less crop.

The length of the fruit canes should be 8 to 15 buds. Small canes will have about 8 buds; very large canes, about 15 buds. Only well-ripened wood, of good thickness but not overgrown, should be used. In hot regions, where the growth is usually very vigorous, some of the laterals with well-matured buds should be left on the canes and cut back to spurs. The thicker and longer the canes, the longer should be the fruit cane retained from them. The number of fruit canes to be retained will vary from none, for very weak vines, to 3 or 4 for vines of average vigor, and 5 to 6 for very large, vigorous vines.

At each winter pruning, the fruit canes that produced the previous season's crop are cut off and replaced by new ones. If, as often happens when they are poorly exposed, the renewal spurs fail to give a sufficient number of suitable fruit canes, then well-matured water sprouts on the arms of the vine or canes from near the base of the fruit canes of the

previous year may be utilized. The latter should be used as seldom as possible, because this practice tends to make the arms elongate more rapidly. On most varieties, including Thompson Seedless, a water sprout that has developed early in the season and is well matured will make a satisfactory fruit cane. To prevent the arms from elongating too rapidly one should, whenever possible, have the renewal spurs nearer the head of the vine than the fruit cane. If a renewal spur points at right angles to the line of the row, it should be cut short (to one bud), so that it will not be broken during cultivation. If the vine is vigorous, base buds will grow, and such a spur will supply the two canes needed—one for use as a fruit cane and another for a renewal spur. In number, the renewal spurs should equal the fruit canes. When desirable, a replacement spur may also serve as a renewal spur.

The fruit canes should be so tied that most of the weight will fall on the wire of the trellis and not on the string with which they are tied. This is accomplished by giving the cane about one turn round the wire and tying freely at the end. No other tie is needed. The canes, when tied, should not be wrapped several times round the wire, because wrapping makes it difficult to remove them at the next winter pruning. Weaving the canes on the wire may be simpler to do and like-wise easier to remove at pruning.

*Advantages of cane-pruning.*—The most generally recognized advantage of cane-pruning is the possibility of obtaining full crops on varieties whose buds are sterile near the base of the canes. The pruning of Thompson Seedless illustrates the use of cane-pruning for this purpose. Similarly, long pruning is also used for vine varieties with very small clusters to ensure full crops. In fact, until a few years ago these were the only merits of this system of pruning that were widely recognized.

With the use of thinning to regulate the crop, however, cane-pruning offers two other advantages over other systems. First, it permits spreading the fruit over a larger area. Whereas in cordon-pruning the fruit is spread only in the vine row, in cane-pruning the fruit can be spread laterally as well. The wide-top trellis greatly enhances these possibilities. Second, if accompanied by flower-cluster thinning several weeks before blooming, cane-pruning reduces the tendency of varieties such as Muscat of Alexandria to produce shot berries or straggly clusters. Cane-pruning allows the vine to make a greater development early in the season than any other system. At blooming time, other conditions being equal, cane-pruned vines will have produced half again to several times as many leaves as spur-pruned vines. With the same number of clusters to a vine, the flower clusters on the cane-pruned vines will be better nourished.

Cane-pruning is the least severe system now in general use; it allows

the greatest yearly development of the vine. Cane-pruned vines will produce more fruit than spur-pruned vines and, other conditions remaining the same, will still make an equal amount of growth.

*Disadvantages of cane-pruning.*—Cane-pruning any variety that has been producing full crops under spur-pruning will result in overcropping and poor quality of fruit unless the vines are thinned severely. The explanation is that more buds are retained under this system, and that the buds on the canes of practically all varieties become more fruitful from the base upward over much of the length usually retained in cane-pruning.

To obtain the benefits of spreading the fruit, together with its favorable influence on quality, one must have a trellis, which adds to the cost. Supporting the canes without a trellis is unsatisfactory, since the clusters then tend to mass close together.

Cane-pruning is the most difficult system. Since the units retained are relatively few, each must be more nearly perfect if regular full crops are to be produced. The selection of one poor cane may mean the loss of a fourth of the fruit of the vine. For this reason, one must be very careful in choosing the wood to be retained. Much care is also required, with this system, to maintain the form of the vine. In spur-pruning, the units are relatively short and the vine cannot get out of shape quickly. This is not true of cane-pruned vines. Here the units may become very long. If the pruner is careless in selecting wood, the vine will be out of shape in a few years. Then, finding suitable wood for renewal spurs and fruit canes close to the head of the vine may be very difficult if not impossible.

*Cordon-training.*—The distinguishing characteristic of cordon-training is the much elongated trunk, which bears arms over the greater part of its length. Instead of the usual 2 to 4 feet, or at most 5 feet, the trunk is extended 6 to 8 feet or more. In practice, three types of this system are used—namely, the bilateral and unilateral horizontal cordons and the vertical cordon (step system). The trunk of the bilateral cordon rises to 42 to 48 inches or more and is then divided into two parts, each continuing through a quarter circle to the desired height and then extending horizontally in opposite directions toward the next vine (fig. 85). In the unilateral horizontal cordon the trunk is bent in a quarter circle beginning at the desired height, but extending in only one direction, with its end approaching the bend of the next vine. The trunk of the vertical cordon is erect over its entire length. It is not adapted to machine harvesting with present day machines.

The vines of the cordon system have no definite head. The arms are distributed over the greater part of the trunk at intervals of 8 to 12 inches. In the horizontal cordons the arms should rise only on the upper side of the horizontal part of the trunk; otherwise the fruit will not be exposed uniformly to light and air. The arms of the vertical cordon are distributed

round the trunk from its top to within 15 to 20 inches of the soil. At the ends of the arms, at each winter pruning, spurs are left. These produce shoots that bear the next crop of fruit and supply wood for the next year's spurs. This system, therefore, consists of cordon-training and spur-pruning.

Cordon vines may be, and in some regions are, cane-pruned. This procedure may have value with mechanical harvesting. It will permit the use of shorter canes and still have canes occupying all of the trellis. Canes may be retained near the bend of the cordon and at its end 2 or 2½ feet out. A relatively short bilateral cordon is favored. In this case the canes would be tied to a wire above the cordon, thus protecting it in machine harvesting.

*Pruning mature cordon-trained vines.*—Since the annual pruning of the cordon vine generally consists in the leaving of spurs, it resembles head-pruning or any other system of spur-pruning. In choosing the wood and estimating the number of buds to be left, the pruner proceeds as in cane-pruning (p. 321). To maintain the capacity of the individual arms at the same level, one must carefully regulate the length of the spurs in accordance with the size of the canes of which they are the basal parts. Long spurs, retained from large canes, should be accompanied by renewal spurs of one bud; otherwise the arm may soon become too long. The use of canes as indicated above will require the use of renewal spurs.

*Advantages of cordon-training and spur-pruning.*—The long trunk of the cordon-pruned vine with either spurs or short canes distributes the crop well; the clusters should not touch each other. In horizontal cordons the

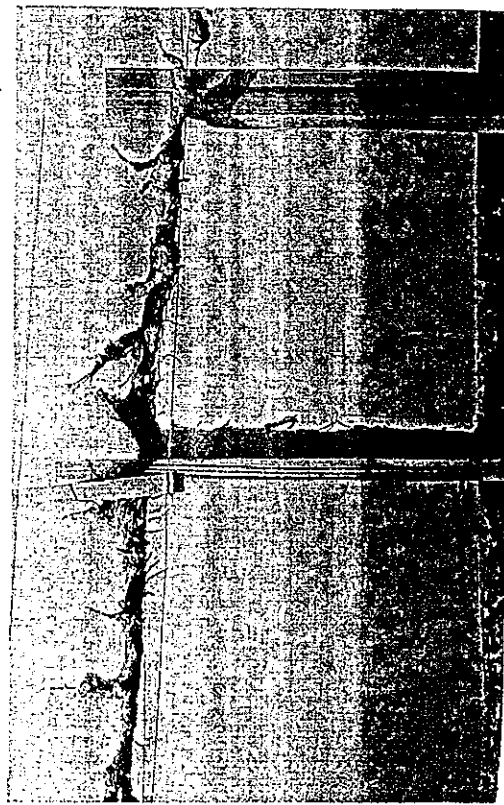


FIGURE 85: A mature horizontal bilateral cordon-trained, spur-pruned vine.



shoots do not come against or grow through the clusters. The clusters are thus more nearly perfect and can be more easily harvested without injury. These cordons place all the clusters at about the same distance from the ground. This arrangement favors uniform development of the factors that constitute quality, such as color, size, and sugar content.

The extension of the trunk in cordon-pruning increases the permanent wood of the vine and thus enlarges the reservoir for the storage of reserves. It seems that this greater volume of mature wood, with its possible greater reserves of food materials, tends to make the buds on the lower parts of the canes more fruitful. Some varieties that require long spurs under head-pruning will bear normal crops on spurs of normal length when trained to the cordon system.

Pruning cordon vines to spurs reduces pruning cost to the minimum. In fact, the pruning of a well-trained cordon vine is perhaps the simplest, and therefore the least expensive, of the systems requiring a trellis.

*Disadvantages of cordon-training and spur-pruning.*—The greater length of vine trunk makes the cordon, of the three systems, the most laborious to establish. Not only is more work required to establish the vines; those who do the work must have much more skill and must exercise greater care than is necessary for head- and cane-pruning. The work, skill, and care required for the training of horizontal cordon vines makes them initially the most expensive. Of the three types of cordons, the vertical is the least difficult, and the unilateral the most difficult, to establish.

The vertical cordon, however, has defects that perhaps overshadow its advantages. The fruit is subjected to varying degrees of temperature and shading at different levels on the vine, so that ripening and coloring are often uneven. A more vital defect is that the cordon cannot be maintained permanently. Each year the arms and shoots at the top of the trunk become more vigorous, and the lower arms and shoots, because of shading, become weaker, until finally little or no growth is obtained below. After a time, therefore, most of the vines lose the character of cordons and become simply headed vines with rather long trunks; they may be weak and short-lived because of the large wounds where the lower dead arms were removed.

Because of this loss of form by the vertical cordons, the present practice in the Emperor vineyards of the San Joaquin Valley, where this system was formerly used, is to develop the vines to a high, bilateral cordon. Similarly, around Lodi, many vineyards of Tokay in which the bearing surface was extended upward—resembling a vertical cordon—in the late 1920's were reduced, at great expense and some loss of the crop, to the original form of headed vines after fifteen to twenty years.

The horizontal cordons, beside being difficult to establish, require trellising, which further increases the cost.

*Head-training and spur-pruning.*—In the various systems of head-pruning, the vine is given the form of a small upright shrub (fig. 86). The mature vine consists of a vertical stem or trunk bearing at its summit a ring of arms or short branches. At the ends of the arms, at each winter pruning, the spurs are left; these consist of the basal parts of canes, which are the matured shoots from the previous summer. These spurs produce shoots which serve the *dual* purpose of bearing the crop of fruit *and* supplying wood for next year's spurs. Thus the system consists of head-training and spur-pruning. The point of region where the trunk divides into or bears the arms is the *head*.

This type of pruning is often called *vase* or *goblet* pruning. The vase-like arrangement of the arms, although common, is not universal or essential; hence the term "head pruning" seems preferable. In regions of very high temperatures and low relative humidity, the head of the vine may be sunburned if the "vase" opening permits the sun to shine directly on the base of the arms. Under such conditions enough growth should be maintained directly above the head to shade this part of the vine.

*Pruning mature head-trained, spur-pruned vines.*—On a mature head-pruned vine enough spurs to bear a normal crop should be left. This will favor the production of quality fruit and will also maintain vigor of growth. The number of buds left should be in proportion to the vine's capacity, and the buds should be distributed on the spurs in proportion to the size of the canes that were cut back to form the spurs. The spurs should be so distributed that the form of the vine will be maintained or improved and the fruit will be uniformly exposed.

To determine how many buds or spurs should be left on a mature vine, one may roughly count the spurs left from the year before and observe the size of the canes. A vine that produced a good crop and whose canes are of normal size should be pruned so as to leave about the same num-

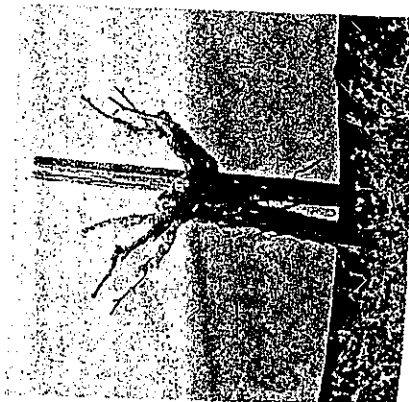


FIGURE 86: A mature head-trained, spur-pruned vine.

41

## Pruning

ber of buds and spurs as it had during the previous bearing season. If the canes are abnormally large for the variety, this condition indicates that the canes were very vigorous during the previous summer, and more buds should be left in order to utilize this capacity in fruit production. One may leave more buds by increasing either the number or the length of the spurs. The method selected for increasing the number of buds should be the one that best retains the desired shape of the vine and that also distributes the fruit uniformly. If the canes seem weak—that is, small for the variety—fewer buds should be left. To reduce the number of buds, one may reduce the number of spurs retained or may cut the spurs shorter. In every case, the spurs from large or vigorous canes should carry more buds than those from small or weak canes.

What has been said above applies to varieties that produce regular and full crops with head-pruning. If the crops of the previous years have been small and the vine growth large, perhaps the basal buds of the variety are not very fruitful. In that case the spurs should be left longer. If full crops do not result, some type of cane-pruning may be necessary.

*Advantages of head-trained spur-pruning.*—The advantages of head-pruning are simplicity of form, ease of training, and low cost of supports. The headed vine is the easiest type to establish, largely because of its natural growth form, its rather short trunk, and its relative small amount of permanent wood in comparison with that of the cordon type. The fact that the trunk is upright over its entire length also simplifies training.

Because headed vines are usually rather small, the cost of supports, a stake at each vine, is relatively low. Stakes are necessary during the development period, but the trunks or stems become rigid enough to support the vine after six to ten years. This type of support permits cross cultivation—an advantage whenever weeds are a problem.

*Disadvantages of head-trained spur-pruning.*—Head-pruning allows the least development of the vine; hence it is the most depressive. When the crop is controlled entirely by pruning, as it is with most head-pruned varieties, the pruning must sometimes be almost severe in order to prevent overbearing. The vines remain small and the capacity for both growth and production is depressed.

The necessity of pruning to short spurs tends not only to reduce the capacity of the vine, but also to keep the head too compact. The fruit may be inferior because of unequal exposure to light and air. As the vines become old and the arms increase in length, this defect becomes less serious. Long spur-pruning, with some form of thinning to regulate the crop, practiced for a number of years beginning the third or fourth year after planting, helps overcome the tendency to crowd the fruit and lessens the depressive effect of the pruning.

In some varieties, notably Muscat of Alexandria, the fruit of head-

## Pruning

pruned vines is poor as a result of shattering (shelling) and the setting of shot berries. Investigations in a number of vineyards have shown a definite relation between these troubles and the restriction of leaf development early in the season with this type of pruning (Winkler, 1929).

In still other varieties the crops are small and irregular with head-pruning because the buds near the basal ends of the canes are not always fruitful, or because the clusters are small. Slight variation in the fruitfulness of the buds of a single variety may occur from year to year and may sometimes account for irregular bearing. Long spur-pruning, with some form of thinning to regulate the crop in the years when more clusters develop than the vine can mature perfectly, may overcome this situation and appreciably increase the average yield over a period of years. If the spurs must be left very long, however, it will be difficult to maintain the form of a vine unless care is taken to retain a short renewal spur close to the base of each long spur.

The pruning systems of other grape growing countries are discussed in the 1961 issues of the Bulletin l'Office International de la Vigne et du Vin (Decker, 1961).

## SYSTEMS OF PRUNING AMERICAN GRAPES

Practically all American grape varieties are cane-pruned. Several general systems of cane-pruning are employed. These differ in the shape given to the trunk and the management of the fruit canes (Shaulis, 1960). The systems are Geneva double curtain, umbrella-Kniffin, Kniffin, Keuka, and Chautauqua.

The *Geneva Double Curtain* is the most generally used system of supports for American grapes in New York and adjacent states. It was developed by Shaulis *et al.* (1966) at the Geneva Agricultural Experiment Station.

In this system the vines are trained to a bilateral cordon and are short-cane-pruned. The cordons are secured to trellis wires which are supported on 4 foot crossarms at  $5\frac{1}{2}$  to 6 feet above the ground. As illustrated in figure 87, the vines have two (or more) trunks, which make for flexibility, and are tied in opposite directions on one of the wires. The trunks are alternately attached on the two wires. The wires are held in position by wood or metal supports attached to sturdy posts, spaced every third or fourth vine depending on the spacing in the vine row.

Training these vines is similar to the development of bilateral cordon vines described in chapter 12. At pruning, the canes arising from the arms which hang vertically on the cordons are cut to 4 to 6 buds with the usual renewal spurs (see middle vine in fig. 87). The fruiting units are spaced about a foot apart on the cordons.

### 330 Pruning

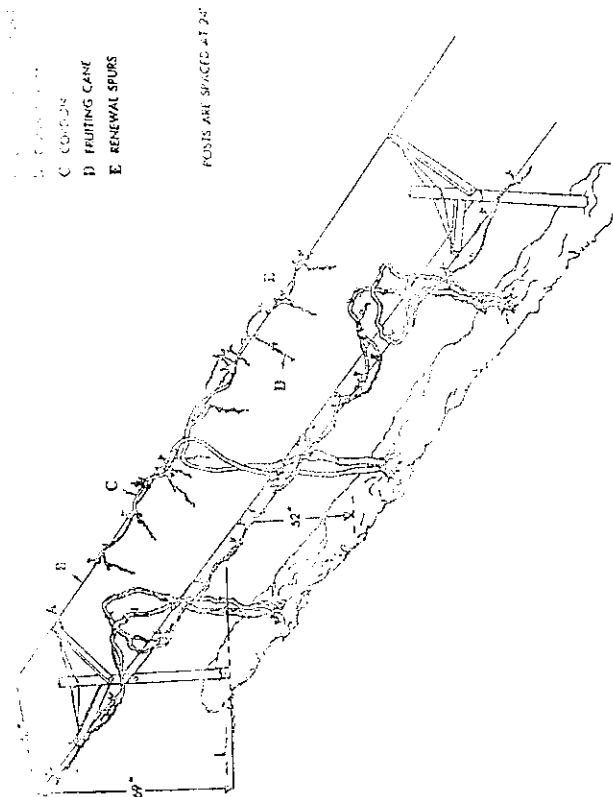


FIGURE 87: Diagrammatic sketch of Concord vines trained to the Geneva double curtain system of vine support. Canes with renewal spurs are shown only on the middle vine in the space between the two trellis posts. (From New York Exp. Sta. Bull. 511, Geneva)

Vines so trained and supported position the fruit well for a vertical in-pactor mechanical harvester.

In *Umbrella-Kniffin pruning*, the head of the vine is high between the top and middle wires of the three-wire vertical trellis with the wires being spaced 18 inches apart. The height of the top is 54 to 72 inches up according to wishes of the grower. The canes retained at pruning are bowed sharply over the top wire, spread along the trellis, and tied to the middle or lower wire (fig. 88). This is the next most extensively used system for Concord grapes.

In the *Kniffin system* the vine has two arms in the plane of and just below the middle wire of a three-wire trellis and is headed into another two arms just below the top wire. If the vine has sufficient capacity, one fruit cane is retained on each of the four arms. Two of the canes are tied in opposite directions on the middle wire, and the other two, in the same manner, on the top wire. Renewal spurs are retained on the arms.

There are several systems of training and pruning under the name "high

### 331 Pruning

renewal." The *Kniffin* system has been the most extensively used of these. In it the vine is headed just below the bottom wire of the three-wire vertical trellis. New fruit canes, one in each direction, are placed on the lower wire each year. If more fruit canes are required, these are placed on the middle wire. Renewal spurs for the development of canes for next year's fruit canes are retained. The new shoots must be tied up to the middle and upper wires as they develop.

The *Chautauqua* system is essentially a bilateral cordon. The vine is headed just below the bottom wire of the three-wire trellis. Two strong canes, one in each direction, are tied horizontally on this wire. These are permanent arms or branches of the trunk. Canes arising from them are retained as fruit canes and are tied in a vertical position to the middle and top wires. Renewal spurs are left on the arms to produce fruiting canes for the next year.

Amount of wood for American grapes.—Partridge (1927), indicated the

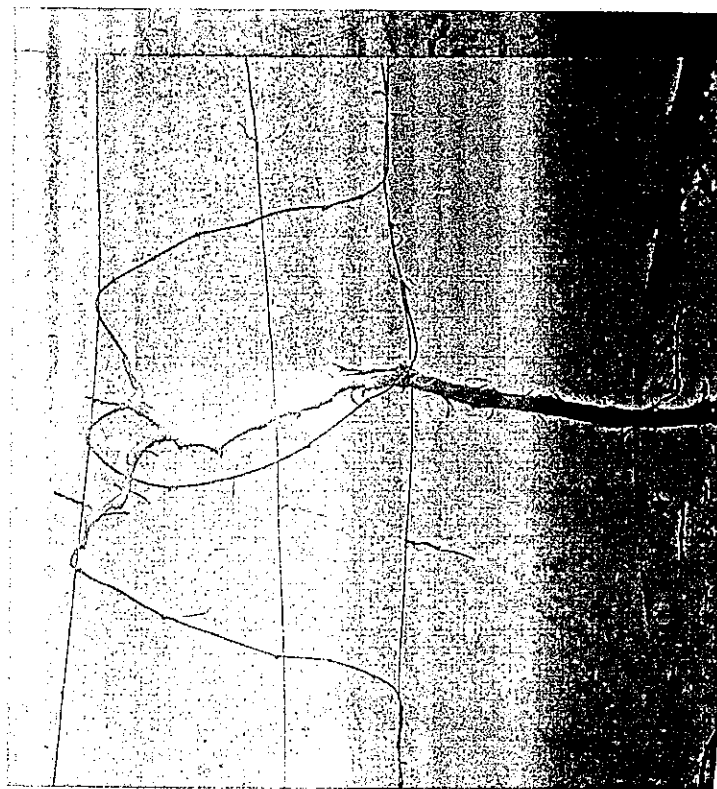


FIGURE 88: An American grapevine pruned to the umbrella system. (From New York Exp. Sta. Bull. 805, Cornell)

45

of Concord grapes for production in Concord, Later, Shaulis reported that the weight of the fruit was increased by 10 to 20 per cent when the vines were pruned. To accomplish this, an estimate of the weight of the prunings must be made so that enough buds will be retained; then, after pruning, the removed brush is weighed and a downward adjustment in the number of buds made accordingly. After pruning a number of vines, the experienced pruner finds it necessary to check this estimate only occasionally—say, every tenth or fifteenth vine. This procedure, termed "balanced pruning," has been fairly generally accepted for Concord grapes in New York State. Consistently better cropping has also been reported by Partridge (1955) with its use in Michigan and by Bell *et al.* (1958) in Ohio.

#### CONCORD OR A PARTRIDGE SYSTEM

Whatever the system of pruning adopted, the choice must be made before the vineyard is planted if all possible benefits are to be obtained. In deciding upon a system, one should consider its advantages, disadvantages, probable cost, returns and practicality, as well as the variety of the vines, the soil, the climate, and the use to be made of the fruit.

**Head-training and cane-pruning.**—Cane-pruning should be used with varieties of which the lower buds on the canes are usually sterile, such as Thompson Seedling (Sulphur or Sulphur), or of which the canes are usually such as those of Cabernet Sauvignon, Pinot noir, White Riesling, Chardonnay, Sauvignon blanc and Black Cabernet, and also Concord, Red and Black. In very late varieties, cane-pruning is used on either head or cordon-trained vines, and likewise those with small clusters produce only small crops while the vines are young.

With the varieties producing small clusters, cane-pruning should be used regularly. With cane-pruning only a few arms are developed, and the head of the vine is kept restricted in the line of the trellis.

The crop of such varieties as Muscat of Alexandria and Red Malaga, which are subject to excessive shatter or the setting of shot berries with spur-pruning, can be improved by long spur or short cane-pruning accompanied by flower-cluster thinning. With varieties subject to shatter, this type of pruning, which results in a greater development of leaves before blooming, causes the flower clusters left after thinning to set more perfectly.

Where shatter is the result of a deficiency of zinc (little leaf) or a virus condition, longer pruning and flower-cluster thinning will not improve the set. A favorable response to the application of zinc has been obtained with the Muscat of Alexandria in various locations in the San Joaquin

Valley (Hewitt and Jacob, 1945); hence, where little or no improvement in the fruit is obtained after longer pruning and flower-cluster thinning, the efficacy of zinc should be tested. A virus condition cannot be corrected.

Cane-pruning is being used for more and more varieties because it permits positioning the fruit for machine harvesting better than the other systems. Its use in California will continue to increase along with machine harvesting.

**Cordon-training and spur-pruning.**—Certain varieties of table grapes, such as Tokay, Malaga, and Cornichon, are usually pruned to a high head. This is generally satisfactory, except where they are grown in very rich soil with abundant water and heat, in which case the fruit fails to color uniformly or satisfactorily because of the dense foliage and the crowding of the clusters. Under such conditions cordon-pruning should produce better-quality fruit, since the clusters then are spread along the entire trunk and are separated from each other. In fact, cordon-pruning should be satisfactory with most of the varieties of very large-clustered table grapes that set fairly perfect clusters with spur-pruning, such as Cardinal, Emperor, Red Malaga, Ribier, and Tokay. With all these varieties, the character of the clusters, their uniformity, and the general quality of the fruit are improved by the retention of extra buds at pruning and by final regulation of the amount of crop through the appropriate method of thinning.

The Almeria (Ohancz) has fruited most successfully when much permanent wood was retained, as with a multiple cordon (several long bunches) trained over an arbor. This system of training, with the retention of long spurs or short fruit canes, has usually produced enough flower clusters for a full crop each year. The amount of crop should be regulated by flower-cluster thinning, which will further improve the quality of the fruit.

The uniformity and condition of the fruit of wine varieties with large clusters is improved under cordon-training. This system spreads the fruit and will facilitate harvesting if the cordon is 42 to 54 inches above the ground. Wine varieties that have done well with such training are Aramon, Burger, Carignane, Grenache, Mission, Muscat of Alexandria, and Palomino.

**Head-training and spur-pruning.**—For the most economical production of all varieties of grapes that produce medium-sized clusters on shoots rising from buds at the base of the canes, and where appearance of the fruit is not of foremost importance, head-pruning should be used. This system is satisfactory with most varieties of wine grapes, such as Zinfandel, Mataro, Sauvignon vert, Folle blanche, and the varieties of Muscadine grapes (on arbores) (Loomis, 1943). By leaving longer spurs and employing the requisite method of thinning for the variety, head-training with spur-pruning has given very good results with such table grapes as the

Tokay, Muscat of Alexandria, Dattier, and Malaga. It requires the least expenditure of labor and is most profitable.

Spur-pruning is carried out with the pruning knife. The system must generally be retained if it is improperly or unsuitably applied, the results are less disastrous than with the other systems. No system is profitable, however, unless it is carried out properly. If the owner of a vineyard will take pains to understand a system and follow it carefully, there is very little more difficulty with one system than with another. Head-training with cane-pruning perhaps requires the most experience.

#### PRUNING GRAPEVINES ON ARBORS

The pruning of vines on overhead arbors is either to spurs or canes, according to the fruiting habit of the variety. Such varieties as Tokay, Muscat, Malaga, Ribier, and the varieties of muscadine grapes (Loomis, 1943) are spur-pruned: such varieties as Almeria and Thompson Seedless are cane-pruned. On an arbor, the head of the vine must be high enough not to interfere with cultivation; thus the arms may be developed into cordons that extend over the top of the arbor. This disposition of the arms and bearing wood with spur-pruning permits the clusters to hang free of one another. The Almeria fruits well, with the large volume of permanent wood that serves as a reserve for storage of carbohydrate reserves when pruned to short canes. Care must be exercised, however, to have the permanent wood sufficiently high so that part of it will be above the highest point of the fruiting zone. The Almeria is a variety that is well adapted to overhead training.

It is recommended that canes may be spread over the top of the arbor.

Varieties that fruit on spurs—that is, those that can be pruned to short spurs—are best adapted to growth on walls. With varieties that require cane-pruning, the fruit canes should be tied downward in order to develop, near the base of the fruit canes, some vigorous shoots that may serve as fruit canes the next year.

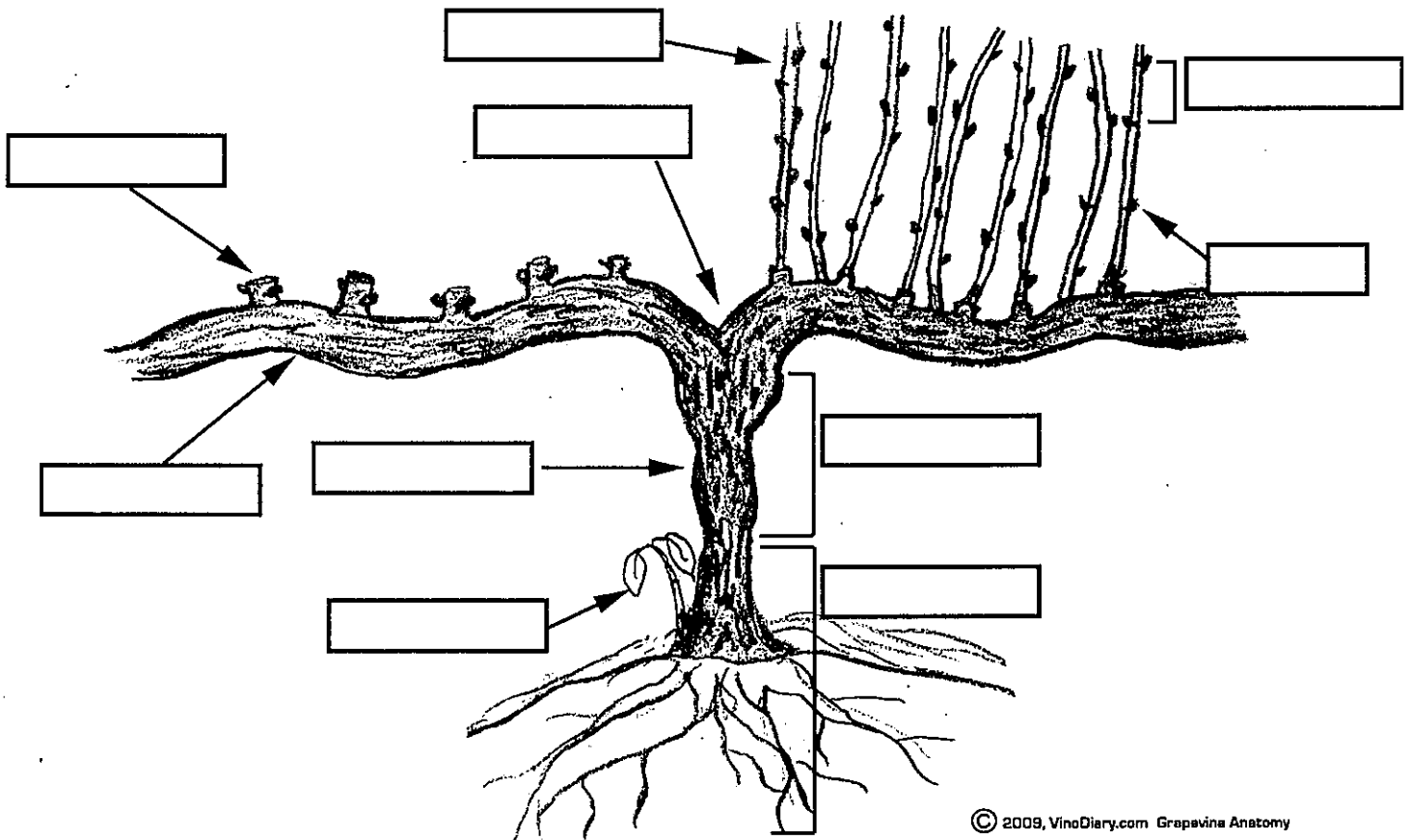
#### BIBLIOGRAPHY

- Alleweldt, G. 1958. Eine Frühdiagnose zur Bestimmung der Fruchtbarkeit von Reben. *Mitis*, 1:230-236.
- . 1960. Untersuchungen über den Austrieb der Winterknospen von Reben. *Vitis*, 2:134-152.
- Anteliff, A. J., P. May, and W. J. Webster. 1957. Studies on the Sultana vine, CO IV. A pruning experiment with number of buds per vine varied, number of buds per cane constant. *Aust. Jour. Agr. Res.*, 7:401-413.

- . 1958. Studies on the Sultana vine; VI. The morphology of the buds. *Aust. Jour. Agr. Res.*, 9:229-238.
- , and W. J. Webster. 1955. Studies on the Sultana vine; I. Fruit bud distribution and bud burst with reference to forecasting potential crop. *Aust. Jour. Agr. Res.*, 6:565-588.
- Barnard, C. 1932. Fruit bud studies; I. The Sultana: An analysis of the distribution and behavior of the buds of the Sultana vine, together with an account of the differentiation and development of the fruit buds. *Aust. Jour. Coun. Sci. and Indus. Res.*, 5:47-52.
- , and J. E. Thomas. 1933. Fruit bud studies; II. The Sultana: Differentiation and development of the fruit buds. *Aust. Jour. Coun. Sci. and Indus. Res.*, 6:285-294.
- Basin'ko, A. A., and M. P. T. Turzhova. 1953. Determination of the time of pruning of grape vines, taking into account the assimilative activity of the leaves. [Trans. title.] *Vinodelie i Vinogradstvo, SSSR*, 15(11):29-31. (See *Hort. Abs.*, 24:1279.)
- Bell, H. K., R. P. Larson, and A. L. Kenworthy. 1958. Balanced pruning of the Concord grape. *Quart. Bull. Michigan Agr. Exp. Sta.*, 40:915-919.
- Briza, K., and M. Milosavljevic. 1954. Determining the fruitfulness of vine buds during dormancy. [Trans. title.] *Zborn. Rad. Poljopriv. Fak. (Belgrade)*, 2(2):214-217. (See *Hort. Abs.*, 25:2546.)
- . 1958. A method of forecasting vine yields. [Trans. title.] (Yugoslav with German summary) *Zborn. Rad. Poljopriv. Fak. (Belgrade)*, 6(1):151-158. (*Hort. Abs.* 29:1219.)
- Comstock, R. G. 1970. Fruit set in grape vines: the mechanism of the CCC effect. *J. Hort. Sci.*, 45:415-425.
- . 1979. A system of determining the conduct et de taille. *Bull. l'Office Internat'l. vigne et vin*, 34(301):26-30; See also: *ibid* (302):5-34, (303):4-34, (304):3-48, (305):4-37, (306):4-20, (307):3-34, and (308):4-27.
- Dvornic, V. 1954. Rational pruning of the vine. [Trans. title.] (English, French and German summaries) *Gradina, Via si Livada*, 3(7):67-69.
- Eifert, J., M. Pancel, and A. Eifert. 1961. Änderung des Stärke- und Zuckergehaltes der Rebe während der Ruheperiode. *Vitis*, 2:257-265.
- Eremeev, G. N. 1960. Growth of absorbing roots of fruit trees in relation to soil conditions. [Trans. title.] *Dokl. Akad. Nauk. SSSR*, 130:36-38.
- Esau, K. 1948. Phloem structure in the grapevine, and its seasonal changes. *Hilgardia*, 18:217-296.
- Galley, R., H. Leyvraz, and J. L. Simon. 1960. Influence de la charge de raisin sur la qualité de la vendange. *Rev. Rom. Agric. Vitic.*, 16:48-51.
- Hewitt, W. B., and H. E. Jacob. 1945. Effect of zinc on yield and cluster weight of Muscat grapes. *Proc. Amer. Soc. Hort. Sci.*, 46:256-262.
- Huglin, P. 1955. Sur la fertilité des yeux des "gourmands" de quelques cépages de *vitis vinifera*. *Acad. d'Agr. de France Compt. Rend. Hebd.*, 41(16):1709-1711.
- . 1959. Recherches sur les bourgeons de la vigne; initiation florale et

# CHAPTER 13 LESSONS AND NOTES

Parts of the Vine



© 2009, VinoDiary.com Grapevine Anatomy

## Introduction

- Pruning comprises the removal of living canes, shoots, leaves, and other vegetative parts of the vine. The removal of dead wood, although desirable, is not regarded as pruning, since it in no way affects the physiological behavior of the vine.
- The removal of flower clusters, immature clusters, or parts of immature clusters is thinning.
- The removal of ripe fruit, of course, is harvesting.
- The purposes of pruning are:
  1. To help establish and maintain the vine in a form that will save labor and facilitate vineyard operations, such as cultivation, control of disease and insects, thinning, and harvesting



2. To distribute the bearing wood over the vine, amount the vines, and over the years in accordance with the capacity of the spurs (or canes) and vines, so as to equalize production and get large average crops of high-quality fruit
3. To lessen or eliminate thinning in the control of crop. Pruning is the cheapest way of reducing the number of clusters.

### **Pruning and Training**

- Training includes certain practices that are supplementary to pruning and necessary in shaping the vine. It consists chiefly in attaching the vine and its growth to various supports. Whereas pruning determines the number and position of the buds that develop, training determines the form and direction of the trunk and arms, and the position of the shoots that develop from the buds retained at pruning.
- When the vine is young, the vineyardist's interest centers primarily on developing a single strong shoot having several well-placed laterals that will form a permanent framework; he sacrifices some of the plant's energy in order to obtain a well-shaped vine as cheaply and as early as possible.
- In contrast, when the vine is mature and bearing, the pruner must consider both wood and crop, since a proper balance between them is necessary for the development of good fruit and continued production of large crops.
- For this reason, training (the development of a young vine or desirable form) is distinguished from pruning (maintenance of the established form and regulation of the fruiting).

### **Vigor and Capacity**

- In discussing the characteristic responses of the vine to pruning, one needs two terms: Vigor and capacity.
- Vigor is the quality or condition that is expressed in rapid growth of the parts of the vine. It refers essentially to the rate of growth.
- Capacity, in contrast, is the quantity of action with respect to the total growth and total crop of which the vine or a part of it is capable. The term refers to ability for total production rather than to rate of activity.
- A young vine may show great vigor in the qualitative sense and yet, in the quantitative sense, have much less capacity for growth and fruiting than an old and relatively mature vine.
- If a vine is pruned severely, the number of shoots it produces is reduced and the shoots will be more vigorous (will grow faster) than those of a lightly pruned vine. The severely pruned vine will be the more vigorous of the two, but, having fewer shoots and fewer leaves, it will make less total growth and therefore have less capacity for growth and fruiting than the one lightly pruned. In a single shoot, vigor and capacity for production will vary together; a vigorous shoot has a larger capacity, and a weak shoot small capacity.

- The influence of pruning on vigor is exploited in developing the desired form of trunk in the training of young vines. Once a vineyard is established, however, the grower is primarily concerned with obtaining large crops of good fruit for many years.
- The capacity to produce fruit depends on the production of wood; hence, to produce heavily or a long period of time, a vine must be capable not only of maturing a satisfactory crop each year, but also of maturing a good growth of wood.

### **The Response of the Vine to Pruning and Crop**

- Vine pruning was well established as an art long before the scientific method came into being.
- Near the beginning of the Christian Era, Vergil and Pliny gave directions for the training and pruning of vines.
- In many areas, their directions are still followed in our time, except for minor empirical changes, such as the length and position of bearing units (spurs) brought about by Guyot in the nineteenth century.
- Without an understanding of the physiological basis, it has been common practice to remove 85 to 98 percent of the annual growth of the vine at pruning, and it is still the opinion of many viticulturists that this is beneficial to the vine.
- Early in the present century, however, plant physiologists provided the scientific basis for the concept that the active leaf area of the vine is the unit that determines the amount, composition, and quality of the crop. This relationship, together with observations on the behavior of other fruit plants when pruned long and the outstanding productivity of very large, well-known individual historic vines in California that carried many bearing units, led the senior author and others at the California Agricultural Experiment Station to question the procedure in vine pruning in general.
- It was apparent that basic information was needed, and research was begun to determine:
  - The effect of pruning on vine growth
  - The effect of crop on vine growth
  - The effect of pruning on capacity for production
- The fruiting habit of the vine made it an ideal plant for this investigation. It is a prolific producer of clusters, and thus there is always an overabundant crop potential.
- Yet the fruit buds develop only to the primordia (an organ, structure, or tissue in the earliest stage of development) of the individual flower in the year in which they are differentiated.

- The floral parts, the calyx, corolla, stamen, and pistil—are not formed until after the vine leafs out in the spring. Therefore it is possible to regulate or eliminate the crop even before the flowers are formed.
- Using vines with no crop, three levels of pruning were established, the first being no pruning at all, the second the normal pruning of the commercial type for the varieties used, and the third a severe pruning in which the spurs were retained in the usual number but cut to the base bud. Crop was eliminated by removing the flower clusters as soon as they appeared after the vines leafed out in spring.
- This series was paralleled by another series of vines, none of which was pruned, but which had three levels of crop: maximum potential crop, part crop, and no crop. The vines with maximum potential crop carried all the clusters they produced to maturity. In the case of the part-crop vines, flower clusters were removed as they appeared, so as to balance the crop with what experience indicated was the vine's capacity for production. On the no-crop vines, all the flower clusters were removed as they appeared.
- This is the physiological response of the vine to pruning. Similarly, the bars to the right of the control show the growth of the nonpruned, part-crop vines was depressed 22 percent and that of the nonpruned maximum-potential-crop vines 36 percent. This represents the response of the vine to the burden of crop production.
- **Nonpruned vines, evidently have a greater capacity for fruit production than pruned vines.**
- Although the nonpruned vines produced an average crop of 51 pounds a year, their growth was only 2 percent less than of the normally pruned vines, which were producing average crops of 23 pounds—less than half that of the nonpruned vines.
- The severely pruned vines, with a very small yearly crop, were limited in growth to almost the same degree as the vines that received no or normal pruning and were bearing heavy or moderate crops. In cane pruning, some flower clusters were removed to limit the crop to what experience indicated was the vine's capacity.
- It seems, however, that the effect of lighter pruning on the vine's capacity for production was underestimated: despite the relatively heavy average crops, the can-pruned vines produced the greatest total growth of any of the vines with crop. These data indicate the limiting effect of pruning, as well as of crop, on the vine's capacity.
- With lighter pruning, capacity (growth plus crop) was increased so that the larger crops of these vines, when kept within suitable limits by flower-cluster removals, were no more

depressing to vine growth than were the small crops of the severely pruned vines whose capacity had been greatly reduced by pruning.

- This difference in capacity of vines unpruned or pruned to different levels is explained by the number of leaves produced and the length of time during which the leaves were active.
- Pruning not only reduced the total weight of the leaves developed by the vine during the growing season; it also delayed the attainment of maximal leaf area until well beyond midsummer. It thus reduced both the total leaf area and the length of time during which most of the leaves functioned.
- The graphs showed that the less the amount of wood removed at pruning, the more rapidly the leaves develop and the larger the total leaf area produced during the growing season.
- Considering only the total weight of leaves at the end of the growing season, the total leaf weight was reduced 23 percent by cane pruning, 61 percent by normal pruning, and 65 percent by severe pruning.
- In view of the marked delay in leaf development of the more severely pruned vines, the loss in leaf activity is shown more correctly by the combination of the weight and the time during which the leaves functioned.
- The beneficial influence that a large leaf area exerts on the set, development, and quality of the fruit of Muscat of Alexandria is shown in figure 76. The clusters at the left, from cane-pruned, part-crop vines with 1700 leaves each at bloom were well filled with normal berries of uniform size.

### **Possible Compromises in the Use of Longer Pruning**

- To arrive at what seems a logical conclusion concerning the application to practice of the general principals established in the investigations discussed above, each type of pruning (except removing all the crop) is considered here and the merits or demerits of each are indicated.
- To facilitate comparison, the growth and production with the different degrees of pruning and cropping are shown in figure 78 (SEE PAGE 13).
- The two extremes, severely pruned all-crop vines (at left) and non-pruned all-crop vines (at right) are easily eliminated.
- The severely pruned vines (fig. 78, A SEE PAGE 13) had their capacity for production reduced to such an extent that the crops were insufficient to be considered commercial.
- Besides the low yields, the fruit quality was only fair; the degree Brix was high, but the clusters were small and the percentage of abnormal berries was large.
- The poor set was owing to competition for food materials between the developing flowers and the very rapidly growing shoots.

- In other words, vigor was high, but capacity was low.
- The **nonpruned** all-crop vines (fig. 78, E, SEE PAGE 13), at the other extreme, produced the **largest** crops, but the fruit quality was the poorest. The clusters were reduced in size for the variety, the degree Brix was low, and the berries were small. These vines were low in vigor, but high in capacity.
- Between the two extremes are intermediate treatments indicating possible balances in pruning, growth, and crop that favor maximum production of high-quality fruit, together with other treatments that are more adaptable to vineyard practice, yet not quite so favorable from the standpoint of yield and quality.
- Crop regulation entirely by thinning—The responses of the nonpruned part-crop vines (fig. 78, D SEE PAGE 13) are considered first. In this treatment, crop is controlled entirely by thinning. These vines produce twice as much as the normally pruned vines. The fruit also was of superior quality—large clusters of uniformly large berries, with a high degree Brix. In addition, these vines made the most growth of any of the vines with crop. Both vigor and capacity were high.
- By all odds, this is the most favorable compromise from the point of view of the vine, but it is not practical on a commercial scale. The supports (arbors) would be very expensive, and of even greater cost would be the removal of excess clusters by thinning. The thinning would be impossible at present labor costs.
- Crop regulation entirely by pruning—Another compromise is represented by the normally pruned, all-crop vines (fig. 78, B). It is a heritage of the past. In this treatment, crop is controlled entirely by pruning. The fruit is of fair to good quality, but the quality is not equal to that produced by the nonpruned part-crop vines and the yields are much smaller.
- In this treatment, pruning, crop, and growth are balanced only at a considerable loss in vine capacity. It is a means whereby fair crops of average-quality grapes can be produced with most varieties; when it is used, for Muscat of Alexandria, Ribier, and similar varieties, the fruit is of poor quality in some areas.
- This treatment cannot be said to be efficient with regard to the vine, yet it is economical. It should continue to be the usual practice where cost of production rather than appearance and quality of the fruit is the determining factor of profit or loss.
- Crop regulation by longer pruning plus thinning—The third compromise is that of moderate pruning accompanied by flower-cluster, cluster, or berry thinning to regulate crop.
- The response with cane-pruning and flower-cluster thinning is shown in (fig. 78, C SEE PAGE 13) improvement in fruit quality and vine capacity may be obtained with moderate pruning—extra buds on half or more of the spurs of a vine, or an extra cane on a cane-pruned vine—when accompanied by appropriate thinning. The shape of the vine is maintained or improved,

a top limit is placed on the cost of thinning, and the fruit is of excellent quality, with large berries of uniform size and high degree **Brix**. The vines are of good vigor and high capacity.

- This is the best compromise (Longer pruning plus thinning) whenever it is economically feasible. It is being used by many table grape growers. The degree of longer pruning may consist of a few extra buds or an extra cane, according to the variety. Nevertheless, the retention of more buds, with crop controlled by thinning, produces an earlier and larger leaf surface which improves the nutrition of both vine and fruit.



## Principles of Pruning

- To accomplish the purpose of pruning, one must consider certain principles of plant behavior as they apply to the vine. These principles are based on knowledge of the vine's response to the removal of vegetative or fruiting parts and on present understanding of its growth and fruiting habits.
- The physiological response of the vine to pruning and crop, already discussed, supplies the basis for the first four of the following principles of pruning:
  1. **Pruning has a depressing or stunting effect on the vine; the removal of living vegetative parts at any time decreases the capacity or total productive ability of the vine.**
    - **Capacity** is largely determined by the number, size, and quality of the leaves and the length of time during which they are active.
    - Pruning during the dormant season reduces the total number of leaves that will be formed during the growing season by restricting the number of shoots, and also delays the formation of the main leaf area until well into the summer.
    - It thus reduces both the total leaf area and the length of time during which most of the leaves function.
    - In consequence, smaller quantities of carbohydrates will be formed and the amounts available for nourishing the roots, stems, shoots, flowers, and fruit will be less.
    - Thus, to the grower, pruning has two pronounced effects: it concentrates the activities of the vine into the parts left, but it diminishes the total capacity of the vine for growth and fruit production.
    - Correct pruning consists of achieving the first effect to the extent required, while minimizing the second as much as possible.
  2. **The production of crop depresses the capacity of the vine for the following year or years.**
    - Growers recognize that the vines with a very **heavy** crop grow **less** vigorously than vines with a **light** crop, and also that vines that **overbear** in one year are likely to have a lighter crop the **next** year. This effect has been indicated very definitely in the irregularity of cropping that has been the rule for certain varieties in California.
    - The crops of 1938, 1946, 1951, 1955 and 1971 were outstanding in volume. Each of these years of **excessive** over cropping was followed by lower yields.

- Owing to other conditions, such as unusually favorable weather, better management, etc., the years of lowest yield did not always follow the heaviest crops immediately. But they did follow.
- A vine severely **depressed** by a heavy overcrop one year may be further **depressed** the **next year** by what might usually be considered a normal crop.
- The effect of crop, as such, on vine growth, however, has not been clearly understood, mainly because under vineyard conditions it is impractical to separate the effects of crop and pruning.
- This effect is illustrated in figure 73 (right side), which shows the growth of a series of vines treated alike in every respect except crop. The bar graphs show very definitely, within the limits of the trials, that the growth of the vines falls off with the increase in crop.

### 3. The capacity of a vine varies directly with the number of shoots that develop.

- The total active leaf area, not the rate of elongation of the shoots, determines capacity.
- A severely pruned vine having only a few shoots that elongate very rapidly will seem vigorous; yet it will be excelled in production by any other vine that, having numerous shoots of slower growth, makes no great show of vigor yet nevertheless produces a larger total leaf area.
- This relation is illustrated by figures 73 and 75. On average, the severely pruned vines had 23 shoots each, the normally pruned had 33, the cane-pruned thinned had 42, the nonpruned part-crop had 48, and the nonpruned all-crop had 49.

### 4. The vigor of the shoots of a vine varies inversely with the number of shoots and with the amount of crop.

- The **fewer** the shoots permitted to develop and the **smaller** the **crop**, the more vigorously each shoot will grow. The first part of this principle is illustrated by the response of Muscat of Alexandria and Monukka vines that were not permitted to bear.
- On severely pruned vines the average number of shoots that developed was only 22 per vine and the average length of shoots was 6.8 feet; on the non-pruned vines the average number of shoots that developed was 64 per vine and the average length of shoot was 4.2 feet.
- How crop affects shoot growth is indicated by the length of the shoots on nonpruned vines of the same varieties.

- The shoots of the no-crop vines made an average length growth of 4.2 feet; those of the part-crop vines, with 25.4 pounds of fruit to a vine, made 3.7 feet; and those of the all-crop vines, with 63.5 pounds of fruit, made 3.2 feet.
- Similarly, the normal spur-pruned vines without crop made an average shoot growth of 5.8 feet, whereas the shoots of the vines with a crop made an average growth of 4.7 feet.
- The inverse relation between number of shoots and rate of growth finds special application in the development of young vines.
- The main object at this period in the vine's life is to develop a single, strong, vigorous shoot with which to form the permanent trunk; hence only one shoot is permitted to grow.
- In a broader application, this principle applies to the arms of the mature vine as well as to its fruit.
- The fewer the number of arms, the more vigorous each will be.
- To obtain large clusters, one must limit their number; if large berries are wanted, there must not be too many on a cluster.

##### **5. The fruitfulness of a vine, within limits, varies inversely with the vigor of its shoots.**

- Within the limits of good commercial practice, methods that increase vigor favor fruitfulness. Failure to reckon with this fact ( to maintain a proper balance between vigor and crop) leads, by the one extreme to excessive vigor, to reduced fruitfulness and, by the other extreme to overbearing, which poor quality of fruit and depression of the vine's capacity to a point beyond which there is again a reduction in fruitfulness.
- A proper balance is one that maintains desirable vigor without diminishing the crop.
- The relation of the vigor to fruitfulness is illustrated in figure 79. The reduction in length of the shoots at the left reflects a weakened vine condition resulting from poor vineyard management.
- In other words, a vine that is weakened by overbearing, insects, disease, or other causes cannot form as many flower clusters as a normal vine.
- The shoot growths shown in the figure should not be considered as average for locations other than Davis; the average length of shoots under other conditions and with other varieties will differ from these.

- Thomas and Barnard reported a similar correlation for Sultana (Thompson Seedless) in Australia, first positive and then negative.
- Using total growth rather than cane length as a measure of vigor, bud fertility increased with an increase from poor to normal growth and decreased with very vigorous growth.

**6. A large cane, arm, or vine can produce more than a small one and therefore should carry more fruit buds.**

- As already pointed out, capacity is directly proportional to total growth.
- A cane of large size, therefore, has greater capacity than a small one but its buds are likely to be less fruitful.
- This being the case, a large cane should be pruned so that the spur or fruit cane retained from it will carry more buds than a spur or fruit cane from a smaller one.
- The same is true of arms of vines. If one arm on a vine has large canes and another the same number of small ones, more buds should be retained on the arm with the large canes.
- Similarly, a vine with large canes should be pruned so as to keep more or longer spurs or fruit canes than would be kept on a vine with canes that are small for the variety.

**7. A given vine in a given season can properly nourish and ripen only a certain quantity of fruit; its capacity is limited by its previous history and its environment.**

- Within the limit of a vine's capacity to bear fruit, the date of ripening is determined mainly by the seasonal accumulation of heat and cannot be hastened by further reduction in crop.
- The maximum crop that a vine will bear without delaying maturity is, therefore, an index to its bearing capacity. This is normal crop.
- As the crop is increased beyond this point, the first effect is delayed maturity.
- Further successive increases in crop result in low sugar and acid content, "water berries," and drying of the tips of the clusters, reduced vine growth, and poor fruit-bud formation.
- The last will limit the next year's crop.
- These effects are the same, no matter whether the overcrop resulted from too long pruning, underthinning, shortage of moisture in the soil, disease or insect injury, or some other cause.

- Furthermore, overbearing not only results in poor fruit, but also reduces the vine's capacity for future growth—both in the top and root and in the production.
- Thus, every vine must be pruned on the basis of its own condition.
- A vine that has borne too heavily must be protected from a recurrence of overproduction and consequent exhaustion.
- Growers usually attempt to overcome the weakening effects of overbearing by severe pruning which limits the crop of the next season by reducing the number of fruitful bud retained.
- This is the cheapest method of guarding against overbearing and exhaustion.
- Since, however, severe pruning is in itself weakening, the more rational method would be to prune less severely and then limit the crop by removing some flower clusters as soon as possible after leafing out, or by thinning soon after the berries have set.
- This procedure rehabilitates the vines faster and places the operation of crop limitation at a time when the vines are in leaf and when a better estimate of crop in relation to leaf area is possible.

### **Principles of Pruning Continued...**

- In addition to the above principles, the following relationships of growth and fruiting will be observed and exploited by the careful pruner.
- Conditions of good vine carbohydrate nutrition, moderate shoot growth, and normal crops favor both the early maturing of the shoots and the abundant formation of fruitful buds.
- In contrast, continued rapid shoot growth and other abnormal conditions of nutrition will interfere with both shoot maturation and fruit-bud differentiation.
- The wood of mature canes is firm and carries a large storage of reserve materials, such as starch and sugars.
- The color of the bark is characteristic for the variety almost to the ends of the canes.
- In canes that are only partly mature, because of overbearing or for other reasons, the distal part, in contrast, never becomes woody, does not color normally, usually freezes and dries up before pruning time.
- Such partly mature canes carry only a moderate storage of reserves, and the weaker canes are deficient in these materials.
- Length of internode is another index of the type of growth that the canes have made and is significant of the fruitfulness of their buds.

- Shoots forming at the beginning of the season and making regular growth will have internodes of normal length for the variety.
- The fact that a cane has internodes of normal length, other conditions being favorable, indicates good bud development and a well-matured condition of its wood.
- Long internodes indicate excessively vigorous growth, a characteristic of shoots that form late in the growing season; such shoots often grow until checked by cold weather, and both their buds and their wood are likely to be immature.
- Very short internodes, on the other hand, indicate slow growth—the result of poor nutrition, or more often, disease, especially viruses, or insect injury or drought.
- Observation has indicated that buds are generally fruitful on one-year-old canes that arise from two-year-old wood.
- On this basis many pruners select for spurs and fruit canes only the canes that come from two-year-old wood.
- Yet time and character of growth—normal length of internodes and normal maturing of the wood—are more revealing of bud condition than a cane's position of origin.
- For example, when the growth and maturing of water sprouts (one-year-old wood arising from wood older than two years) parallel those of the shoots arising from the spurs or fruit canes, their wood and buds will mature normally and they are, therefore, suitable for spurs or fruit canes.
- If, however, the water sprouts grow rapidly and late, their buds are poorly nourished and will mostly remain sterile.
- To the inexperienced pruner or the laborer who prunes only occasionally, position of origin of the cane may be the simplest means of selecting wood that usually has good buds, but the careful pruner should select the canes to be cut to spurs and fruit canes by their conditions.
- This provides a greater choice, which will not only result in better spurs and canes, but will also be an aid in maintaining the shape of the vines.
- The first growth in spring usually comes from the buds nearest the ends of canes or spurs and those on the highest parts of the vine.
- Earlier starting gives the shoots from such buds an advantage over later-starting shoots.
- Besides, a vertical position of canes or growing shoots, through its effect on polarity, tends to retard the development of buds on the middle and lower parts of the canes and of laterals on the shoots.
- In the training of young vines, these effects of position on growth are utilized—the shoot selected to form the trunk of a vine is tied to a stake or other support to keep it erect.

- In pruning of mature vines, efforts are made to neutralize the effects of the position on growth.
- The spurs of head-pruned vines are formed and maintained near a common level or equal exposure.
- The parts of the trunks or branches of cordon vines that bear the spurs are formed and maintained in a horizontal position, with the spurs all at a common level; vertical cordons cannot be maintained, because the lower arms weaken, owing to unequal competition and shading, and after some years must be removed.
- Long fruit canes, with cane pruning are bent down and tied in a horizontal position on the trellis.
- Near the northern limit of vinifera grape growing in Europe, where growth is limited, the shoots of bearing vines that will be used for fruit canes the next year are tied erect to a stake.
- The fruit canes are tied in a bow or horizontal position, and the shoots arising from them are allowed to droop.
- The erect shoots grow vigorously, and their capacity as fruit canes for the next year is increased.

### **Dormant Pruning**

- The principal pruning is done while the vine is dormant, between leaf fall in autumn and the starting of the buds in spring.
- In large vineyards it may be necessary to spread the pruning over most of this period; in smaller vineyards it is usually possible to prune in the month that the grower considers most favorable

### **Time of Pruning**

- In deciding upon the best time for pruning, one must consider the facilitation of other vineyard operations and also the possible effect on the health and bearing of the vine.
- Early pruning usually fits in best with other operations.
- Pruning in December or January allows ample time to dispose of the prunings, to tie the vines and fruit canes, to do the winter cultivation, and, where necessary, to irrigate before the starting of the buds.
- Past generations of viticulturists assumed that the time of pruning materially influenced the amount of reserve foods (sugar and starch) stored in the trunk and roots. This assumption was based on supposedly rapid translocation of the stored reserves between the above-ground and below-ground parts of the vine.
- Investigations on both American and vinifera varieties have shown, however, that there is no appreciable transfer of sugars or starch from the canes to the roots after leaf-fall in the autumn.



- The basic reasons for the absence of movement of reserve foods was clarified by Esau, who found that the phloem of the vine is inactive at Davis from late November (after frost) until mid-March.
- During this period, the sieve plates are coated with a thick layer of callus.
- A marked reduction in starch in the canes takes place in late autumn and is accompanied by an almost equivalent increase in sugars.
- Thus, the changes hitherto observed are changes from one form of carbohydrate to another, not in the total amount of reserve food.
- The changes in starch and sugar occurring in the canes of vines during the dormant season at Davis are shown in figure 80.
- The graphs of this figure, with similar data for other parts of the vine, support the conclusion that the food materials accumulate as stored reserves in all parts of the vine during summer and fall.
- They remain stored, without appreciable movements after leaf-fall until the following spring, when they are utilized in the starting of new growth.
- Considering these results, one may safely say that pruning at any time after leaf-fall and before the start of growth in the spring can have little or no effect on the amount of the carbohydrate reserves in the vine.
- Within the dormant season, the time of pruning has little or no effect on vigor of growth or on the crop, except when frost occurs soon after the buds start growth in the spring.
- Vines pruned late in the season usually start growing slightly later than those pruned in mid-dormancy.
- Pruning when the upper buds on the canes have grown several inches will retard growth on the bearing units as much as a week to ten days if the weather remains cool.
- Such delay in starting growth may avoid damage by late spring frosts.
- Except in a few areas in Southern California and the central coastal counties, differences in yield caused by pruning at different times between December 1<sup>st</sup> and March 1<sup>st</sup> are negligible.
- In these areas late pruning (after March 15) has resulted in marked increases in yield.
- The reason is not fully understood; it seems to be related in some way to a late summer and fall drought condition associated with low to minimal boron nutrition.
- Vigorously growing vines pruned before leaf-fall may be weakened, since pruning removes the leaves and stops accumulation of reserves.
- It has been reported in Russia that the leaves are still very active in October.

- In fact, the rate of photosynthesis was reported to be greater in October than in mid-September or earlier in the season.
- In tests made at Davis, no injurious effects were observed when vines that had ceased length growth, but still retained most of their leaves, were pruned during the third week in October several weeks before frost.
- As shown by the figures of table 20, the sugars and starch in the basal part of the canes increased only slightly after October 7.
- The vines pruned September 7 leafed out at once—their buds must not have been in profound rest—and some made 6-10 inches of growth.
- A few buds grew after the September 21 pruning.
- The October 7 and later prunings were not followed by growth.
- There was no deleterious effect on growth or fruiting of the vines pruned after October 7 in the following year.
- By this time the valdepenas vines had dropped one third of their leaves and the canes of St. Emilion were brown over 75 percent of their length.
- This work should be followed over a number of years. (Caution is given against early pruning of vines that have been overcropped and have a low level of carbohydrate reserves)
- Pruning late, after the roots are active, causes bleeding—loss of liquid from the pruning cuts.
- In fact, bleeding may occur at pruning in mid-winter if the vine roots have been stimulated into growth by an irrigation with warm water or following several warm sunny days.
- Ordinarily, the vines are not injured by this loss of liquid.
- By recutting the tips of the canes every other day, as much as 19 liters of liquid have been collected from a single large vine, yet its growth and productivity were not affected.
- Normally the liquid contains 2-4 grams of dry matter per liter, about two thirds organic matter and one third inorganic matter.
- After a frost the liquid may for a short while contain 3-4 times as much dry matter, which gives it a slightly sweet taste.
- According to Kas and Hanousek, a liter of the liquid of bleeding vines contained 3.5 gm. Of reducing sugar, .35 gm. of calcium, .013 gm. of phosphate as oxides, and a trace of iron.
- More recently, Skene and Skene and Antcliff have shown that significant amounts of the plant hormones, gibberellin and cytokinins, occur in the bleeding sap of grapevines.

## Amount of Pruning

- An average vine before pruning may have **25 canes**, with **30 buds on each (a total of 750 buds)**
- Even though the vine remains unpruned, not all of these will start—that is, produce shoots.
- Probably only 100 to 150 will do so.
- If the canes are pruned back, leaving only 100-150, almost the same number of shoots will be produced.
- The primary effect will be that buds nearer the base of the canes will start instead of buds farther up on the canes.
- If the vine is pruned still shorter to leave only 40-60 buds, fewer shoots will be produced.
- Since this small number will have a proportionally larger storage of reserves for nutrients, each shoot will grow more vigorously and become larger.
- Fewer bunches will be produced, but each may have its flowers somewhat better developed.
- Although the total weight of the crop will be less than that of an unpruned or very lightly pruned vine, the quality will be much better.
- To increase the severity of the pruning—that is, diminish still further the number of buds left—will increase the vigor of the individual shoots at the expense of total growth and crop.
- There are two reasons for this.
  1. First, **severe** pruning **decreases** cluster size, since the clusters in the basal buds are often smaller, without causing a corresponding increase in berry size.
  2. Second, the excessive vigor given to the shoots is unfavorable to fruiting, often causing excessive dropping of the flowers at blooming.
- The pruner, therefore, when **crop** is controlled by **pruning**, should leave just enough fruit buds to furnish the number of clusters that the vine can bring to perfect maturity.
- Beyond this point, total growth and crop are diminished, quality is reduced, and vigor of the individual shoots is correspondingly increased.
- This increase in vigor results not alone from the reduced number of buds, but also from crop curtailment (the action or fact of reducing or restricting something), which leaves the vine more energy for the work of vegetative growth.
- Heavy winter pruning, therefore, invigorates the vine by diminishing the crop.
- Light winter pruning increases the crop.

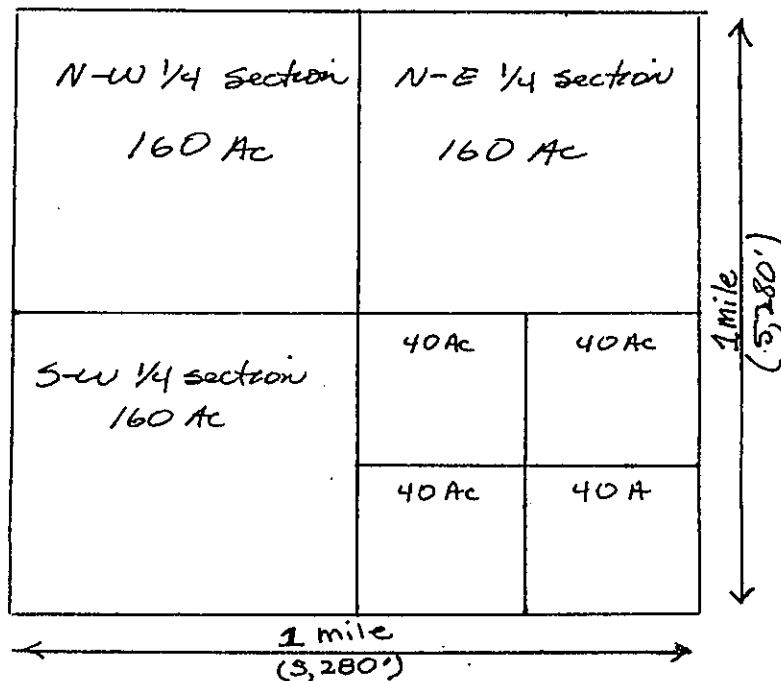
- If this increase is represented by more clusters than the vine can properly nourish, the crop will be inferior in quality and the vine will be weak and overbearing.
- Vines that have been pruned moderately long for years and then are pruned short to curtail crop will often produce numerous water sprouts.
- Many of the basal buds that remained latent under moderately long pruning will be stimulated to grow by the temporary imbalance between top and roots brought on by the shorter pruning.
- In varieties of which the basal buds are fruitful the growth of water sprouts may largely or wholly offset the desired reduction of crop.
- When such a condition arises, it should be corrected by judicious head suckering before the water sprouts are more than a few inches long.
- Head suckering for one to three years will bring the vine into balance again and remove the tendency to throw water sprouts.

### **Amount of Wood to Retain**

- On a **mature** vine that has produced good crops and shows normal vigor, the pruner should leave the same number of bearing units and fruit buds as the year before.
- If the vine seems abnormally vigorous, he should leave more fruit buds in order to divert more energy to producing the crop.
- If, however, the vine seems weak, he should prune it more severely in the year before—that is, leave fewer fruit buds—in order to strengthen it by diverting more of its energy from crop production to growth and to replenish the store of reserve food materials.
- Or, better yet, the vine may be pruned moderately, provided some of the flower clusters are removed before or shortly after bloom depending on the variety.
- Under this treatment the result will be a greater total growth than under severe pruning.
- Any attempt to make a weak vine bear a large crop by longer pruning without crop thinning can result only in further weakening in the production of inferior grapes.
- If a weak vine is pruned for a small crop, or is pruned moderately and crop is reduced by removal of flower clusters, the grapes will be of good quality and the vine will be invigorated so that it can produce normal crops under normal pruning in subsequent years.
- Thinning, however, is not usually economical in the production of raisin and wine grapes.
- Thus, pruning will continue to be the principal means of regulating the crop of these varieties, even though it results in lower quality in some years.
- When pruning is the sole control of crop, and if normal production is to be obtained over the years, the vines must overproduce to a degree in some years and underproduce in others.

- Recently Lider initiated work to determine whether or not a system of pruning, based on the weight of previous year's cane growth would prove a better balance of crop and growth.
- To date the results have not been as striking as those obtained by Shaulis in the "balanced pruning" of American grapes, especially concord.

*How land is subdivided by survey.*



- 1) A surveyed piece of Ground 1 mile  $\times$  1 mile = 1 section.
- 2) 1 section of land = 640 Acres, 1 acre = 43,560  $\text{ft}^2$
- 3) Each section of land can be subdivided into smaller parcels:
  - 1)  $\frac{1}{4}$  section = 160 Acres
  - 2)  $\frac{1}{8}$  section = 80 Acres
  - 3)  $\frac{1}{16}$  section = 40 Acres

*— and so on —*

# PRACTICE TEST 1

## Dinuba Vine Pruning Test 2012

True and False:

Mark A for True and B for False

1. The disadvantages of head pruning lie principally in the stimulating effect of severe pruning on the growth and productivity of the vines
2. Thompson seedless vines have mostly fruitful buds near the base of the canes
3. The vines of a cordon have a definite head
4. A small crop does not delay the maturity of clusters
5. Grapevines with a heavy crop have vigorous growth
6. It has become proper practice to reduce 85-98% of the annual growth of the vine.
7. Fruit buds are formed during mid-spring
8. Pruning tends to reduce the capacity of the vine
9. Pruning can lesson or eliminate thinning
10. Pinching is the removal of the lower portion of a cluster
11. One advantage of cane pruning is the tendency of most varieties to over-bear
12. Suckers are water sprouts that arise below the ground
13. Active root growth encourages active shoot growth
14. The dormant period is from December 1 to March 1
15. A strong shoot development is desirable in young trained vines
16. Buds are generally fruitful on one year old canes that arise from two year old wood
17. A small cane will support more buds than a large one
18. Thinning is the removal of ripe fruit
19. Pruning is the cheapest way of thinning
20. Training a vine to the cordon system takes very little skill
21. Capacity is directly related to total leaf area
22. The labor involved in establishing and maintaining a vineyard is of major concern to the pruner
23. A fruit cane is removed two years after it is established
24. Grapevines pruned late in season are the first to leaf out in the spring
25. The leaving of long bearing units is cane pruning.

### Multiple Choice

26. What do short internodes indicate?
  - a. Late forming buds
  - b. Poor Nutrition
  - c. More fruitful wood
  - d. Good bud development

27. If a vine is pruned severely:

- a. It will have poor vigor
- b. It will yield more fruit
- c. It will be more vigorous
- d. It will have more capacity

28. Bearing units are:

- a. Leaves and Suckers
- b. Spurs and Leaves
- c. Spurs and Canes
- d. Leaves and Suckers

29. There are \_\_\_\_\_ acres in a half section.

- a. 300
- b. 540
- c. 320
- d. 640

30. How many vines per acre on a 7'X12' spacing?

- a. 519
- b. 640
- c. 518
- d. 618

31. The first growth in spring usually comes from:

- a. The highest parts of the vine and the buds nearest the ends of the bearing units
- b. The highest parts of the vine and the buds nearest the base of the bearing units
- c. The parts nearest the middle of the vine or middle of the bearing unit
- d. None of the above

32. Leaf weight is reduced by how much in cane pruning?

- a. 13%
- b. 23%
- c. 33%
- d. 43%



33. The removal of canes, shoots, and leaves is:
- a. Thinning
  - b. Suckering
  - c. Pruning
  - d. Topping
34. Pruning tends to:
- a. Clutter up rows
  - b. Increase the number of clusters
  - c. Stunt or depress the vine
  - d. All of the above
35. Correct pruning consists of:
- a. Removing dead wood
  - b. Cleaning old brush out from under the vine
  - c. Creating a balance of wood and crop
  - d. All of the above
36. Non-pruned vines have a greater capacity for \_\_\_\_\_ production than pruned vines.
- a. Fruit
  - b. Leaf
  - c. Shoot
  - d. Tentril
37. Severe late topping can reduce next year's crop by as much as about \_\_\_\_\_%
- a. 80
  - b. 33
  - c. 70
  - d. 52
38. Which of the following major systems of pruning is not an American system?
- a. Umbrella
  - b. Umbrella-Kniffin
  - c. Keuka
  - d. Kniffin
  - e. Chautauqua

39. The floral parts of the grape are not formed until:
- Early fall
  - After the vine leafs out in the spring
  - Before the vine leafs out in the spring
  - Bud initiation starts
40. The two pronounced effects of pruning are:
- increase capacity and direct energy to parts left
  - decrease capacity and reduce energy to parts left
  - decrease capacity and direct energy to parts left
  - increase capacity and reduce energy to parts left
41. A given vine in a given season can:
- properly nourish and ripen an unlimited amount of fruit
  - properly nourish and ripen a certain quantity of fruit
  - properly maintain any amount of clusters
  - none of the above
42. The principal pruning is done:
- While the vine is dormant
  - Between leaf fall in autumn and starting of buds in spring
  - When most convenient for the farmer
  - Both a & b
43. Disbudding is:
- Removal of fruit clusters
  - The removals of ripe fruit
  - The removal fruiting buds and shoots from the highest part of the vine.
  - The removal of swollen buds and shoots from the lower part of the vine.
44. Practically all American grape varieties are:
- spur pruned
  - cane pruned
  - cordon trained
  - head trained

45. The following types are all commercial systems of pruning except:
- a. head
  - b. cordon
  - c. cane
  - d. all are a type of commercial system
46. The following varieties are typically spur pruned except:
- a. Tokay
  - b. Muscat
  - c. Malaga
  - d. Almeria
47. The most common variety used for making raisins is:
- a. Zante Currants
  - b. Flame Seedless
  - c. Thompson Seedless
  - d. Ruby Red
48. Which type of vineyard is the least expensive to establish?
- a. Head trained, cane pruned
  - b. Head trained, spur pruned
  - c. Cordon trained, spur pruned
  - d. Cordon trained, cane pruned
49. Thompson seedless vines are called \_\_\_\_\_ in Australia.
- a. Lemmore
  - b. Sultana
  - c. Red Globe
  - d. Green Delicious
50. Vine growth retained for the production of wood for next year is called:
- a. replacement spurs
  - b. renewal spurs
  - c. bearing units
  - d. canes

# PRACTICE TEST 2

## Dinuba Vine Pruning Test 2013

*T/F- Read each statement to determine if it is True or False.*

*Mark "A" for True and "B" for False.*

1. The vines of a cordon system have a definite head.
2. The labor involved in establishing and maintaining a vineyard are of much interest to the pruner.
3. Pruning tends to increase the capacity of the vine.
4. Vines with a heavy crop tend to grow more vigorously than vines with a light crop.
5. Thompson seedless grapes have mostly fruitful buds near the base of the canes.
6. The most depressing system of training is the head system.
7. The first growth in the spring comes from the highest buds on the vine.
8. Internode length is an indication of shoot growth.
9. A sucker can be a shoot that arises from below the soil.
10. One disadvantage of cane pruning a large cluster variety is the chance of over cropping the vine.
11. One function of pruning is to lesson or eliminate the need to thin.
12. One advantage of head pruning is its depressing effect on the vine.
13. A fruit cane is removed 2 years after it is established.
14. Sterile shoots and water sprouts are completely useless.
15. Canes are mature shoots.
16. Pruning issues can be solved by good training.
17. Thinning is the removal of ripe fruit.
18. On weak vines, leave the same amount of bearing units as the year before.
19. Pruning is the removal of canes, shoots, leaves, ripe fruit and other vegetative parts.
20. A large crop does not delay the maturity of clusters.
21. Capacity is directly related to total leaf area.
22. The dormant period is from December 1 to March 1.
23. A small cane will support more buds than a large cane.
24. Pinching is the removal of the lower portion of a cluster.
25. A strong shoot development is desirable in young trained vines.
26. Training of the cordon system takes very little skill.
27. Fruit buds are formed during mid-spring.
28. Active root growth has no effect on shoot growth.
29. The leaving of long bearing units is, cane pruning.
30. Vines pruned late in season are the first to leaf out in the spring.

**Multiple Choice:** Read each question and mark the letter next to the corresponding answer.

31. How many square feet are there in an acre?

- a. 45,560
- b. 44,560
- c. 43,560
- d. 42,560

32. The removal of clusters, or parts of immature clusters, is:

- a. Girdling
- b. Topping
- c. Thinning
- d. Suckering

33. Pruning tends to:

- a. Clutter up rows
- b. Increase the number of clusters
- c. stunt or depress the vine
- d. None of the above

34. Mechanical harvesting is best facilitated by:

- a. Cordon Training
- b. Spur Pruning
- c. Head Training
- d. Cane Pruning

35. Leaf removal is done to:

- a. Lessen the need to prune
- b. Promote coloring of the cluster
- c. Strengthen the spurs
- d. Encourage large clusters

36. How many vines per acre on 8' X 11' spacing?

- a. 500
- b. 485
- c. 493
- d. 495

37. The renewal spurs should usually:

- a. Be half as numerous as fruit canes
- b. Be twice as many fruit canes
- c. As numerous as the fruit
- d. All of the above

38. Non-pruned vines have a greater capacity for \_\_\_\_\_ production than pruned vines.

- a. Fruit
- b. Leaf
- c. Shoot
- d. Tendril

39. A shoot that grows rapidly will have \_\_\_\_\_?

- a. Shorter Internodes
- b. Poorly developed buds
- c. Larger Cluster Sizes
- d. More Leaves in the summer

40. An average vine before pruning has an average of 750 buds. Pruning should reduce this number to approximately \_\_\_\_\_ buds?

- a. 50-100
- b. 100-150
- c. 200-250
- d. 300-350

41. As a general rule, spurs as thick as one's thumb should be cut to \_\_\_\_\_ buds, whereas a spur thinner than a pencil should have \_\_\_\_\_ buds.

- a. 2,3
- b. 3,1
- c. 4,2
- d. 2,2

42. The current season's growth are:

- a. Canes
- b. Leaves
- c. Roots
- d. Shoots

43. Severe late topping can reduce next year's crop as much as \_\_\_\_\_%

- a. 80
- b. 33
- c. 70
- d. 52

44. The desirable head and width for mechanical harvesting in a vineyard is \_\_\_\_\_ feet.

- a. 24
- b. 20
- c. 25
- d. 29

45. Sultana vines are usually:

- a. Spur pruned
- b. Cane pruned
- c. Cordon pruned
- d. Sauvignon pruned

46. The most common varieties to make raisins is:

- a. Zanie Currants
- b. Ruby Cabernet
- c. Thompson Seedless
- d. None of the above

47. The supports at which the vines are tied are called:

- a. Wires
- b. Stakes
- c. Tillage
- d. Trellises

48. Pruning is a practice that is done during the:

- a. Spring
- b. Summer
- c. Fall
- d. Winter

49. Bearing units are:

- a. Spurs & Leaves
- b. Spurs & Canes
- c. Canes & Shoots
- d. Leaves & Spurs

50. Correct pruning consists of:

- a. Removing dead wood
- b. Fixing broken wires
- c. Cleaning old Brush
- d. Creating a balance of wood and crop





# PRACTICE TEST 3

**St. Helena Agriculture Boosters**

**Vine Pruning Contest**

**2014**

**Written Test**

*On your scantron, please write your name, school, and contestant number.*

*Fill in the appropriate answers using a #2 pencil.*

True or False. Mark A for true and B for false.

1. Pruning is the removal of living canes, shoots, leaves, and other vegetative parts of the vine.
2. It is common practice to remove 85 to 98 percent of the annual growth of the vine at pruning.
3. Active leaf area of the vine determines the amount, composition, and quality of the crop.
4. Severely pruned vines have a greater capacity for fruit production than non-pruned vines.
5. The total carbohydrates in an unpruned vine are 10 times that in the normally pruned vine.
6. The vigor of the shoots of a vine varies inversely with the number of shoots and with the amount of crop.
7. The cuts at the ends of spurs and canes should be made  $\frac{1}{4}$  of an inch above the last bud.
8. Spur pruning is the least depressive and severe system.
9. The Chautauqua pruning system is essentially a bilateral cordon.
10. Head-training and cane-pruning should be used on grape varieties with large clusters.
11. Allowing sheep to eat leaves right after harvest is inadvisable because grapevines need leaves to produce carbohydrates for growth throughout the rest of the year.
12. Training determines the number and position of the buds that develop and pruning determines the form and direction of the trunk and arms.
13. The floral parts are formed mid-spring.
14. Pruning increases capacity and concentrates the growth in the remaining parts of the vine.
15. Long internodes indicate excessively vigorous growth, a characteristic of shoots that form early in the growing season.
16. Vines pruned very late in the season usually start growth later than those pruned mid-dormancy.
17. The date of ripening is determined by the seasonal accumulation of heat.
18. Topping tends to keep the canes upright and increases shade by the development of laterals.
19. All American varieties are cane pruned.
20. There are four commercial systems of pruning.
21. Pruning can lessen the need for thinning.
22. Head trained, spur pruned vines are referred to as "goblet" shaped.
23. The removal of dead wood has no direct effect on the vine, but is still considered pruning.
24. A large cane will support more buds than a small cane.
25. Pruning is done to establish the vine, lessen thinning, and distribute bearing wood.

Multiple Choice – Select the best answer

26. The grape berry floral parts do not include the:
- a. Corolla
  - b. Calyx
  - c. Stamen
  - d. Camry
  - e. All are parts of the grape flower

27. Which of the following is not a use of summer pruning?

- a. Increase shade
- b. Direct growth
- c. Alleviate wind damage
- d. Open the vines
- e. All are uses of summer pruning

28. \_\_\_\_\_ refers to the growth rate of the vine.

- a. Internode length
- b. Vigor
- c. Capacity
- d. Shoot Length
- e. None of the above

29. The system that allows for cross cultivation is:

- a. Head trained, spur pruned
- ☒ b. Cordon trained, spur pruned
- ☒ c. Head trained, cane pruned
- ☒ d. Cordon trained, cane pruned
- e. None of the above

30. The major problem with the vertical cordon system is that:

- a. The lower arms and shoots are greatly weakened as a result of being shaded.
- b. No trellis system gives adequate support to the vine
- c. The vines tend to have excessively vigorous vegetative growth
- d. The vines tend to be overcropped
- e. All are problems of a vertical cordon system

31. The purpose of a renewal spur is to:

- a. Allow lowering of the arm the following year
- b. Produce fruit in the current year
- c. Produce a fruit cane in the following year
- d. All of the above
- e. None of the above

32. A spur retained from a cane thinner than a lead pencil, should carry only:

- a. 1 bud
- b. 2 buds
- c. 3 buds
- d. 4 buds
- e. No buds

33. The vine is most active in the middle of:

- a. Summer
- b. Winter

- c. Fall
- d. Spring
- e. Mid Spring

34. Shade is increased during summer pruning by:

- a. Pinching
- b. Disbudding
- c. Suckering
- d. Topping
- e. None of the above

35. For vines of average vigor, \_\_\_\_\_ fruit canes should be retained.

- a. 1-2
- b. 3-4
- c. 5-6
- d. 7-8
- e. 8-9

36. Which of the following is an advantage to cordon training, spur pruning?

- a. Least expensive to establish
- b. Best suited for mechanical harvesting
- c. Low cost of supports
- d. Good crop distribution
- e. Least depressive

37. \_\_\_\_\_ is the most severe and depressing system.

- a. Head training, cane pruning
- b. Head training, spur pruning
- c. Cordon training, cane pruning
- d. Cordon training, spur pruning
- e. They are all equally severe

38. The purpose of a replacement spur is to:

- a. Shorten and lower arms for the following year.
- b. Produce fruiting canes for the following year.
- c. Produce fruit for the current year.
- d. To lower the trunk in the future.
- e. None are purposes of a renewal spur.

39. Fruit buds are formed during:

- a. Mid spring
- b. Mid summer
- c. Mid fall
- d. Mid winter
- e. None of the above

40. Severe late topping can reduce next year's crop as much as \_\_\_\_\_%.

- a. 50
- b. 60
- c. 70
- d. 80
- e. 90

41. There are \_\_\_\_\_ acres in a half section.

- a. 300
- b. 640
- c. 520
- d. 320
- e. 700

42. Overcropping :

- a. Reduces the vigor of the vine
- b. Is brought about by underpruning
- c. Delays maturity of fruit
- d. A and C
- e. A, B, and C

43. Spur pruning is:

- a. Where short bearing units retained
- b. Used on cordon and head trained vines
- c. Not used on Sultana grapes
- d. A and B
- e. A, B, and C

44. Basal buds:

- a. Are counted when retaining buds during pruning
- b. Are found at the end nearest to the trunk of fruiting canes
- c. Are found at the tips of fruiting canes, farthest from the trunk
- d. Are just as fruitful as all other buds in all varieties
- e. None of the above

45. Generally, the most fruitful shoots are those that arise from:

- a. One year old wood off of two year old canes
- b. One year old canes off of two year old wood
- c. One year old shoots off of two year old canes
- d. One year old canes off of two year old cordons
- e. All are equally fruitful

46. Thinning is not the removal of:

- ~~a. Immature fruit~~
- ~~b. Flower clusters~~
- ~~c. Parts of clusters~~

- d. Inactive buds
- ~~e.~~ All are parts of thinning

Matching – Select the appropriate definition for each practice

- 47. Disbudding
- 48. Topping Young Vines
- 49. Suckering
- 50. Pinching

- A. Removal of the growing tip and stops upright growth and encourages bushing.
- B. Removal of swollen buds and young shoots from the lower part of the stem to concentrate growth near the top, during training.
- C. Removal of undesired shoots that originate on the trunk and below the ground.
- D. Cut where the head of the vine will be. Stimulates growth of laterals that eventually becomes cordons.

# PRACTICE TEST 4

## Mr. Henderson's Vine Pruning Test

1. T F Black Corinth is known to have a zinc deficiency
2. T F A heavily pruned vine will have more capacity than a non pruned vine.
3. T F Winkler noticed that pruning depresses the vine's growth
4. T F A young vine has more vigor than capacity
5. T F A vine's crop increases the vine energy
6. T F Pruning is the cheapest way to maintain the vine
7. T F Thinning can be very expensive
8. T F A replacement spur can have up to 3 buds
9. T F Removing buds is considered part of summer pruning
10. T F Chardonnay usually has about 4 clusters per pound
11. T F Cane pruning is cheaper than spur pruning
12. T F It takes more time to train someone to spur prune
13. T F Girdling is used to increase capacity
14. T F Cordon trained spur pruned is the cheapest to train
15. T F Bilateral Cordon is a form of head training
16. T F 42, 560 is the number of sq. ft. in an acre
17. T F A replacement spur can be used to shorten an arm for next year
18. T F Tylosis is also known as "dead arm"
19. T F Renewal spurs are also used to bear fruit for that year
20. T F Large cluster varieties are normally caned pruned

21. T F Winter pruning strengthens the vine
22. T F Late summer pruning has less of an effect on the vine than early summer pruning.
23. T F Topping happens when the vine is 12-20 inches above the steak
24. T F Head suckering involves the removal of leaves
25. T F A long spur can have 2 to 3 buds
26. T F One main type of a training system is spur
27. T F A sun cane will have longer internodes than a shade cane
28. T F Old bearing canes are removed each year
29. T F A disadvantage of cane pruning is that it requires an expensive trellis.
30. T F Vertical is an example of cordon training
31. \_\_\_\_\_ is the removal of flower clusters, and immature clusters
- a. Suckering
  - b. Harvesting
  - c. Thinning
  - d. Defoliation
32. Cane pruning should be used on varieties which
- a. have unfruitful basal buds
  - b. take longer to reach full bearing capacity
  - c. have small clusters
  - d. a and c
  - e. a , b, and c
33. A disadvantage of head training spur pruning is that it
- a. the vineyard is too expensive to establish
  - b. It allows the least development of the vine, hence is the most depressive
  - c. Training the vine is too difficult
  - d. The vines become too difficult to prune
34. When canes and other wood is removed, \_\_\_\_\_ is also removed
- a. starches
  - b. fiber
  - c. basal bud
  - d. none of the above

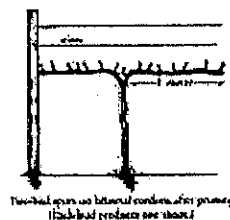


35. Determine the vines per acre with an 8x12 spacing. \_\_\_\_\_ vines per acre
36. Leaf removal takes place during \_\_\_\_\_.  
a. midsummer                      b. midspring  
c. early winter                      d. late winter
37. Late topping can reduce a vine's capacity by  
a. 42%                      b. 22%  
c. 63%                      d. 33%
38. Pinching is the removal of  
a. the upper 12-20 inches                      b. unwanted shoots in the head of the vine  
c. the growing tip of a shoot                      d. removal of shoots from the ground
39. Defoliation is the removal of  
a. leaves                      b. immature fruit  
c. flowers                      d. none of the above
40. Thick canes should have up to \_\_\_\_\_ buds  
a. 12                      b. 18  
c. 15                      d. 16
41. Summer pruning consists of all of the below except  
a. Increase shade on fruit by topping                      b. pinching  
c. disbudding                      d. removal of canes
42. Renewal spurs are used to  
a. replace a damaged arm  
b. allow for a shorter arm next year  
c. provide fruiting wood for next year  
d. none of these
43. Long internodes means \_\_\_\_\_ bud development  
a. weak                      b. strong  
c. average

44. Which is not a purpose of pruning
- a. establish and maintain vine in form that will save labor and make the vineyard operations easier
  - b. to distribute bearing wood over the vine
  - c. to reduce the amount of carbohydrates in a vine to have vigor and capacity balanced
  - d. to lessen the need to thin the crop
45. There are \_\_\_\_\_ acres in  $\frac{1}{4}$  of a section
- a. 80                      b. 40
  - c. 160                    d. 320
46. It takes \_\_\_\_\_ tons of green Thompson seedless to make 1 ton of Raisins
- a. 1                      b. 2
  - c. 3                      d. 4
47. Capacity is directly related to
- a. total amount of fruiting wood      b. Area of root system
  - c. Total amount of leaves              d. size of trunk
48. A non pruned vine produces \_\_\_\_\_ than a pruned vine
- a. less shoots              b. less fruit
  - c. more shoots             d. less buds
49. Which is not an American training system
- a. Umbrella                b. Sacajawea
  - c. Chautauqua            d. Kniffen
50. The removal of ripe fruit is called
- a) harvest                b) thinning
  - c) pinching               d) picking
51. \_\_\_\_\_ and \_\_\_\_\_ were the first people to come up with pruning.
- a) Viral, Placenta      b) Virgil. Pleny
  - c) Homie, Marg

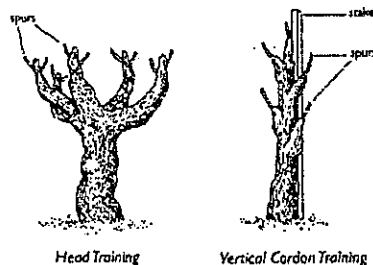
52. How is the following vine trained?

- a) spur      b) head
- c) cane      d) cordon



53. How is the following vine pruned?

- a) spur      b) head
- c) cane      d) cordon



54. A bilateral cordon has \_\_\_\_\_ cordons.

- a) 1      b) 2
- c) 3      d) 4

55. Herbaceous pruning is done during winter season T F

56. Disbudding is the removal of \_\_\_\_\_.

- a) canes      b) dead wood
- c) buds      d) spurs

57. Bearing Units are:

- a) leaves, suckers      b) canes, shoots
- c) spurs, canes      d) spurs, leaves

58. The current season's growth is;

- a) canes      b) leaves
- c) roots      d) shoots

What FFA teams will Dinuba Vine team beat this Saturday?

- a. Fowler
- b. Lodi
- c. Tulare
- d. all of the above
- e. NOT SANTA YNEZ!

↑  
correct  
Answer... you're welcome :)

# PRACTICE TEST 5

## Vine Pruning Test

1. Pruning is the removal of all of the following except
  - a. Canes
  - b. Leaves
  - c. Shoots
  - d. Flowers and immature fruit
2. The purpose of pruning is to
  - a. Make the vines into a neat shape (like this T)
  - b. Decrease vigor in a vine
  - c. Establish and maintain the shape of the vine in a form that will save labor and make operations easier
  - d. Increase the need to thin later on
3. Vigor is expressed in a vine by which of the following traits?
  - a. Rate of growth
  - b. Slow growth
  - c. Rapid growth
  - d. It has nothing to do with growth
4. A heavily pruned vine will show increased vigor and which of the following traits?
  - a. Less vigor
  - b. Increased capacity
  - c. Reduced capacity
  - d. Increased total growth
5. The first ancient Greeks to practice pruning were
  - a. Virgil and Pliny
  - b. Achilles and Zeus
  - c. Farinas and Phoebe
  - d. Scotty and Mike
6. Bearing units are for the production of fruit and what?
  - a. Roots
  - b. Leaves
  - c. Tendrils
  - d. Wood
7. Large cluster varieties are typically pruned in which way?
  - a. Spur
  - b. Cane
8. What is the difference between renewal spurs and replacement spurs?
  - a. Renewal spurs are for replacing broken arms and replacements are for replacing canes
  - b. Renewal spurs are for cane pruned varieties and replacements are for spur pruned varieties
  - c. Renewal spurs are for new bearing units and replacements are to shorten arms
  - d. Renewal spurs are for mechanical harvesting and replacements are for renewing growth

9. Summer pruning consists of removing all of the following except
- a. Buds
  - b. Shoots
  - c. Leaves
  - d. Flowers
10. Winter pruning weakens the vine by removing what?
- a. Potential leaf area
  - b. Potential root area
  - c. Potential tendril area
  - d. Potential fruit area
11. Suckering is the removal of shoots that arise from where?
- a. Cordons
  - b. Trunks
  - c. Arms
  - d. Buds
12. Pinching is the removal what?
- a. The lower portion of a growing cluster
  - b. Every other bud
  - c. Young leaf buds
  - d. The growing tip of a shoot
13. One advantage of cane pruning is
- a. Easy to over crop
  - b. It is easy to prune
  - c. Will produce the most crop of any system
  - d. Fewer leaves
14. One advantage of cordon training spur pruning is
- a. It is simple to prune
  - b. Least expensive to establish
  - c. Easy to establish
  - d. It is difficult to prune
15. How many square feet are there in an acre?
- a. 43,560
  - b. 43,660
  - c. 42,560
  - d. 42,460
16. How many vines per acre on 8'x12' spacing
- a. 400
  - b. 502
  - c. 454
  - d. 496

17. Normal pruning of a vine depresses the growth of a vine by how much?
- a. 31%
  - ☒ b. 25%
  - c. 36%
  - d. 100%
18. The preferred time to prune is generally between
- a. Nov 1 and April 1
  - b. Oct 31 and March 1
  - ☒ c. Dec 1 to Mar 1
  - d. Dec 19 to Feb 31
19. On a mature vine that has produced good crops and shows normal vigor, the pruner should leave
- a. Fewer fruit buds
  - b. Fewer bearing units
  - c. More bearing units
  - ☒ d. The same number of bearing units
20. Well matured water sprouts compared to regular canes are generally
- ☒ a. Just as fruitful
  - b. Less fruitful
  - c. More fruitful
  - d. Not fruitful

**Questions 21-50 are true or false**

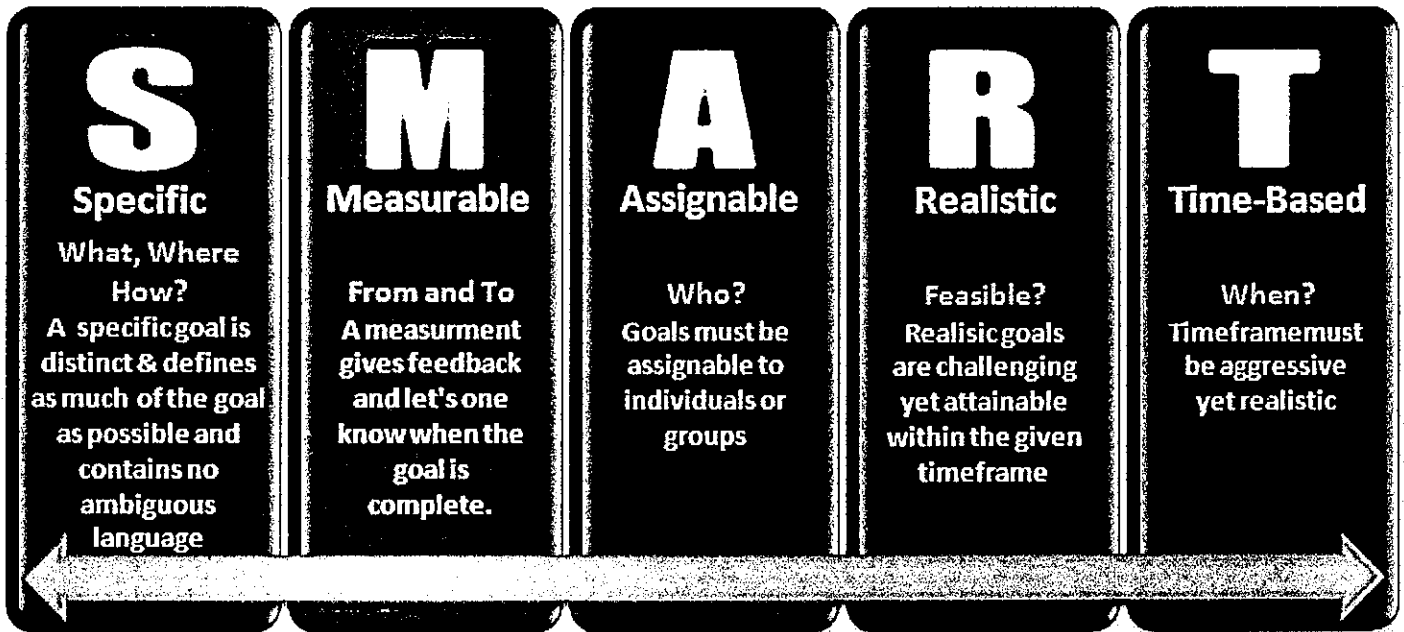
**Mark "A" for True and "B" for False**

- ☒ 21. Pruning does have an effect on the vines capacity
- ☒ 22. Shoots tend to grow from the base
- ☒ 23. Thinning may be necessary on poorly pruned vines
- ☒ 24. Small canes are desirable and will support more buds than a large cane
- ☒ 25. Canes grown in the shade tend to have long internode lengths
- ☒ 26. Leaf area has little to do with capacity
- ☒ 27. Cordon pruning has no definite head
- ☒ 28. One advantage to head training and spur pruning is that no trellis is needed
- ☒ 29. Removing dead wood is called diswooding
- ☒ 30. When spur pruning, make cuts directly at the bud
- ☒ 31. Delayed maturity is an effect of over cropping
- ☒ 32. Wine varieties are always cane pruned
- ☒ 33. Cane pruned vines can be mechanically harvested
- ☒ 34. Crop levels have an effect on total vine growth
- ☒ 35. Vines bloom between April and May
- ☒ 36. Zinfandel is one small cluster variety that is cane pruned
- ☒ 37. The Bilateral Horizontal Cordon system is preferred over the Upright Vertical Cordon system
- ☒ 38. Active shoot growth encourages active roots growth

- 39. The removal of dead wood has a depressing effect on the vine
- 40. Topping young vines is done when the shoot is 12-20 inches above the stake
- 41. Disbudding is the careful removal of buds from renewal spurs
- 42. Summer pruning increases vine vigor
- 43. Sheeping a vineyard is allowing sheep to graze off leaves in a vineyard in late Fall
- 44. Well matured water sprouts can never be left as fruiting canes
- 45. The Kniffen and Keuka are American systems
- 46. Some advantages of spur pruning are that it is expensive and difficult to teach
- 47. A lightly pruned vine will produce larger quantities of carbohydrates than a heavily pruned vine
- 48. Canes are mature shoots
- 49. Leaving long bearing units is called cane pruning
- 50. Vines pruned late in the season are the first to leaf out in the Spring

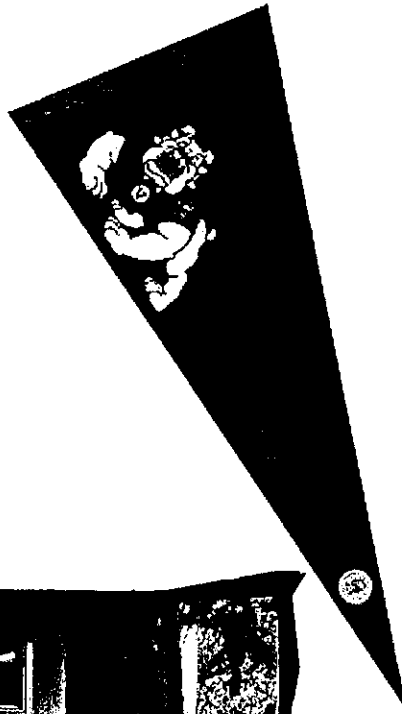


# GOAL SETTING



Example of a "SMART" goal: My goal is to earn a 70% on my test and get at least 35 out of 50 on my pruning classes at the St. Helena contest on January 10th, 2017.





FEET/ACRE  
10  
60  
150  
300  
450

