

First Year Teacher Internship Program



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

Table of Contents

Part 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

Part 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
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

Part III: AGED 539 Project

AGED 539 Project Description

Project Proposal

AGED 539 Project

ROP Livestock Management Class Outline

Quality Criteria Narrative



AgEd 539 First Year Teacher Internship Program

Genevieve Bishop

Spring 2014

Table of Contents: Part 1

Quality Criteria Narrative

Criteria 1

| | |
|--------------------------|---|
| Curriculum & Instruction | 1 |
|--------------------------|---|

Criteria 2

| | |
|--------------------------------------|---|
| Leadership & Citizenship Development | 3 |
|--------------------------------------|---|

Criteria 3

| | |
|--|---|
| Practical Application of Agricultural Skills | 5 |
|--|---|

Criteria 4

| | |
|------------------------------------|---|
| Qualified & Professional Personnel | 7 |
|------------------------------------|---|

Criteria 5

| | |
|-----------------------------------|---|
| Facilities, Equipment & Materials | 9 |
|-----------------------------------|---|

Criteria 6

| | |
|--|----|
| Community, Business & Industry Involvement | 13 |
|--|----|

Criteria 7

| | |
|-----------------|----|
| Career Guidance | 14 |
|-----------------|----|

Criteria 8

| | |
|-------------------|----|
| Program Promotion | 16 |
|-------------------|----|

Criteria 9

| | |
|-----------------------------------|----|
| Program Accountability & Planning | 18 |
|-----------------------------------|----|

Criteria 10

| | |
|-----------------------|----|
| Student-Teacher Ratio | 20 |
|-----------------------|----|

Criteria 11

| | |
|----------------------|----|
| Full Year Employment | 21 |
|----------------------|----|

Quality Criteria 1: Curriculum and Instruction

Criteria 1

Curriculum & Instruction

Santa Ynez Valley Union High School (SYV) Agriculture Department currently uses the 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 of 2005. In addition we also use the Science Content Standards for California Public Schools Kindergarten through Twelve Grade, adopted but 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 as well as high school graduation requirements.

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 and course handbook available to students and parents for selecting course each year.

Mechanics Pathway

ROP Agriculture Mechanics I/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

ROP Ornamental Horticulture I/

II

All pathways and courses utilize a variety of teach techniques and technology. Each agriculture classroom is equipment with computer, printer and overhead projector for PowerPoint presentations and media uses. There are several computer laboratories on campus one which is adjacent to an agricultural classroom and is designated use for that class. All students have a digital file in there name on which they maintain an irecordbook and now the majority of students have irecordbooks started as we work towards transferring our students to the new system. Access to these records are kept on flash drives or on the irecrodbook server for at least one year after a student graduates from the agriculture program.

Quality Criteria 2: Leadership and Citizenship Development

Criteria 2

Leadership & Citizenship Development

Students enrolled in any agriculture course as SYV are automatically members of the FFA. Being a member of FFA provides our students a number of opportunities for leadership, applicable skills, and personal growth not available to other students on campus. FFA continually gives students opportunities to earn recognition and awards for these activities to reflect the pride they have in a job well done. Students in enrolled in agricultural course have FFA participation as part of their grade earned for that course. Their participation amounts to 5% for SAE Project, 5% for FFA participation and 90% of their course grade is earned through all other class work. In order for an A to be earned a student must be activity participating in FFA activities.

In order 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, specifically the business agreement, journal hours, and/or photos of project work. Instructors also conduct project visits to supervise projects. 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 offered for students that attended beyond the required amount per semester.

Additionally, students wanting to raise an SAE project for the county fair with FFA must attend one FFA activity at the Sectional level or above. Many students participate in more then the required activities per semester and many will encourage non-member to join in FFA activities held on campus such as FFA week games and celebrations. This is beneficial for the Chapter by encouraging new students to join Agricultural classes the 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 student to participate by making them fell welcome and have

current active member share the positive experiences. In each Agriculture classroom and FFA Section is maintained on the front board to update students of planned and additional FFA Activities and announcements as their date approaches.

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. Students are required to attend weekly meeting where information for livestock production and showing is covered.

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

Quality Criteria 3: Practical Application of Agricultural Skills

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, administering shots to animals, weighing and worming of livestock, conducting agriculture tests like stool samples and soil samples, DNA extraction and creating personal budgets and plans post graduation. These are just a few examples of the practical application of skills students gain through their agriculture classes.

In fulfillment of Agriculture Incentive Grant Criteria 3, all students are required to have a Supervised Agriculture Experience project and it is a component of our grading in our agriculture course. 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.

Quality Criteria 4: Qualified and

- Professional Personnel

Criteria 4

Qualified & Professional Personnel

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

| Instructors | Credentials | Classes Assigned |
|--|--|---|
| 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 | Ag Mechanics, Ornamental Horticulture, Veterinary Science |
| Heather Clement | Clear Specialist Instruction Credential; Agriculture Clear Single Subject Teaching Credential; Agriculture | 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, the instructors have attend several professional development seminars and conferences through out the 2013-2014 school year. For example, the is past we have attended such events as the STEM Conference in Sacramento, Teacher Induction seminars, Cooperative Teach seminar at Cal Poly, 2013 CATA Summer Conference, and New Professionals Conference. During the school the school year the agriculture department at SYV holds meetings at least twice monthly. Every Monday the general staff at SYV meet either for professional collaboration, staff meeting or department meetings. These meetings are scheduled for one hour but occasionally will be longer. The agriculture department is required to also attend department meetings for other subject areas in which we are associated. The agriculture department is not formally recognized as it's own department at SYV which leads the agriculture staff's need to make separate meeting times outside of our allotted time give by the school. 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 each other on areas

the responsibilities assigned to us. Due the informality of our meetings there is a lack proper minutes are recorded. This a weakness within our department the we plan to address in the upcoming year.

We have requested several times over the past few years as our department has grown, both in student and staff numbers, that we may be our own 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. In addition, every Thursday at lunch our department also meets with our FFA Officer Team to plan and prepare for upcoming activities within FFA. In addition, once per month we send a representative the campus Department Chair meeting to discuss campus wide events, announcement, testing and curriculum issues and an update of our budget.

The instructors at SYV are reimbursed for expenses incurred while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-services. The administration, counselor and instructional staff at SYV is support and proud of the agriculture program and the administration are willing to offer finical support to it's staff when appropriate.

Quality Criteria 5: Facilities, Equipment and Materials

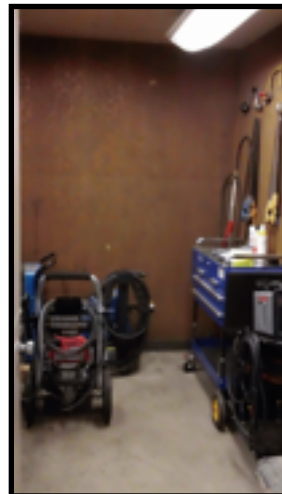
Criteria 5

Facilities, Equipment & Materials

The facilities, equipment, and materials at Santa Ynez High School's agriculture department are very nice. They are representative of what is found in industry. In the past 10 years many of the facilities have been updated or added. The equipment within the agricultural shop has been updated and added too in recent years. The additions include a CNC plasma table that adorns a corner of the shop. As well as setups for TIG, MIG, and Arc welding, an ironworker, and new exhaust system.

There is lots of storage available, from three store rooms, a loft store room and an 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 our greenhouse, updated with new cooling system in the past five years, and shade house, added in 2013. The greenhouse has slated tables, water system and cooling system to control the environment. Next to the greenhouse is storage shed that houses the department's tractor and implements. There is a large growing area where students maintain eight raised garden beds and have an 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 a large open feed room. We have two small animal livestock scales, a large animal scale, working pens and squeeze chute for cattle. In 2012, a fodder growing system was added to the farm and is used to feed the departments flock of sheep. This has been a wonderful addition to instruction. 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 permanent pens, allowing for more students to house SAE projects at the school farm. The hog barn also includes outside exercise pen and wash rack complete with shade cover.

Main Barn



Hog barn



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. In order 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. We maintain two large Chevrolet trucks, a trailer and livestock scales to support the monitoring and growth of student SAE projects. Additionally, most expenses or milage incurred in the supervision of SAE projects is fully reimbursed through the District if properly documented and submitted



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. All instructors are provided with a school email and are provided with a computer and internet access in all classrooms. One of the classrooms, S1, is fully setup as a science laboratory with six lab tables, five sinks, storage and other essential materials. Adjacent 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 and the IT department; it is a wonderful supplement to instruction.

Quality Criteria 6: Community, Business & Industry Involvement

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 schedules to meet at least two times per year at the Santa Ynez High School Agriculture Department. Over the years, the Advisory Committee has been essential 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 SYV Agriculture Advisory Committee has been essential in developing and revising the Comprehensive Program Plan and staying current with the content and industry relevance of our agriculture program. The Advisory Committee assists in the development 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. They are experts in the respective field and provide a wealth of experiences that give the instructors a current perspective of the agriculture industry and builds on our community connections. This helps our department fully fill the program requirements as listed in the Agriculture Incentive Grant Checklist.

For the past three years, we have been fortunate to receive financial support through the Ballinger Family Foundation. They have 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

Criteria 7

Career Guidance

The agriculture department as SYV counsels students in career opportunities in agriculture and agribusiness, the academic courses necessary to complete career pathway offerings, and post-secondary education and training options that available during and after high school. Each of these components are addressed in agriculture classes at each grade level through curriculum. All students enrolled in an agriculture course maintain a Student Data Sheet online which is typically done with their agriculture instructor at the beginning of the school year. We currently have been transiting to the online version as students can more readily update existing information and teachers can easily maintain accurate R2 Reports through the Californian Agriculture Education website.

Students, staff and counselors are kept well informed of opportunities within the agriculture department and after they graduate our school. We actively educate incoming 8th graders about the opportunities they have in the agriculture program through recruitment at the feeder schools and providing information about their freshmen year. After our visit eighth grade parents also receive a followup letter with information about the program before the high school registration information is sent out. We try to retain 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 meet with many parents at Back to School Night and Open House and answer questions about the pathway a student can take within 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.

Quality Criteria 8: Program Promotion

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 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.

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

Criteria 9

Program Accountability & Planning

SYV has a current comprehensive program plan on file with the Regional Supervisor. The comprehensive plan is very large and contains documents that show the documentation of our program meeting agriculture education standards for the state of California. In order to keep an update to comprehensive plan, the agriculture staff makes annual updates to the following items: the Five Year Equipment Acquisition, Chart of Staff Responsibilities, FFA Program of Work, and the Advisory Committee Roster and Minutes. Examples of updates that are made annually would be document camera to the Five Year Equipment Acquisition. This past year a new agriculture teacher was hired and thus the Chart of Staff Responsibilities needed to be reevaluated. The FFA Program of Work is annually updated with dates of events for the year, new officer team, course offering, FFA teams, and other information important to our students. The new FFA president joins the staff in making these updates. In the coming year, it is planned to save the document digitally as a pdf and add it to our staff website for easy of access to current students. Last of these items, is the recent addition and leave of members the Advisory Committee. The Committee meets twice per year and minutes are taken and added to record.

The follow-up graduate survey works for SYV but with as technology changes and so do our students, I believe it will become more beneficial if administered digitally. This year we plan to use Adobe Forms and collect student email information prior to graduation. Students generally have a mobile device with internet capability glued to their hand. If have a succinct survey administered through email I believe will have even better results to show what our graduates are up to! All of the above documents plus the R-2 Report, AIG Expenditure Reports and FFA Roster are submitted to the Regional Supervisor. The Regional Supervisor reviews the entire plan every three years to ensure our compliance with expectations of our program.

We have decent retention with in our program, but there is a whole during a students junior year. Our students are able to take and agriculture course for all four years of high school and about 25% of freshman continue through their senior year. The agriculture instructors have made an effort to offer course that meet A-G requirements which is advantageous in encouraging college bound students to stay with our program. Each year we analyze our retention and address weakness or ways that we can increase student retention by adding a FFA team for example or evaluated the relevance of the agriculture program so students are prepared for life after high school.

Quality Criteria 10: Student-Teacher Ratio

Criteria 10

Student-Teacher Ratio

Like many agriculture programs throughout they 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.

| 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 | |

| 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 | |
| TOTAL | 158 | 100 | 80 |

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 to students to teach and supervise SAE projects within our periods.

Quality Criteria 11: Full Year Employment

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.

Supporting Completion Materials



Photo taken at the State FFA Center in Galt with current SYV FFA students

Santa Ynez High School
AGED 539, Cal Poly State University
Spring Quarter 2014

Table of Contents

Part 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: Part 2

Supporting Completion Materials

Student Data Sheets

Support Material 1

Permanent Agriculture Student Files

Support Material 2

Course Outlines

Support Material 3

Course Grade Book

Support Material 4

Course Grade Book

Support Material 4

Completed SAE Supervision Form

Support Material 5

SAE Project Statement in Syllabus

Support Material 6

School Board-Approved Policy

Support Material 7

FFA Program of Activities

Support Material 8

Recruitment Program

Support Material 9

FFA Chapter Scrapbook

Support Material 10

Summer Activities Calendar

Support Material 11

Graduate Follow-Up Survey & Results

Support Material 12 & 13

Comprehensive Program Plan

Support Material 14

Advisory Committee Meeting Agendas & Minutes

Support Material 15 & 16

Advisory Committee Constitution & By-Laws

Support Material 17

Proficiency Standards

Support Material 18

Teaching Credentials

Support Material 19

Calendar of Activities

Support Material 20

Professional Growth & Development

Support Material 21

R-2 Report

Support Material 22

Travel Request

Support Material 23

CATA Membership Card

Support Material 24

Report to Administration

Support Material 25

Five Year Acquisition List

Support Material 26

Operating Budget for Department

Support Material 27

Budget Process

Support Material 28

Chair Person's Duties & Responsibilities/Chart of Responsibilities

Support Material 29 & 30

Substitute Teacher Procedures and Plans

Support Material 31

Description of Program Completer

Support Material 32

2+2 Agreement with Allan Hancock

Support Material 33

Reimbursement Process

Support Material 34

Support Material 1: Student Data Sheets

Student Data Sheets

Support Material 1

The following are the data sheets of ten current agriculture students enrolled the agriculture program at Santa Ynez Valley Union High School. Names have been blacked out for their privacy.

STUDENT CAREER DATA SHEET

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

B. Gender: Male Female ☒ X

C. Dates: [REDACTED] [REDACTED]

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

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

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

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

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

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

H. Hispanic: Yes ☐ No ☒ X

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: [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.

Agriculture Engineering

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

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

Plan Updated: 2013-10-10
Student Number: 1179353

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 |
|-------------------------|--------------------------|-----------------------|-----------------------|
| | Agriculture Biology | TA for Mrs. Clement | 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 | S.A.E | S.A.E | S.A.E |
| Size | Size | Size | Size |
| | Lamb | Lamb | Lamb |

Planned Department Activity (FFA)

| FRESHMAN YEAR | SOPHOMORE YEAR | JUNIOR YEAR | SENIOR YEAR |
|---------------|------------------|------------------|------------------|
| | Opening/ Closing | Opening/ closing | Opening/ closing |
| | MFE | ALA | ALA |
| | State Conference | State Conference | State Conference |
| | Vine Pruning | Vine Pruning | Vine Pruning |

STUDENT CAREER DATA SHEET

A. Name _____
Last Name First Name, MI

B. Gender: Male Female X

C. Date: 4/2/2014

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

E. Grade Level in School: $\frac{10}{(9, 10, 11, 12)}$

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

| | |
|----------|-------------------------------------|
| _____ | Plant & Soil Science (4010) |
| _____ | Animal Science (4020) |
| _____ | Agricultural Mechanics (4030) |
| _____ | Agricultural Business (4040) |
| _____ | Ornamental Horticulture (4050) |
| _____ | Forestry & Natural Resources (4060) |
| <u>X</u> | 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 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 |

1. Locator Data: _____
 Street Address: 2314 Union Way, Suwanee, GA 30086
 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 have no idea.

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

| | |
|----------------------------|------------------|
| 1. Go to Work Full - Time | _____ |
| No Further Education | _____ |
| Some College Later | _____ |
| 2. Go to College | _____ |
| 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: 1179041

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 |
| Honors English 1 | Honors English 2 | AP AP English | |
| Chemistry | Ag Biology | AP physics | |
| Honors Algebra 2 | Pre-calculus | AP calculus | |
| Health | AP European History | AP History | |
| | | Horticulture | |
| | | | |
| | | | |
| | | | |

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 |

N/A

garden 4 crops

Planned Department Activity (FFA)

| | | | |
|---------------|---|-------------------------|-------------|
| FRESHMAN YEAR | SOPHOMORE YEAR | JUNIOR YEAR | SENIOR YEAR |
| N/A | <ul style="list-style-type: none"> - MFE - opening/closing ceremonies - state conference | same same | same |

STUDENT CAREER DATA SHEET

A. Name Erath Kayla
 Last Name First Name, MI
 B. Gender: Male Female ☒
 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)

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: PO Box 1313, Santa Ynez, CA 93460
 Phone Number: (805) 245-9352
 Parent/Guardian Name (Print Full Name For Each)
 Mr. _____

Miss/Mrs./Ms. Kristie Erath
 Email: kristieerath@csuchico.edu

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: 1112449

Erath, Kayla

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 | Ag. Horticulture | Ag. Mechanics |
| CP English 1 | Honors English 2 | Ap literature | Ap literature |
| Spanish 1 | Honors Spanish 2 | Honors Spanish 3 | Ag. Mechanics |
| 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 | SOPHOMORE YEAR | JUNIOR YEAR | SENIOR YEAR |
|--|--|--|--|
| S.A.E | S.A.E | S.A.E | S.A.E |
| Size 7 | Size 7 | Size 13 | 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 | Extemp public speaking |
| | Applied to become Sectional officer | Applied for Regional officer | Apply for state officer position |
| | Applied to become Chapter officer | National Convention Delegate | |

STUDENT CAREER DATA SHEET

A. Name _____

Last Name

First Name, MI

B. Gender: Male ☒ Female ☐

Female

C. Date: 4/23/2014

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.

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: 987195

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 |
| 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. | ALMA |
| | Chapter degree | FFA Mtgs | opening/closing |
| | | State degree | |

STUDENT CAREER DATA SHEET

A. Name [Redacted] Francisco
 Last Name First Name, MI
 B. Gender: Male Female ☒

C. Date: 12/3/2014
 D. Year in Agriculture Program: 2
 (1st, 2nd, 3rd, 4th)

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

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

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

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

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

H. Hispanic: Yes ☒ No ☒

Race: (Select Only One)

- ☒ White
☐ Asian
☐ Asian Indian
☐ Cambodian
☐ Chinese
☐ Hmong
☐ Japanese
☐ Korean
☐ Laotian
☐ Vietnamese
☐ Black
☐ American Indian
☐ Native Hawaian/Pacific Islander
☐ Filipino
☐ Guamanian
☐ Samoan
☐ Tahitian
☐ 2 or More

I. Locator Data:
 Street Address: PO Box 918, Buellton, CA 93427
 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.

Large Livestock Vet or Agriculture Teacher

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 | Size | S.A.E | Size |

Market Hog

Market Hog

Market Hog

Steer

Planned Department Activity (FFA)

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

- 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

STUDENT CAREER DATA SHEET

A. Name: Papia Dani
Last Name First Name, MI

B. Gender: Male Female ☒ X

C. Date: 4/23/2014

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 ☒ X

Race: (Select Only One)

- ☒ White
☐ Asian
☐ Asian Indian
☐ Cambodian
☐ Chinese
☐ Hmong
☐ Japanese
☐ Korean
☐ Laotian
☐ Vietnamese
☐ Black
☐ American Indian
☐ Native Hawaiian/Pacific Islander
☐ Filipino
☐ Guamanian
☐ Samoan
☐ Tahitian
☐ 2 or More

I. Locator Data:

Street Address: PO Box 857, Buellton, CA 93427

Phone

Number: (805) 245-2166

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms. Miss Harriet Tapia-Palacios

Email: lapalacios@comcast.net

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.

Veterinarian

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: 987238

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 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 |
| Bas. Spanish | P.E. | Livestock Manag. | Livestock Manag. |
| P.E. | | | |

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 |
| N/A | N/A | Hog 242 lbs. | Hog |

Planned Department Activity (FFA)

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

STUDENT CAREER DATA SHEET

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

B. Gender: Male ☒ Female ☐

C. Date: 4/23/2014

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

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

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

☐ Plant & Soil Science (4010)

☐ Animal Science (4020)

☒ Agricultural Mechanics (4030)

☐ Agricultural Business (4040)

☐ Ornamental Horticulture (4050)

☐ Forestry & Natural Resources (4060)

☐ Agriscience (4070)

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

☐ I plan a career in agriculture

☒ Not a career, just an interest in agriculture.

☐ Not interested, placed in class.

H. Hispanic: Yes ☐ No ☒

Race: (Select Only One)

☒ White

☐ Asian

☐ Asian Indian

☐ Cambodian

☐ Chinese

☐ Hmong

☐ Japanese

☐ Korean

☐ Laotian

☐ Vietnamese

☐ Black

☐ American Indian

☐ Native Hawaiian/Pacific Islander

☐ Filipino

☐ Guamanian

☐ Samoan

☐ Tahitian

☐ 2 or More

I. Locator Data:

Street Address: 3675 Baseline Ave, Santa Ynez, CA 93460

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 | SOPHOMORE YEAR | JUNIOR YEAR | SENIOR YEAR |
|---------------|----------------|-----------------|------------------|
| Course | Course | Course | Course |
| PE | CP. English 2 | CP English | Comp. English |
| Comp. English | Algebra 1B | Geometry | PE |
| Algebra 1A | World History | Vet. science | Ag. govt |
| Ag. science | Ag. mechanics | Adv. Ag. meech. | Horticulture |
| Health | Ag. Biology | Sports Medicine | Entrepreneurship |
| Art | Spanish 1 | 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 |
|----------------------|----------------|--------------|--------------|
| Greenhand conference | FFA meetings | FFA meetings | ALA |
| FFA meetings | | | FFA meetings |

STUDENT CAREER DATA SHEET

A. Name Tullis Kayla

B. Gender: Male Female X

C. Date: 4/23/2014

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 X

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: PO Box 494, Solvang, CA 93464

Phone

Number: 805-245-6023

Parent/Guardian Name (Print Full Name For Each)

Mr. Kevin Schwick

- Miss/Mrs./Ms. Zoe Tullis

Email: zoe.tullis@gmail.com

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~~

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

STUDENT CAREER DATA SHEET

A. Name [REDACTED] [REDACTED]

Last Name First Name, MI

B. Gender: Male ☒ Female

C. Date: 4/23/2014

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

I. Locator Data:

Street Address: PO Box 1184, Eureka, CA 95427

Phone [REDACTED]

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:

1. Go to Work Full - Time
 No Further Education
 Some College Later
 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: 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 Hog | Market Hog | Market Hog | Market 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 meeting vine pruning |

STUDENT CAREER DATA SHEET

A. Name [REDACTED] [REDACTED]

Last Name

First Name, MI

B. Gender: Male

Female ☒ X

C. Date: 10/27/2014

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 ☒ X

Race: (Select Only One)

☒ X 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: 185 Kettle Pt, Duellman, CA 95427

Phone

Number: 505) 264-6735

Parent/Guardian Name (Print Full Name For Each)

Mr. ALX MARTINEZ

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.

Vet science (ethology)

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: 1178288

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 |

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

STUDENT CAREER DATA SHEET

A. Name Royes Alfonso
 Last Name First Name, MI
 B. Gender: Male Female ☒
 C. Date: 4/23/2014
 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: 311 Glenmore Way, Buellton, CA 93427
 Phone _____
 Number: (805) 431-3347
 Parent/Guardian Name (Print Full Name For Each)
 Mr. GUS REYES
 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 Scienc | 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 |
| Market Hog | Lamb or hog | Lamb or hog | Steer or heifer |
| Size | Size | Size | Size |

Planned Department Activity (FFA)

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

STUDENT CAREER DATA SHEET

A. Name
 Last Name First Name, MI
 B. Gender: Male Female ☒
 C. Date: 4/23/2014
 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 Hawaiian/Pacific Islander
☐ Filipino
☐ Guamanian
☐ Samoan
☐ Tahitian
☐ 2 or More

I. Locator Data:
 Street Address: 79 Midten Ho, Solvang, CA 93463
 Phone Number: (405) (22) 2760
 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.

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 | <input checked="" type="checkbox"/> |
| Agriculture Major | _____ |
| Non-Agriculture Major | _____ |
| 3. Go Into Military Service | _____ |

Plan Updated: 2013-10-10
 Student Number: 1179312

~~Supervised~~

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 Size | S.A.E Size | S.A.E Size | S.A.E Size |
| Market Goat | Market Goat | Market Goat | Market Goat |

Planned Department Activity (FFA)

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

Support Material 2: Permanent Student File

Permanent Agriculture Student Files

Support Material 2

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 students last name. Record books are not kept here though because we are transferring the current enrolled students to the iRecord book system which is all digital.



Support Material 3: Agriculture Course Outlines

Course Outlines

Support Material 3

Agriculture Biology

Agriculture Government & Economics

AGRICULTURE BIOLOGY

Santa Ynez Valley Union High School Agriculture Department

Instructor: Miss Phillips

gphillips@syvuhsd.org

805.688.6487 ext.2219

Course Description

Agriculture Biology is designed so that students gain a broad understanding of a variety of agriculture areas, develop an understanding of biology, and meet all U.C. Laboratory science requirements. Students will also develop awareness of the many career opportunities in agriculture, participate in relevant experiences and expand leadership abilities. 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 |
|---|-------------------|
| 40% Assessments (Tests and quizzes) <i>-Will be given periodically to check progress.</i> | A 100- 90% |
| 40% Homework & Classwork & Participation <i>-Anything created in class falls in this category. -This will include all notes and handouts for class. -Based on attendance, attitude, and cooperation.</i> | B 89- 80% |
| 10% Notebook <i>-Binder check quarterly</i> | C 79- 70% |
| 5% Supervised Agriculture Experience Project <i>-Based on 10 hours of work and a record book.</i> | D 69- 60% |
| 5% Leadership & FFA <i>-Based on 2 activities during semester.</i> | 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.

Course Concepts

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

| | |
|------------------------------------|-------------------------------|
| Leadership and Agriculture Careers | Agriculture & the Environment |
| Agriculture Record Keeping | Genetics |
| The Scientific Method | DNA |
| Science and Chemistry of Biology | Genetic Engineering |
| Cells | Evolution & Ecology |
| Photosynthesis | Plant and Animal Science |
| Cellular Respiration | Human Body Systems |

Binder

Your binder will be checked periodically and at the end of each quarter. It is imperative that you stay current with your assignments and keep your binder up to date and complete. Your binder should be organized as follows:

1. Every student will have 3-ring binder for this class or create a tab for Agriculture Biology with this Course Outline as the first page.
2. It is expected that all students will maintain a neat and accurate binder. File all packets first followed by classwork and other information neatly (NO LOOSE PAPERS).
3. Notebooks will be checked periodically and/or at the end of each quarter.

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 twenty percent. Attendance is an absolute must for you success in this class. **NO** Hall Passes will be replaced if lost or stolen.

Late and Absent Work Policy

If a student has an Excused Absence, it is their responsibility to make up their work as soon as they return to school. Check the **absent file** upon return for handouts missed and meet with the instructor during break or lunch (or make other arrangements) to go over missed work. 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 BIOLOGY 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

Santa Ynez Valley Unified School District

COURSE TITLE: AGRICULTURAL BIOLOGY

DATE: February 1997

CBEDS: #1

GRADE LEVEL: 10th - 11th

DEPARTMENT/PROGRAM: Agriculture

CLASSIFICATION:

APPROVED TEXT: Agriscience Fundamentals and Applications
Animal Science Digest

COURSE LENGTH: Annual

PREREQUISITE: Agriculture Science or instructor approval

Satisfies Graduation Requirement As: Required Class

Required Subject Area Elective Class _____
Elective Requirement Option X

Fulfills UC/CSU Entrance Requirement 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

| 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: | 1a. Identify muscle, blood, nerve, and adipose cells. | 1a. Teacher led discussion. 1b. Student worksheets and illustrations. | 1 hour | | | | | | | | |
| | | | | | | | | | | | |
| 2. Identify the major components of various cells. | 2a. Teacher led discussion. 2b. Student illustrations and worksheets. | 1a. Agriculture Core Curriculum/ Agricultural Biology Cluster 1b. Bio-Sci laserdisk | 1 hour | | | | | | | | |
| | | | | | | | | | | | |
| 3. Explain the function of the various cell types. | 3a. Teacher led discussion. 3b. Student worksheets. | 2a. Agriculture Core Curriculum/ Agricultural Biology Cluster 2b. Bio-sci laserdisk | 1 hour | | | | | | | | |
| | | | | | | | | | | | |

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: | | | | | | | | | | | |
| 1. Identify both plant and animal cells. | 1. Teacher demonstration. | 1a. Agriculture Core Curriculum, Agriculture Biology Cluster. 1b. Bio-sci laserdisk | 1 hours | X | | X | X | X | X | | |
| 2. Identify the major components of both cell types. | 2a. Teacher led discussion. 2b. Students complet "Investigating a Plant Cell" activity. | 2a. Agriculture Core Curriculum, Agriculture Biology Cluster. 2b. Bio-sci laserdisk | 2 hours | | | 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 | GSEP | PSAT/SAT | Stanford |
|--|---|--|---------|------------------------------|---------|---------|-------------------|-----------------------|-----------------|----------------|---------------|------|----------|----------|
| The student will be able to: | | | | | | | | | | | | | | |
| 1. Describe the major watershed of California. | 1a. Teacher led discussion and demonstrations. 1b. Activity - p. 482, Draw map of California, identify watersheds and pollution problem areas. | 1. Agriculture Core Curriculum/ Agricultural Biology Cluster | 1 hours | | | | | X | X | X | | | | |
| 2. Identify the major forest regions of California. | 2. Teacher discussion and illustrations. | 2. Agriculture Core Curriculum/ Agricultural Biology Cluster | .5 hour | | | | | X | X | X | | | | |
| 3. Begin to appreciate the role of farmers and ranchers towards natural resources. | 3. Students locate article concerning farming/ranching, write two page paper on resources, present to class. | 3a. Agriculture Core Curriculum/ Agricultural Biology Cluster 3b. Various agricultural publications 3c. Library | 3 hours | | | | | X | 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 | 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. Identify the major sources of energy in California. 2. 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 | | | | X | X | X | X | | | | |
| | | | 1.5 hours | | | | X | X | 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. | 1a. Teacher led discussion. 1b. Activity p. 4.95 - investigate ecosystem of 10' x 10' plot. | 1. AgricultureCore Curriculum, Agriculture Biology Cluster | 1 hours | | X | | | X | | | | | | |
| 2. Describe and give an example of three relationships that exist among organisms in a community. | 2. Activity on p. 4.96 - observe survival of planted plants vs. weeds. | 2. AgricultureCore Curriculum, Agriculture Biology Cluster. | 1 hour | | | | | X | | | | | | |
| 3. Explain the importance of the oxygen and nitrogen cycles. | 3. Illustrate oxygen and nitrogen cycles. | 3a. Agriculture Core Curriculum, Agriculture Biology Cluster. | 1 hours | | | | | 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 | | | | | | | |
|------------------------------|---|---|---------|------------------------------|---------|-------------------|-----------------------|-----------------|----------------|---------------|------|
| | | | | Reading | Writing | Critical Thinking | Meets Model Curr. St. | Meets Framework | Teacher Design | District Exam | GSEP |
| The student will be able to: | 1. Define the term nomenclature. | 1a. Agriculture Core Curriculum, Agricultural Biology Cluster. | .5 hour | | | | | | | | |
| | 2. Explain how and why things are classified. | 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 | GSEP |
| The student will be able to: | | | | | | | | | | | |
| 1. Discuss the development of the "Kingdom Concept". | 1. Teacher led discussion. | 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. | 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 |
| The student will be able to: | 1. Diagram and label root, stem, leaf, flower, and fruit; indicating the functions of each. | 1a. Plant samples 1b. Agriculture Core Curriculum, Agricultural Biology Cluster. 1c/ Bio-sci laserdisk | 1.5 hours | | | X | X | X | X | |
| | 2. Compare and contrast monocotyledons and dicotyledons. | 2a. Agriculture Core Curriculum, Agricultural Biology Cluster. 2b. Seed samples - corn, bean | 1.5 hours | | | X | X | X | X | |
| | 3. Discuss the transpiration and translocation systems of plants. | 3. Agriculture Core Curriculum Agricultural Biology Cluster | 1 hour | | | X | X | X | X | |
| | 4. Describe the functions of the vascular cambium, xylem, and phloem. | 4. Agriculture Core Curriculum Agricultural Biology Cluster | 1 hour | | | X | X | X | X | |
| | 5. Compare leaf forms, simple vs. compound. | 5. Plants available on campus. | 1 hour | | | | X | X | X | |
| | 6. Identify flower parts, complete vs. incomplete 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. | 1.5 hours | | | X | X | X | X | |
| | 2. Explain light duration, intensity, and quality. | 2a. Teacher led discussion. 2b. Phototropism demonstration. | .5 hour | | | X | X | X | X | |
| | 3. Recognize moisture needs of plants. | 3. Teacher led discussion. | .5 hour | | | X | X | X | X | |
| | 4. Explain how O ₂ and CO ₂ are used by plants for growth. | 4. Teacher led discussion. | .5 hour | | | X | X | X | X | |
| | 5. List the 16 essential nutrients. | 5a. Teacher led discussion. 5b. Activity on page 5.22. | 1 hour | | | | 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: 1. 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 | | | X | | | X | | |
| | | | | | | | X | | | | |
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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 | | | | | | | | |
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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 |
| The student will be able to: | 1. Explain the difference between sexual and asexual propagation. | 1a. Agriculture Core Curriculum, Agricultural Biology Cluster. pp. 5.41 and 5.47 | 1 hour | | | X | X | | X | | |
| | 2. Define pollination and discuss 4 methods by which pollen is distributed. | 2. Dissection of various types of flowers; view pollen grains from flowers under microscope, p. 5.46 | 2 hours | | | X | X | | X | | |
| | 3. Compare the advantages and disadvantages of both sexual and asexual reproduction. | 3a. Teacher led discussion. 3b. Students perform asexual propagation of plants 3c. Students perform plant propagation by seed, p. 5.54. | 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. | 1a. Teacher led discussion. 1b. Handout, pp. 5.64 and 5.65 | 1.5 hours | | | X | | X | | | |
| | 2. Explain how light affects photosynthesis. | 2. Student directed learning | 1.5 hours | | | X | | X | | | |
| | 3. Understand transpiration, cohesion-tension theory. | 3. Student directed learning. | 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 |
|--|--|--|---------------|------------------------------|---------|---------|-------------------|-----------------------|-----------------|----------------|---------------|------|----------|----------|
| <p>The student will be able to:</p> <p>1. Understand and explain the process of respiration.</p> | <p>1a. Teacher led discussion and demonstration.</p> <p>1b. Handout, p. 5.84 - comparison of photosynthesis and respiration.</p> | <p>1. Agriculture Core Curriculum, Agricultural Biology Cluster.</p> | <p>1 hour</p> | | | | | | | | | | | |

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

Agricultural Biology

16

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

Agricultural Biology

17

UNIT 17: SOIL AND PLANT CULTURE

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

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: | 1a. Teacher led discussion. 1b. Students start seeds with a variety of soils. Measure germination time and plant growth. | 1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. <i>Growing Media for Landscape Plants</i> (VEP) video | 1.5 hours | | | | | | | | |
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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 | PSAT/SAT | Stanford |
|---|---|--|-----------|------------------------------|---------|---------|-------------------|-----------------------|-----------------|----------------|---------------|------|----------|----------|
| The student will be able to: | | | | | | | | | | | | | | |
| 1. List basic soil components, their relative size and texture. | 1a. Teacher demonstration. 1b. Students perform ribbon test on various soil samples. | 1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. Soils Manual for Land Judging. | 1.5 hours | | | | | X | X | X | X | | | |
| 2. Correctly identify the soil type of a given sample. | 2. Students perform a soil test on sample brought from home. | 2. Soil Triangle, mason jars, soap solution and instructions for soil test. | 1.5 hours | | | | | X | X | X | X | | | |

UNIT 19: INFLUENCE OF TEXTURE ON SOIL

GOAL(S):

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> <p>1. Understand the types of soil texture and how it relates to soil tilth, water use, and fertility.</p> | <p>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.</p> | <p>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.</p> | <p>3 hours</p> | | | | | | | | |
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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. Teacher led discussion. 1b. Complete activity: 4 examples of soil erosion within flats (4.69) | 1.5 hours | | | X | X | X | X | |
| | 2. Describe management practices that aid in erosion control. | 2. Brainstorming | 1 hour | | | | X | X | | |
| | 3. Understand the importance of erosion control. | 3. Teacher led discussion. | .5 hour | | | | | 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. Agriculture Core Curriculum, Agricultural Biology Cluster. | 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. | 2. Agriculture Core Curriculum, Agricultural Biology Cluster. | 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. | 3. Agriculture Core Curriculum, Agricultural Biology Cluster. | .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. | 1.5 hours | | | X | X | X | X | |
| | 2. Identify four methods of land preparation and seeding. | 2. Teacher lecture. | 1 hour | | | | 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. | 1.5 hours | | | | 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. Teacher led discussion. | 1 hour | | | X | X | X | X | |
| | 2. Compare differences in water holding capacities and infiltration rates with sand, silt, and clay. | 2. Teacher demonstration; activity p. 5.112 | 1 hour | | | X | X | X | X | |
| | 3. Describe factors that determine water penetration. | 3. Teacher led discussion. | 1 hour | | | X | X | X | X | |

UNIT 24: ANIMAL PROTEIN

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 | | | | | | |
|------------------------------|--|--|--------|------------------------------|---------|-------------------|-----------------------|-----------------|----------------|---------------|
| | | | | Reading | Writing | Critical Thinking | Meets Model Curr. St. | Meets Framework | Teacher Design | District Exam |
| The student will be able to: | 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 | | | | | |
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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 | | | X | X | X | X | | |
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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 | GSEP |
| 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. Dissection of fetal pig. 3b. Teacher led discussion. | 2 hours | | | X | X | X | X | | |
| | 4. Visually identify the respiratory and vascular system. | 4a. Fetal pig dissection. 4b. Student guided activity. | 1.5 hours | | | X | X | X | X | | |
| | 5. Understand how muscles attach and function to provide movement. | 5. Fetal pig dissection. | 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. | 2 hours | | | | X | X | X | |
| | 2. Identify feed additives and explain how each additive affects products. | 2a. Teacher led discussion. 2b. Complete supplemental worksheet. | 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 | 1 hour | | | | | X | X | |
| | 4. List vitamins and amino acids | 4a. Teacher led discussion. 4b. Identify visually, feed samples | 2 hours | | | | | X | X | |
| | 5. Describe five common nutritional diseases caused by vitamin or mineral deficiencies. | 5a. Teacher led discussion. 5b. Completion of supplemental worksheet. | 2 hours | | | | | 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. | 1.5 hours | | | | | 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. 2. Perform basic administration of antihelmentics. 3. Draw the life cycle of three common external parasites, including hosts and how to control them. | 1a. Teacher led discussion. 1b. Student illustration. | 1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. Animal Science Digest, Emsminger | 1.5 hours | X | | X | X | X | X | X |
| | 2a. Teacher demonstration. 2b. Guide student practice. | 2. Livestock at school farm. | 1.5 hours | | | X | X | X | X | X |
| | 3. Teacher led discussion. | 3a. Agriculture Core Curriculum, Agricultural Biology Cluster. 3b. Animal Science Digest, Emsminger | 1.5 hours | | | | X | X | 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 |
| <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Explain all the phases of mitosis. 2. Explain all the phases of meiosis. 3. Draw and describe the difference between oogenesis and spermatogenesis. 4. Define the terms: homozygous vs. heterozygous; phenotype vs. genotype, gene, locus, allele, variation, and mutation. 5. Diagram a dihybrid cross and determine the genotype and phenotype of the offspring. | 1. Teacher lecture. | 1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. BioSci Laserdisk | 1.5 hours | | | X | X | X | X | |
| | 2. Teacher lecture | 2a. Agriculture Core Curriculum, Agricultural Biology Cluster. 2b. BioSci Laserdisk | 1.5 hours | | | X | X | X | X | |
| | 3a. Teacher led discussion. 3b. Supplemental worksheet p. 7.16 | 3. Agriculture Core Curriculum, Agricultural Biology Cluster. | 1.5 hours | | | X | X | X | X | |
| | 4a. Teacher led discussion. 4b. Worksheet "Make a Baby" | 4. Agriculture Core Curriculum, Agricultural Biology Cluster. | 1.5 hours | | | | X | X | X | |
| | 5a. Teacher demonstration. 5b. Supplemental worksheet #2, p. 7.24 | 5. Agriculture Core Curriculum, Agricultural Biology Cluster. | 2 hours | | | | 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. | 1a. Record book. 1b. Instructional manual | 1.5 hours | | | X | X | X | X | X |
| | 2. Complete a business agreement; covering capital, labor, management, and facilities. | 2a. Record Book 2b. Instructional manual | 1.5 hours | | | X | X | X | X | X |
| | 3. Complete a budget of projected costs and receipts. | 2a. Record Book 2b. Instructional manual | 1 hour | | | X | X | X | X | X |
| | 4. Accurately enter receipts and expenses in a double entry accounting system. | 2a. Record Book 2b. Instructional manual | 4.5 hours | | | X | X | X | X | X |
| | 5. Inventory non-depreciable property. | 2a. Record Book 2b. Instructional manual | 1 hour | | | X | X | X | X | X |
| | 6. Complete an income summary and year-end financial summary. | 2a. Record Book 2b. Instructional manual | 1.5 hour | | | X | X | 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 |
| <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Develop a hypothesis through library and computer research. 2. Conduct an experiment to test the hypothesis. 3. Analyze test results and form a conclusion. 4. Complete a written research paper and present an oral presentation to the class. | 1. Guided student activity. | Library, computer, lab, texts in class. | 1.5 hours | X | X | X | X | X | X | X | X |
| | 2. Guided student activity. | | 3 hours | X | X | X | X | X | X | X | X |
| | 3. Guided student activity. | | 4 hours | X | X | X | X | X | X | X | X |
| | 4. Guided student activity. | | 3 hours | X | X | X | X | X | X | X | X |

AGRICULTURE GOVERNMENT AND ECONOMICS

Santa Ynez Valley Union High School Agriculture Department

Instructor: Miss Phillips

gphillips@syvuhsd.org

805.688.6487 ext.2219

Course Description

Agriculture Government and Economics is designed to teach students about Government processes and Economic systems through the Agriculture industry. Students will gain an understanding of a variety of agriculture areas, develop awareness of the many career opportunities in agriculture, participate in relevant experiences and expand leadership abilities. This course meets high school Government and Economics requirements and UC/CSU Government and Economics credit.

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 |
|---|-------------------|
| 40% Assessments (Tests and quizzes) <i>-Will be given periodically to check progress.</i> | A 100- 90% |
| 40% Homework & Classwork & Participation <i>-Anything created in class falls in this category. -This will include all notes and handouts for class. -Based on attendance, attitude, and cooperation.</i> | B 89- 80% |
| 10% Notebook | C 79- 70% |
| 5% Supervised Agriculture Experience Project <i>-Based on 10 hours of work and a record book.</i> | D 69- 60% |
| 5% Leadership & FFA <i>-Based on 2 activities during semester.</i> | F 59% and below |

Textbook and Materials

A class set of textbooks is provided for students to use in class. Students will be able check out a textbook to take home on the first day of class. 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.

Course Concepts

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

1. California Agriculture
2. Leadership and Agriculture Careers
3. Agriculture Record Keeping
4. Understanding Economics
5. Agricultural in our Society – Review
6. Financial Markets
7. Supply & Demand
8. Business Organizations
9. International Economic Summit*

Binder

Your binder will be checked periodically and at the end of each quarter. It is imperative that you stay current with your assignments and keep your binder up to date and complete. Your binder should be organized as follows:

1. Every student will have 3-ring binder for this class or create a tab for Agriculture Government and Economics with this Course Outline as the first page.
2. It is expected that all students will maintain a neat and accurate binder. File all packets first followed by any other classwork and information neatly (NO LOOSE PAPERS).
3. Notebooks will be checked periodically and/or at the end of each quarter.

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 student's 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 student's 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 student's grade is worth twenty percent. Attendance is an absolute must for you success in this class. **NO** Hall Passes will be replaced if lost or stolen.

Late and Absent Work Policy

If a student has an Excused Absence, it is their responsibility to make up their work as soon as they return to school. Check the **absent file** upon return for handouts missed and meet with the instructor during break or lunch (or make other arrangements) to go over missed work. 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 (i.e. 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.2368/3219/2219

AGRICULTURE ECONOMICS AND GOVERNMENT 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 and understand that students need an SAE and Leadership Activities for full class credit.
3. 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

Agriculture Economics

UC/CSU "G" Approved

I. COURSE INFORMATION:

- A. Course Title: Agriculture Economics
- B. Grade Level: 12th
- 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

| | |
|---|---|
| 1. Course Title Agricultural Government Policy | 9. Subject Area <input checked="" type="checkbox"/> History/Social Science English Mathematics Laboratory Science Language other than English Visual & Performing Arts (for 2003) College Prep Elective |
| 2. Transcript Title / Abbreviation Ag Government Policy | |
| 3. Transcript Course Code / Number 1745 and 1747 | |
| 4. School Delta High School | |
| 5. District River Delta Unified School District | |
| 6. City Clarksburg | 10. Grade Level(s) 12 th grade |
| 7. School / District Web Site http://www.riverdelta.k12.ca.us | 11. Seeking "Honors" Distinction? <div style="text-align: center;">Yes <input checked="" type="checkbox"/> No</div> |
| 8. School Contact Name: Paul Gengler Title/Position: Principal Phone: (510) 748 4314 Ext.: Fax: 916-744-1673 E-mail: pgengler@riverdelta.k12.ca.us | 12. Unit Value <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) 1.0 (one year equivalent) 2.0 (two year equivalent) Other: _____ |
| | 13. Date of School Board Approval Spring 2001 |
| 14. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes 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'. | |
| 15. Is this course modeled after an UC-approved course from another school? No If so, which school(s)? | |
| 16. Pre-Requisites U.S. History | |
| 17. Co-Requisites 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% |

Support Material 4: Course Gradebooks

Course Grade Book

Support Material 4

FEA points

Aeries Gradebook - Assignment Scores

5/22/2014 7:58:16 PM

Choose a Gradebook

2- Ag Biology - Spring

Change Gradebook

Print Preview

Forms

Scores by Class

Scores by Student

Scores by Assignment

Quick Data Entry

Edit Assignments

Edit Assignment Types

Options

TA Mode

Access Log

Gradebook Maintenance

Trends

Reports

Assignments by Student

Email Assignments

Gradebook Roster

Gradebook Summary

Assignment Analysis

Final Mark Analysis

Progress By Student

Other

Main Menu

Logout

6- FFA Activities

Change Assignment

Submit Changes!

Reset Changes

☐ Display Only Missing Assignments ☐ Sort By Custom Sort Field instead of Name

6: FFA Activities

Type: FFA Leadership

Assigned: 1/6/2014

Due: 5/29/2014

Max Score: 100

2 - Ag Biology - Spring
Grading Complete: ☒

| | Points | Score | Max | Completed | Date | Comment | Status | As |
|---|--------|-------|-----|-----------|-----------|-----------------------------|--------|----|
| | | 50 | 100 | | 5/29/2014 | | | |
| | | 100 | 100 | | 5/29/2014 | | | |
| | | 100 | 100 | | 5/29/2014 | | | |
| | | 170 | 100 | | 5/29/2014 | VP Competition-4, Impromptu | | |
| | | 50 | 100 | | 5/29/2014 | | | |
| | | 100 | 100 | | 5/29/2014 | | | |
| | | 100 | 100 | | 5/29/2014 | | | |
| | | 50 | 100 | | 5/29/2014 | | | |
| | | 100 | 100 | | 5/29/2014 | | | |
| 1 | | | 100 | | | | | |
| 1 | | 140 | 100 | | 5/29/2014 | Impromptu | | |
| 1 | | 155 | 100 | | 5/29/2014 | | | |
| 1 | | 50 | 100 | | 5/29/2014 | | | |
| 1 | | 50 | 100 | | 5/29/2014 | | | |
| 1 | | | 100 | | | | | |
| 1 | | 50 | 100 | | 5/29/2014 | | | |
| 1 | | | 100 | | | | | |
| 1 | | 50 | 100 | | 5/29/2014 | | | |
| 1 | | 110 | 100 | | 5/29/2014 | | | |
| 2 | | 170 | 100 | | 5/29/2014 | VP Competition-3, Impromptu | | |
| 2 | | 140 | 100 | | 5/29/2014 | | | |
| 2 | | 100 | 100 | | 5/29/2014 | | | |
| 2 | | | 100 | | | | | |
| 2 | | | 100 | | | | | |
| 2 | | | 100 | | | | | |
| 2 | | 120 | 100 | | 5/29/2014 | | | |
| 2 | | | 100 | | | | | |
| 2 | | 100 | 100 | | 5/29/2014 | VP Competition -2 | | |
| 2 | | 100 | 100 | | 5/29/2014 | | | |
| 3 | | 140 | 100 | | 5/29/2014 | VP Competition-3 | | |
| 3 | | 100 | 100 | | 5/29/2014 | | | |

Submit Changes!

Reset Changes

| Max | Min | Avg | Median | Mode | Var | StDev | AvgDe |
|-----|-----|-------|--------|------|----------|-------|-------|
| 170 | 50 | 99.79 | 100 | 100 | 1,548.87 | 39.36 | 28.9 |

Default

Score

to

☐ Overwrite existing values?

Change Defaults

Aeries Gradebook - Assignment Scores

6 - FFA Activities

Change Assignment

5/22/2014 8:01:14 PM

Choose a Gradebook

4 - Ag Biology - Spring

Submit Changes!

Reset Changes

Change Gradebook

Print Preview

Forms

Scores by Class

Scores by Student

Scores by Assignment

Quick Data Entry

Edit Assignments

Edit Assignment Types

Options

TA Mode

Access Log

Gradebook Maintenance

Trends

Reports

Assignments by Student

Email Assignments

Gradebook Roster

Gradebook Summary

Assignment Analysis

Final Mark Analysis

Progress By Student

Other

Main Menu

Logout

☐ Display Only Missing Assignments

☐ Sort By Custom Sort Field instead of Name

6: FFA Activities

Type: Leadership

Assigned: 1/6/2014

Due: 5/29/2014

Max Score: 100

4 - Ag Biology - Sp

Grading Complete: ☒

| | | | | Points | Date | | |
|---|-----------------|-------|-----------|---|--------|----------|-------|
| | Score | Max | Completed | Comment | Status | | |
| | 50 | 100 | 5/29/2014 | | | | |
| | 100 | 100 | 5/29/2014 | | | | |
| | 105 | 100 | 5/29/2014 | | | | |
| | 110 | 100 | 5/29/2014 | | | | |
| | 50 | 100 | 5/29/2014 | | | | |
| | 170 | 100 | 5/29/2014 | VP Competition - 3 | | | |
| | 100 | 100 | 5/29/2014 | | | | |
| | | 100 | | | | | |
| | 190 | 100 | 5/29/2014 | VP Competition -4, Impromptu | | | |
| 1 | 110 | 100 | 5/29/2014 | | | | |
| 1 | 140 | 100 | 5/29/2014 | | | | |
| 1 | 115 | 100 | 5/29/2014 | | | | |
| 1 | 100 | 100 | 5/29/2014 | | | | |
| 1 | 50 | 100 | 5/29/2014 | | | | |
| 1 | 100 | 100 | 5/29/2014 | | | | |
| 1 | | 100 | | | | | |
| 1 | 110 | 100 | 5/29/2014 | | | | |
| 1 | 50 | 100 | 5/29/2014 | | | | |
| 1 | 110 | 100 | 5/29/2014 | | | | |
| 2 | 100 | 100 | 5/29/2014 | | | | |
| 2 | 100 | 100 | 5/29/2014 | | | | |
| 2 | 100 | 100 | 5/29/2014 | | | | |
| 2 | 200 | 100 | 5/29/2014 | VP Competition -4, Impromptu | | | |
| 2 | 50 | 100 | 5/29/2014 | | | | |
| 2 | 100 | 100 | 5/29/2014 | | | | |
| 2 | 50 | 100 | 5/29/2014 | | | | |
| 2 | 100 | 100 | 5/29/2014 | | | | |
| 2 | 100 | 100 | 5/29/2014 | | | | |
| 3 | | 100 | | | | | |
| 3 | 100 | 100 | 5/29/2014 | | | | |
| 3 | 110 | 100 | 5/29/2014 | | | | |
| <div>Submit Changes!Reset Changes</div> | | | | | | | |
| | Max | Min | Avg | Median | Mode | Var | StDev |
| | 200 | 50 | 102.41 | 100 | 100 | 1,435.04 | 37.88 |
| | Default | Score | to | <input type="checkbox"/> Overwrite existing values? | | | |
| | Change Defaults | | | | | | |

Aeries Gradebook - Assignment Scores

5/22/2014 8:02:01 PM

Choose a Gradebook

6- Agric Economics - Spring 2014

Change Gradebook

Print Preview

Forms

Scores by Class

Scores by Student

Scores by Assignment

Quick Data Entry

Edit Assignments

Edit Assignment Types

Options

TA Mode

Access Log

Gradebook Maintenance

Trends

Reports

Assignments by Student

Email Assignments

Gradebook Roster

Gradebook Summary

Assignment Analysis

Final Mark Analysis

Progress By Student

Other

Main Menu

Logout

1- FFA Activities

Change Assignment

Submit Changes!

Reset Changes

☐ Display Only Missing Assignments ☐ Sort By Custom Sort Field instead of Name

1: FFA Activities

6 - Agric Economics - Spring 20

Type: Leadership & FFA

Assigned: 1/6/2014

Due: 5/29/2014

Max Score: 100

Grading Complete: ☒

| | Points | Date | Score | Max | Completed | Comment | Status |
|---|--------|-----------|-------|-----|-----------|-----------------------------------|--------|
| | | | | 100 | | | |
| | | 5/29/2014 | 135 | 100 | | | |
| | | 5/29/2014 | 65 | 100 | | | |
| | | 5/29/2014 | 100 | 100 | | | |
| | | 5/29/2014 | 125 | 100 | | | |
| | | 5/29/2014 | 120 | 100 | | | |
| | | 5/29/2014 | 130 | 100 | | | |
| | | 5/29/2014 | 120 | 100 | | | |
| | | | | 100 | | | |
| 1 | | 5/29/2014 | 100 | 100 | | | |
| 1 | | 5/29/2014 | 100 | 100 | | | |
| 1 | | 5/29/2014 | 100 | 100 | | | |
| 1 | | 5/29/2014 | 100 | 100 | | | |
| 1 | | 5/29/2014 | 100 | 100 | | | |
| 1 | | 5/29/2014 | 50 | 100 | | | |
| 1 | | 5/29/2014 | 100 | 100 | | | |
| 1 | | 5/29/2014 | 115 | 100 | | | |
| 1 | | 5/29/2014 | 130 | 100 | | | |
| 1 | | 5/29/2014 | 120 | 100 | | | |
| 1 | | 5/29/2014 | 100 | 100 | | | |
| 2 | | 5/29/2014 | 100 | 100 | | | |
| 2 | | 5/29/2014 | 100 | 100 | | | |
| 2 | | 5/29/2014 | 100 | 100 | | | |
| 2 | | 5/29/2014 | 120 | 100 | | | |
| 2 | | 5/29/2014 | 120 | 100 | | | |
| 2 | | 5/29/2014 | 65 | 100 | | | |
| 2 | | 5/29/2014 | 155 | 100 | | | |
| 2 | | 5/29/2014 | 65 | 100 | | | |
| 2 | | 5/29/2014 | 130 | 100 | | | |
| 2 | | 5/29/2014 | 100 | 100 | | | |
| 3 | | 5/29/2014 | 100 | 100 | | | |
| 3 | | 5/29/2014 | 50 | 100 | | | |
| 3 | | 5/29/2014 | 105 | 100 | | | |
| 3 | | 5/29/2014 | 140 | 100 | | | |
| 3 | | 5/29/2014 | 130 | 100 | | | |
| 3 | | 5/29/2014 | 155 | 100 | | VP Competition - 1, Job Interview | |

3

3

3

100

100

5/29/2014

100

100

5/29/2014

110

100

5/29/2014

Submit Changes!

Reset Changes

| Max | Min | Avg | Median | Mode | Var | StDev | AvgC |
|-----|-----|--------|--------|------|--------|-------|------|
| 155 | 50 | 107.08 | 100 | 100 | 637.68 | 25.25 | 18 |

Default

Score

to

☐ Overwrite existing values?

Change Defaults

Course Grade Book

Support Material 4

SAE points

Aeries Gradebook - Assignment Scores

Choose a Gradebook

2- Ag Biology - Spring

Change Gradebook

Print Preview

Forms

Scores by Class

Scores by Student

Scores by Assignment

Quick Data Entry

Edit Assignments

Edit Assignment Types

Options

TA Mode

Access Log

Gradebook Maintenance

Trends

Reports

Assignments by Student

Email Assignments

Gradebook Roster

Gradebook Summary

Assignment Analysis

Final Mark Analysis

Progress By Student

Other

Main Menu

Logout

46- SAE Project

Change Assignment

5/22/2014 8:03:03 PM

Submit Changes!

Reset Changes

☐ Display Only Missing Assignments

☐ Sort By Custom Sort Field instead of Name

46: SAE Project

Type: SAE

Assigned: 1/1/2014

Due: 5/21/2014

Max Score: 100

Grading Complete: ☒

Comment: Record Book Check-In

Points

Date

Score

Max

Completed

Comment

Status

At Ass

| | | | | | | | |
|-----|-----|-----------|--|--|--|--|--|
| | 100 | | | | | | |
| 90 | 100 | 5/21/2014 | | | | | |
| 90 | 100 | 5/21/2014 | | | | | |
| 95 | 100 | 5/21/2014 | | | | | |
| 50 | 100 | 5/21/2014 | | | | | |
| 85 | 100 | 5/21/2014 | | | | | |
| | 100 | | | | | | |
| | 100 | | | | | | |
| | 100 | | | | | | |
| 90 | 100 | 5/21/2014 | | | | | |
| 105 | 100 | 5/21/2014 | | | | | |
| 80 | 100 | 5/21/2014 | | | | | |
| 100 | 100 | 5/21/2014 | | | | | |
| 65 | 100 | 5/21/2014 | | | | | |
| 85 | 100 | 5/21/2014 | | | | | |
| 95 | 100 | 5/21/2014 | | | | | |
| 80 | 100 | 5/21/2014 | | | | | |
| 25 | 100 | 5/21/2014 | | | | | |
| 90 | 100 | 5/21/2014 | | | | | |
| 95 | 100 | 5/21/2014 | | | | | |
| 95 | 100 | 5/21/2014 | | | | | |
| 90 | 100 | 5/21/2014 | | | | | |
| | 100 | | | | | | |
| 90 | 100 | 5/21/2014 | | | | | |
| 85 | 100 | 5/21/2014 | | | | | |
| | 100 | | | | | | |
| 85 | 100 | 5/21/2014 | | | | | |
| | 100 | | | | | | |
| 95 | 100 | 5/21/2014 | | | | | |
| 90 | 100 | 5/21/2014 | | | | | |
| 100 | 100 | 5/21/2014 | | | | | |

Submit Changes!

Reset Changes

Max

Min

Avg

Median

Mode

Var

StDev

AvgDev

| | | | | | | | |
|-----|----|-------|----|----|--------|-------|------|
| 105 | 25 | 85.42 | 90 | 90 | 295.47 | 17.19 | 9.58 |
|-----|----|-------|----|----|--------|-------|------|

Default

Score

to

☐ Overwrite existing values?

Change Defaults

Comment: Record Book Check-in

| | Score | Points Max | Date Completed | Comment | Status |
|---|-------|---------------|-------------------|---------|--------|
| | | 100 | | | |
| | 95 | 100 | 5/21/2014 | | |
| | 80 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| | | 100 | | | |
| | 100 | 100 | 5/21/2014 | | |
| | 85 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 1 | 100 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 1 | | 100 | | | |
| | | 100 | | | |
| 1 | 65 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 1 | 75 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 1 | 45 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 1 | 85 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 1 | | 100 | | | |
| | 100 | 100 | 5/21/2014 | | |
| 1 | | 100 | | | |
| | 100 | 100 | 5/21/2014 | | |
| 1 | | 100 | | | |
| | 90 | 100 | 5/21/2014 | | |
| 2 | 105 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 2 | | 100 | | | |
| | 100 | 100 | 5/21/2014 | | |
| 2 | | 100 | | | |
| | 100 | 100 | 5/21/2014 | | |
| 2 | 95 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 2 | 95 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 2 | | 100 | | | |
| | 95 | 100 | 5/21/2014 | | |
| 2 | | 100 | | | |
| | 105 | 100 | 5/21/2014 | | |
| 2 | | 100 | | | |
| | 100 | 100 | 5/21/2014 | | |
| 3 | 50 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 3 | 30 | 100 | 5/21/2014 | | |
| | | 100 | | | |
| 3 | 105 | 100 | 5/21/2014 | | |

| Max | Min | Avg | Median | Mode | Var | StDev | AvgD |
|-----|-----|-------|--------|------|--------|-------|------|
| 105 | 30 | 86.96 | 95 | 100 | 431.23 | 20.77 | 13 |

Default to ☐ Overwrite existing values?

Support Material 5: Completed SAE Supervision Forms

Completed SAE Supervision Form

Support Material 5

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

Santa Ynez High School Agriculture Department
SAE Visitation Report

Student Name [REDACTED] Date 12/2 Visit Number 1

Project(s) Steer Weight: ? no scale ± 750

Weight: _____

Weight: _____

Record Book Present: Yes / No

Updated: _____

Parent Contact _____

General Condition of project good horn, heavy. good conformation. Walks/steads well. Still young

Recommendations: _____

Commendations: _____

Other Information or Notes: Student resistant to rec., ~~undisciplined~~

Wants to continue feeding as is, would like to see grain cut back but
John wants to keep as is.

Skills demonstration: _____

Tentative Date of Next Visit _____

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature
(When applicable) _____

Santa Ynez High School Agriculture Department
SAE Visitation Report

Student Name _____

Date 3/3

Visit Number _____

Project(s) _____

Weight: ? no scale

Weight: _____

Weight: _____

Record Book Present: Yes / No

Updated: _____

Parent Contact _____

General Condition of project _____

New steer, deep body filling out nicely

Recommendations: _____

Need to bring by school to weigh.

Need to be had up + brush, get him use to being touched

Commendations: _____

Other Information or Notes: _____

Was collecting DNA, doing great job, nice

Set up at house

Skills demonstration: _____

Tentative Date of Next Visit _____

June. 10th

Student Signature _____

Instructor Signature _____

Amie Bisler

Parent Signature
(When applicable) _____

Santa Ynez High School Agriculture Department
SAE Visitation Report

Student Name [REDACTED] Date 4/1 Visit Number _____

Project(s) Lamb Weight: 83

_____ Weight: _____

_____ Weight: _____

Record Book Present: Yes / ☒ No

Updated: _____

Parent Contact _____

General Condition of project big long legged @ hands. very friendly
fed 1/4 lb + grower so how much eat

Recommendations: exercise 45/min to start, 1/2 lamb. important to get lots of exercise

Commendations: _____

Other Information or Notes: _____

Skills demonstration: _____

Tentative Date of Next Visit _____

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature _____
(When applicable)

Santa Ynez High School Agriculture Department
SAE Visitation Report

Student Name [REDACTED] Date 4/1 Visit Number _____

Project(s) Lamb Weight: 77#

_____ Weight: _____

_____ Weight: _____

Record Book Present: Yes / No

Updated: _____

Parent Contact _____

General Condition of project first round,

Recommendations: Y4 flake Am/pm, clean pen, fresh water
finisher grown + follow up. of label to stock.

Commendations: _____

Other Information or Notes: Very excited, purchased halter, still defecting
if animal stay at farm; contract signed & file.

Skills demonstration: _____

Tentative Date of Next Visit 1 wk

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature
(When applicable) _____

Santa Ynez High School Agriculture Department
SAE Visitation Report

Student Name _____ Date 3/18 Visit Number _____

Project(s) Goat Weight: 48

_____ Weight: _____

_____ Weight: _____

Record Book Present: Yes / No

Updated: _____

Parent Contact _____

General Condition of project growing up goat; monkey kept nut to get grower feed
+ give 1/2 cup of apple - watch to see if bleats up 15 min. Hoster needs
more feed watch for signs

Recommendations: _____

Commendations: _____

Other Information or Notes: talked about family brown goat ranch in Africa! W/ ch/cesl.
Dad said his 1st today breeds stock over

Skills demonstration: _____

Tentative Date of Next Visit 4/5

Student Signature _____

Instructor Signature _____

Parent Signature _____
(When applicable)

Santa Ynez High School Agriculture Department
SAE Visitation Report

Student Name [REDACTED] Date 3/29 Visit Number _____

Project(s) Work Exp. Industrial Expts Weight: N/A

_____ Weight: _____

_____ Weight: _____

Record Book Present: Yes / No

Updated: _____

Parent Contact _____

General Condition of project showed me around facility & explained that they use local farmers & ranchers, learning customer service

Recommendations: Would love to see him move up to learning the meat cutting (butchery) here then

Commendations: _____

Other Information or Notes: Any one place learning a lot,

Skills demonstration: _____

Tentative Date of Next Visit _____

Student Signature [REDACTED]

Instructor Signature Ken Bishop

Parent Signature
(When applicable) _____

Santa Ynez High School Agriculture Department
SAE Visitation Report

Student Name _____ Date 4/5 Visit Number _____

Project(s) lamb Weight: 98

Weight: _____

Weight: _____

Record Book Present: Yes ☒ No

Updated: _____

Parent Contact _____

General Condition of project Clean up feed - good Exercise to maintain appetite
maybe BVT? ↳ buta with pigs

Recommendations: ↳ research a bit. may be just focus on
if good. looks like it will make weight fine so lets not push too hard.

Commendations: _____

Other Information or Notes: _____

Skills demonstration: braided animal for me. Good. keep practicing
play with legs to ask lamb to stand ~~was~~ about a 15 min to work up.

Tentative Date of Next Visit _____

Student Signature _____

Instructor Signature _____

Parent Signature
(When applicable) _____

Santa Ynez High School Agriculture Department
SAE Visitation Report

Student Name [REDACTED] Date 4/9 Visit Number _____

Project(s) Hog Weight: 148

_____ Weight: _____

_____ Weight: _____

Record Book Present: Yes / No

Updated: _____

Parent Contact _____

General Condition of project Checking up for this student. Sparrow seems looking way better, soaked over. Very friendly; talks out well. Keep on from food.

Recommendations: _____

Commendations: _____

Other Information or Notes: _____

Skills demonstration: _____

Tentative Date of Next Visit Set up w/ H&C

Student Signature [REDACTED]

Instructor Signature [Signature]

Parent Signature
(When applicable) _____

Santa Ynez High School Agriculture Department
SAE Visitation Report

Student Name [REDACTED] Date 4/28 Visit Number _____

Project(s) lamb Weight: 104

_____ Weight: _____

_____ Weight: _____

Record Book Present: Yes / No

Updated: _____

Parent Contact _____

General Condition of project pen looks great! Doing a great job
needs to exercise! Wait to keep gaining but needs definition

Recommendations: needs to be sheered. / its hot! set firm +
date w/in next week

Commendations: _____

Other Information or Notes: Don just recommended sign up for fairs 10/1?
come see me @ breck

Skills demonstration: _____

Tentative Date of Next Visit 5/2 - shear lamb

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 Visit Number _____

Project(s) Goat Weight: no scale

Weight: _____

Weight: _____

Record Book Present: Yes / No

Updated: _____

Parent Contact Bonnie (aunt)

General Condition of project looks good, we collected DNA for Fairkit.

Showered student how to collect off leg + brace.

Recommendations: Need to coarsenize, ~~per~~ 10 "rounds" then cold down.

Start feeding to carry head up

Commendations: _____

Other Information or Notes: _____

Skills demonstration: DNA collection

Tentative Date of Next Visit 1 week w/ scale to weigh - 5/13

Student Signature [redacted]

Instructor Signature [Signature]

Parent Signature
(When applicable) _____

Support Material 6: SAE Project Statement in Syllabus

SAE Project Statement in Syllabus

Support Material 6

The following is the policy statement that has been approved by the school board that pertains to SAE being integral to our agriculture program at SYV. The course syllabi have been included as well with a statement provided that SAE are integral with in agriculture course and has been highlighted for easy recognition. Each student must complete at least ten hours of paid or unpaid project hours with their SAE project and maintain documentation in their iRecord Book.

Support Material 7: FFA Statement in Syllabus

School Board-Approved Policy

Support Material 7

The following is the policy statement that has been approved by the school board that pertains to FFA being integral to our agriculture program at SYV. The course syllabi have been included as well with a statement provided that FFA are integral with in agriculture course and has been highlighted for easy recognition. This retirement clearly lists in the syllabus that FFA and leadership activities are an integral part of the course. The syllabus is signed by the 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 iRecord Book.

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 overnight 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.

AGRICULTURE BIOLOGY

Santa Ynez Valley Union High School Agriculture Department

Instructor: Miss Phillips

gphillips@syvuhsd.org

805.688.6487 ext.2219

Course Description

Agriculture Biology is designed so that students gain a broad understanding of a variety of agriculture areas, develop an understanding of biology, and meet all U.C. Laboratory science requirements. Students will also develop awareness of the many career opportunities in agriculture, participate in relevant experiences and expand leadership abilities. 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 |
|---|-------------------|
| 40% Assessments (Tests and quizzes) <i>-Will be given periodically to check progress.</i> | A 100- 90% |
| 40% Homework & Classwork & Participation <i>-Anything created in class falls in this category. -This will include all notes and handouts for class. -Based on attendance, attitude, and cooperation.</i> | B 89- 80% |
| 10% Notebook <i>-Binder check quarterly</i> | C 79- 70% |
| 5% Supervised Agriculture Experience Project <i>-Based on 10 hours of work and a record book.</i> | D 69- 60% |
| 5% Leadership & FFA <i>-Based on 2 activities during semester.</i> | 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.

Course Concepts

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

| | |
|------------------------------------|-------------------------------|
| Leadership and Agriculture Careers | Agriculture & the Environment |
| Agriculture Record Keeping | Genetics |
| The Scientific Method | DNA |
| Science and Chemistry of Biology | Genetic Engineering |
| Cells | Evolution & Ecology |
| Photosynthesis | Plant and Animal Science |
| Cellular Respiration | Human Body Systems |

Binder

Your binder will be checked periodically and at the end of each quarter. It is imperative that you stay current with your assignments and keep your binder up to date and complete. Your binder should be organized as follows:

1. Every student will have 3-ring binder for this class or create a tab for Agriculture Biology with this Course Outline as the first page.
2. It is expected that all students will maintain a neat and accurate binder. File all packets first followed by classwork and other information neatly (NO LOOSE PAPERS).
3. Notebooks will be checked periodically and/or at the end of each quarter.

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 twenty percent. Attendance is an absolute must for you success in this class. **NO** Hall Passes will be replaced if lost or stolen.

Late and Absent Work Policy

If a student has an Excused Absence, it is their responsibility to make up their work as soon as they return to school. Check the **absent file** upon return for handouts missed and meet with the instructor during break or lunch (or make other arrangements) to go over missed work. 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 BIOLOGY 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

AGRICULTURE GOVERNMENT AND ECONOMICS

Santa Ynez Valley Union High School Agriculture Department

Instructor: Miss Phillips

gphillips@syvuhsd.org

805.688.6487 ext.2219

Course Description

Agriculture Government and Economics is designed to teach students about Government processes and Economic systems through the Agriculture industry. Students will gain an understanding of a variety of agriculture areas, develop awareness of the many career opportunities in agriculture, participate in relevant experiences and expand leadership abilities. This course meets high school Government and Economics requirements and UC/CSU Government and Economics credit.

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 |
|---|-------------------|
| 40% Assessments (Tests and quizzes) <i>-Will be given periodically to check progress.</i> | A 100- 90% |
| 40% Homework & Classwork & Participation <i>-Anything created in class falls in this category. -This will include all notes and handouts for class. -Based on attendance, attitude, and cooperation.</i> | B 89- 80% |
| 10% Notebook | C 79- 70% |
| 5% Supervised Agriculture Experience Project <i>-Based on 10 hours of work and a record book.</i> | D 69- 60% |
| 5% Leadership & FFA <i>-Based on 2 activities during semester.</i> | F 59% and below |

Textbook and Materials

A class set of textbooks is provided for students to use in class. Students will be able check out a textbook to take home on the first day of class. 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.

Course Concepts

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

1. California Agriculture
2. Leadership and Agriculture Careers
3. Agriculture Record Keeping
4. Understanding Economics
5. Agricultural in our Society – Review
6. Financial Markets
7. Supply & Demand
8. Business Organizations
9. International Economic Summit*

Binder

Your binder will be checked periodically and at the end of each quarter. It is imperative that you stay current with your assignments and keep your binder up to date and complete. Your binder should be organized as follows:

1. Every student will have 3-ring binder for this class or create a tab for Agriculture Government and Economics with this Course Outline as the first page.
2. It is expected that all students will maintain a neat and accurate binder. File all packets first followed by any other classwork and information neatly (NO LOOSE PAPERS).
3. Notebooks will be checked periodically and/or at the end of each quarter.

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 student's 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 student's 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 student's grade is worth twenty percent. Attendance is an absolute must for you success in this class. **NO** Hall Passes will be replaced if lost or stolen.

Late and Absent Work Policy

If a student has an Excused Absence, it is their responsibility to make up their work as soon as they return to school. Check the **absent file** upon return for handouts missed and meet with the instructor during break or lunch (or make other arrangements) to go over missed work. 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 (i.e. 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.2368/3219/2219

AGRICULTURE ECONOMICS AND GOVERNMENT 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 and understand that students need an SAE and Leadership Activities for full class credit.
3. 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

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.

AGRICULTURE BIOLOGY

Santa Ynez Valley Union High School Agriculture Department

Instructor: Miss Phillips

gphillips@syvuhsd.org

805.688.6487 ext.2219

Course Description

Agriculture Biology is designed so that students gain a broad understanding of a variety of agriculture areas, develop an understanding of biology, and meet all U.C. Laboratory science requirements. Students will also develop awareness of the many career opportunities in agriculture, participate in relevant experiences and expand leadership abilities. 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 |
|---|-------------------|
| 40% Assessments (Tests and quizzes) <i>-Will be given periodically to check progress.</i> | A 100- 90% |
| 40% Homework & Classwork & Participation <i>-Anything created in class falls in this category. -This will include all notes and handouts for class. -Based on attendance, attitude, and cooperation.</i> | B 89- 80% |
| 10% Notebook <i>-Binder check quarterly</i> | C 79- 70% |
| 5% Supervised Agriculture Experience Project <i>-Based on 10 hours of work and a record book.</i> | D 69- 60% |
| 5% Leadership & FFA <i>-Based on 2 activities during semester.</i> | 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.

Course Concepts

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

| | |
|------------------------------------|-------------------------------|
| Leadership and Agriculture Careers | Agriculture & the Environment |
| Agriculture Record Keeping | Genetics |
| The Scientific Method | DNA |
| Science and Chemistry of Biology | Genetic Engineering |
| Cells | Evolution & Ecology |
| Photosynthesis | Plant and Animal Science |
| Cellular Respiration | Human Body Systems |

Binder

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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 BIOLOGY 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

FFA Program of Activities

Support Material 8

Santa Ynez FFA's Program of Activities much of the necessary information needed for an green hand student or current member. It is due for some updating and we would like to add this as goal for the 2014-2015 school year to address this area of recognized weakness. Our chapter has grown and changed in the last couple years and we like our Program of Activities to reflection.

PROGRAM OF ACTIVITIES**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. | Usefulness -- Is the POA in a form which could reasonably be produced for members, parents, etc.? | 1-10 | |
| 2. | Organization – Is the POA presented in an organized manner? | 1-10 | |
| 3. | Spelling and Grammar | 1-10 | |
| 4. | Membership – Are the officers, committee chairs and members clearly noted? | 1-10 | |
| 5. | Accuracy and Timelines – 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

Vice President

Secretary

Treasurer

Reporter

Sentinel

Advisors

Kayla Tullis

Jacob Harrison

Kristin Martin

Izack Romero

Frances Domingos

Melissa Brocke

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: | <u>\$7450</u> |

Estimated Receipts:

| | |
|-------------------------|-----------------------|
| Football Games Receipts | \$ 6000 |
| Sale of Livestock | \$ 1000 |
| Misc. Fund-raisers | \$ 8000 |
| Total: | <u>\$ 8000</u> |

| | |
|----------------------------------|----------------------|
| Estimated Closing Balance | <u>\$ 550</u> |
|----------------------------------|----------------------|

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 14th 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.

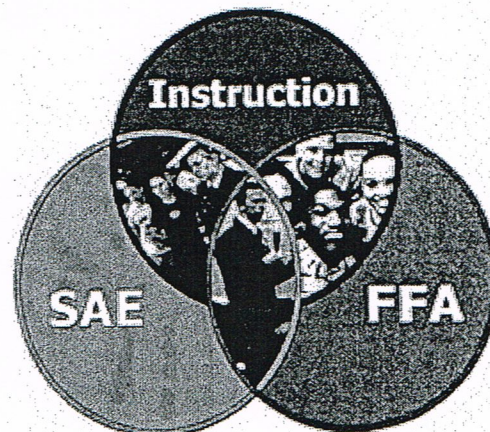
Learn. No one is born a leader; they learn to be one. What they do to prepare for the future is more important than any personality characteristic one can have. Leaders must constantly seek self-improvement and be open to constructive criticism in order to succeed.

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

| | | | |
|-----------------------|--------------------|------------------|------------------------|
| 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 | Ansemlo 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 Lassither | 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 Domigos |
| 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 | Jennifer Potterton & Shealene Laroe | Reporter | Raseann Pelka |
| Secretary | Nicole Rasmussen | Sentinel | John Perez |
| Historian | Lacie Jepsen | | |

2005-2006

| | | | |
|-----------------------|--|------------------|-----------------------|
| President | Raseann Pelka | Treasurer | Samantha Perez |
| Vice President | Lacie Jepsen & John Perez | Reporter | Kelly Loff |
| Secretary | Perla Navarro | Sentinel | Jesus Aguilera |
| Historian | Erika Haas | | |

2006-2007

| | | | |
|-----------------------|-----------------------|------------------|------------------------|
| President | Matt Brady | Treasurer | Veronica Garcia |
| Vice President | Samantha Perez | Reporter | Kasi Costa |
| Secretary | Diana Martinez | Sentinel | Shawna Lennen |

2007-2008

| | | | |
|-----------------------|------------------------|------------------|-----------------------|
| President | Samantha Perez | Treasurer | Shawna Lennen |
| Vice President | Veronica Garcia | Reporter | Diana Martinez |
| Secretary | Caitlyn Brady | Sentinel | Ian Brady |

2008-2009

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

2009-2010

| | | | |
|-----------------------|------------------------|------------------|------------------------|
| President | Connor Wolford | Treasurer | Luke Wilson |
| Vice President | Kylin Costa | Reporter | Emily Shimamura |
| Secretary | Melissa Flynn | Sentinel | Brandon Bennet |
| Historian | Emily Shimamura | Advisor | Kathy Bibby |

2010-2011

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

2011-2012

| | | | |
|-----------------------|--------------------------|------------------|------------------------|
| President | Kaitlyn Enticknap | Treasurer | Taylor Williams |
| Vice President | Brandon Bennett | Reporter | Anna Ramirez |
| Secretary | Kayla Tullis | Sentinel | Maryury Diaz |
| Advisor | Kathy Bibby | Advisor | Heather Clement |

2012-2013

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

2013-2014

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

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
1st Place Swine Showman- Novice & Intermediate- Santa Barbara County Fair

GOATS

7 Champion Breeding Goats- Santa Barbara County Fair
1st Place Goat Showman- Advanced- Santa Barbara County Fair

SHEEP

Numerous Class Winners
1st 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
1st Place Small Stock Showman- Novice, Intermediate Advanced- Santa Barbara County Fair

2013-2014 FFA ACTIVITIES

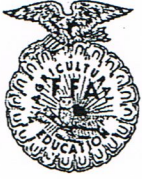
| Activity | Date | Location | Level |
|--|----------------------|--------------------|-----------|
| Home Football Game- Sell Sandwiches | August 30th | SYHS | Chapter |
| FFA Meeting | September | SYHS | Chapter |
| Home Football Game- Sell Sandwiches | September 6 | SYHS | Chapter |
| Blue Jacket 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

Recruitment Program

Support Material 9

Our current recruitment program has been implemented by Miss Clement. Our numbers have nearly double in the past four years and large part of that I believe is due to introducing students to our program before they get to the high school. They following includes our introductory follow up letter and class flyers.



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

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

Heather Clement
Agriculture Instructor
hclement@syvuhsd.org



Agriculture EARTH SCIENCE



WHAT'S IN IT FOR YOU?

HS PHYSICAL SCIENCE CREDIT

UC/CSU ELECTIVE CREDIT

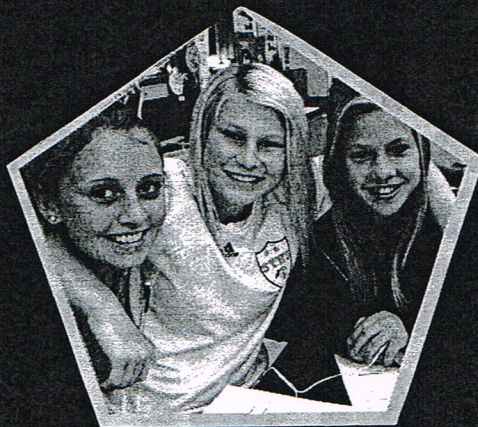
HANDS-ON FUN

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

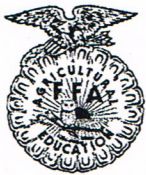
Santa Ynez Valley Union High School Agriculture Department
Instructor: Heather Clement hclement@syvuhsd.org

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
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@syvuhsd.org

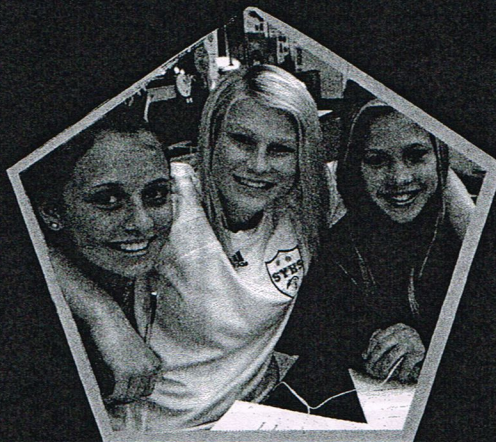
Agriculture BIOLOGY

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@syvuhd.org

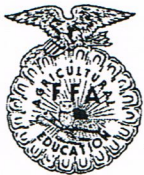
Agriculture CLASS OFFERINGS

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| Physical Education | Physical Education | Physical Education | | |

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Instructor: Heather Clement hclement@syvuhsd.org



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Agriculture Department
PO Box 398
2975 East HWY 246
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805.688.6487 ext. 3219

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Sincerely,

Kathy Bibby
Agriculture Instructor
kbibby@syvuhd.org

Heather Clement
Agriculture Instructor
hclement@syvuhd.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:

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- *NEW FRIENDS
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Santa Ynez Valley Union High School Agriculture Department
Instructor: Kathy Bibby kbibby@syvuhd.org

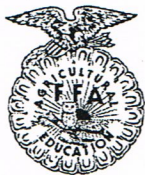
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Dear Parent/Guardian of an Agriculture Student,

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@syvuhd.org

Heather Clement
Agriculture Instructor
hclement@syvuhd.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

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- * GETTING INVOLVED
- * NEW FRIENDS
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Santa Ynez Valley Union High School Agriculture Department
Instructor: Kathy Bibby kbibby@syvuhd.org

Agriculture CLASS OFFERINGS

Why choose agriculture classes?

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| Physical Education | Physical Education | Physical Education | | |

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

Support Material 10: FFA Chapter Scrapbook

FFA Chapter Scrapbook

Support Material 10

SYV does not currently have an FFA Scrapbook, and recent one. There is an excited group of Greenhand members who would like to take the project on next year. We are excited to support these students in recording our chapter's activities in this unique way.

Support Material 11:
Summer Activities
Calendar

Summer Activities Calendar

Support Material 11

The following is a calendar of the summer plans that the FFA Advisors keep during the summer. It includes professional development, SAE supervision and school preparation.

Santa Ynez High School Agriculture Dept.

Summer Plans 2014

| Date | Activity | Location |
|-------------------------|---|---------------|
| May 27, 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 15- 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 |
|----------------------------------|---|
| Wednesday January 29th | Mandatory Exhibitor and Parent Meeting 6:00pm Little Theater |
| 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 |
| Thursday July 3rd | Mandatory Exhibitor and Parent Meeting 5:30pm Little Theatre |
| Santa Barbara County Fair | |
| 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 | |
| Fiscal Year 2013-2014 | 58.00 | 31 | 27 |
| | | | |
| 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 |
| Fiscal Year 2014-2015 | 87.00 | 40 | 47 |
| TOTAL HOURS | 145.00 | 71 | 74 |

Support Material 12: Graduate Follow Up Survey

Graduate Follow-Up Survey & Results

Support Material 12 & 13

The follow is a copy of the current graduate follow-up survey and results for this past year. After the results is a copy of the proposed digital survey that is planned to be used for the graduate of 2014. 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.

The results from our Graduate Follow Up Survey are entered into our R-2 Report. This allows us to follow up on our graduates as the move on from high school. This information helps us assists students who may qualify for degrees such as the American degree as well as see how students stay involved with agriculture in their post high school lives.

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 inutes to complete the form with thought and integrity. Please return the survey to the high school in the enclosed, stamped envelope at you 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

[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 |
| Program Completer Status | |
| Two Year College Ag Major | 6 |
| Two Year College Non-Ag Major | 5 |
| Employed - Parttime Ag Job | 1 |

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[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

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AGRICULTURE FOLLOW-UP SURVEY

Please consider and answer all the questions. Thank You!

1. Name [REDACTED] MS
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]
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

2. Permanent mailing address

3. Phone number

4. What are you doing at the present time?

_____ working full time

_____ working part time

X in school full 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
- X 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
- X 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
- X adequate space for facilities
- X modern
- old fashioned
- adequate numbers of equipment
- not enough equipment for class size
- X adequate amounts of supplies
- not enough supplies
- X well maintained
- not well maintained
- X 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?
Waiting
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 Ed/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 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?
Ala. Hancock 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
- x2. 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?
6. If in school, where are you enrolled? What is your major?
Alan 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 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?

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?
SBCC 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) _____

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

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

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

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- ☒ 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?

| | |
|---------------------------------|-----------------------------------|
| <u> </u> working full time | <u> X </u> in school full time |
| <u> </u> working part time | <u> </u> 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 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. somewhat valuable or useful
4. Of little value or use
5. Not valuable or useful

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- ☒ 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) _____

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- ☐ 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
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- ☒ disinterested
- ☐ slightly critical
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- ☐ other (please describe) _____

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- ☒ 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?
Allen 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) _____

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- 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]
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.

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- ☐ learning how to keep records
- ☐ developing a record of Ag. experience for future employment
- ☐ references
- ☒ a chance to make money
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- ☐ slightly critical
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- ☐ other (please describe) _____

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- ☐ 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?
SBCC 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:

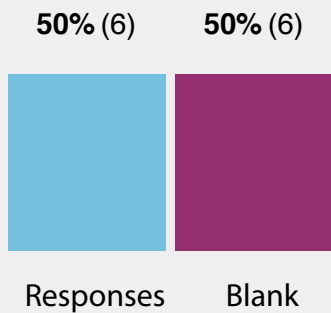
- ☐ very supportive
- ☒ supportive
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- ☐ very critical
- ☐ other (please describe) _____

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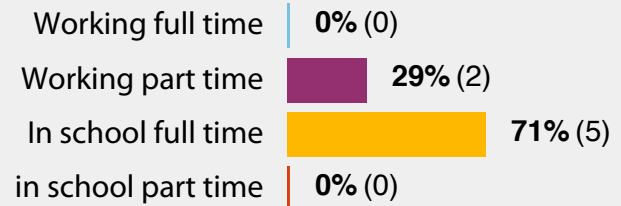
- ☐ overcrowded
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- ☐ adequate amounts of supplies
- ☐ not enough supplies
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- ☐ not well maintained
- ☐ appropriate facilities and equipment for courses taught
- ☐ not appropriate facilities and equipment
- ☐ other (please describe) _____

Permanent address and phone



* 6 total responses, 50% of submissions

What are you doing at the present time?



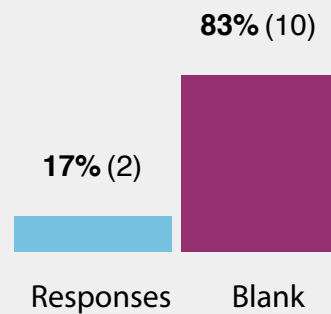
* 7 total responses, 58% of submissions

If attending school, is your major in agriculture?



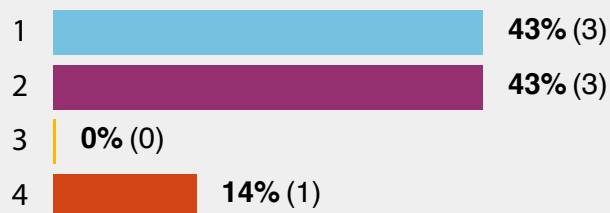
* 7 total responses, 58% of submissions

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



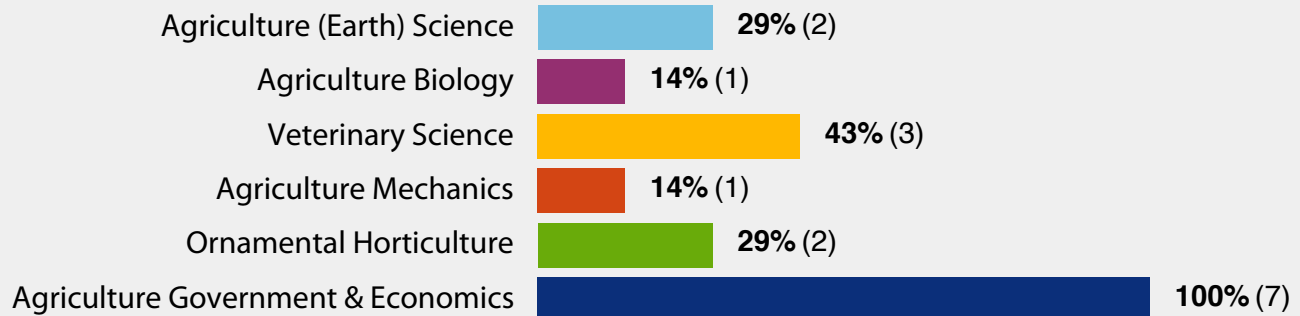
* 2 total responses, 17% of submissions

How many years were you in Ag at SYV?



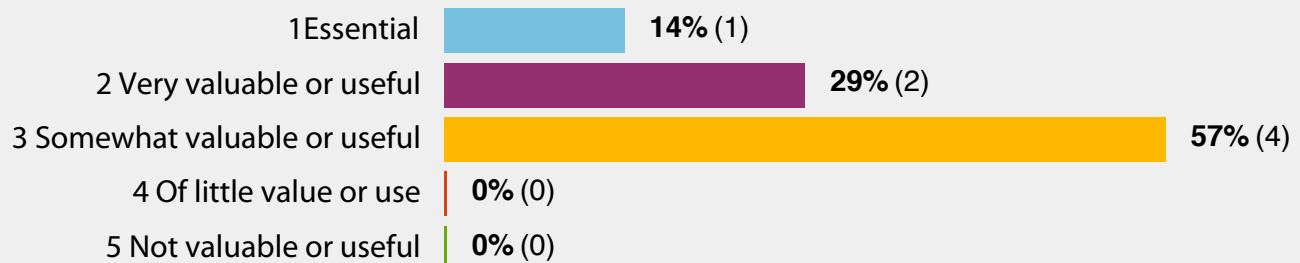
* 7 total responses, 58% of submissions

Which agriculture course did you take in high school?



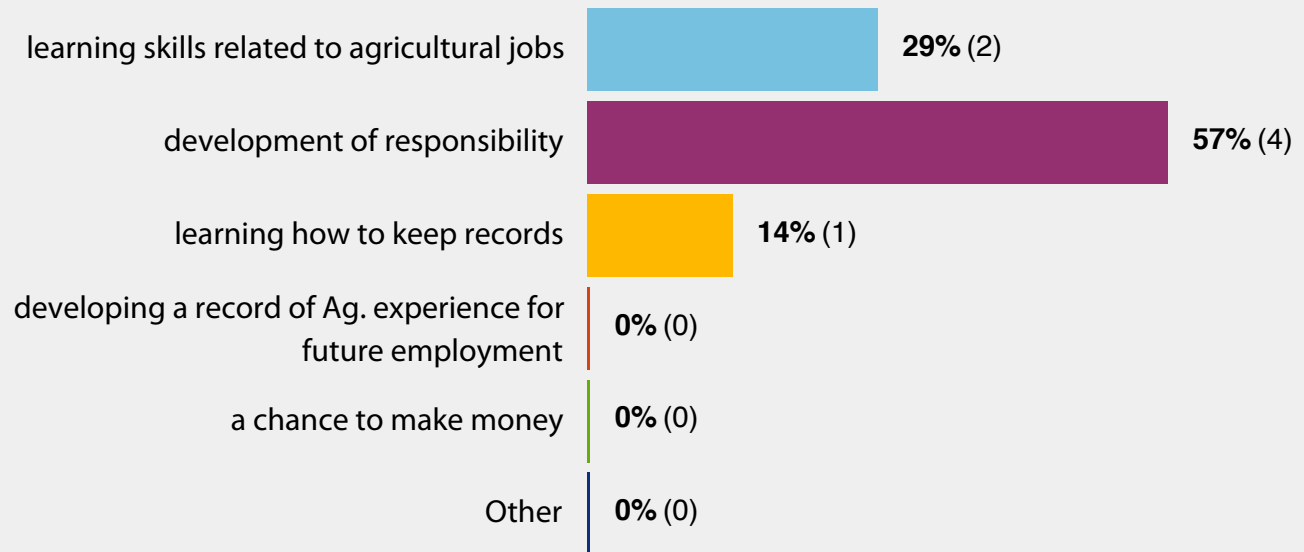
* 7 total responses, 58% of submissions

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



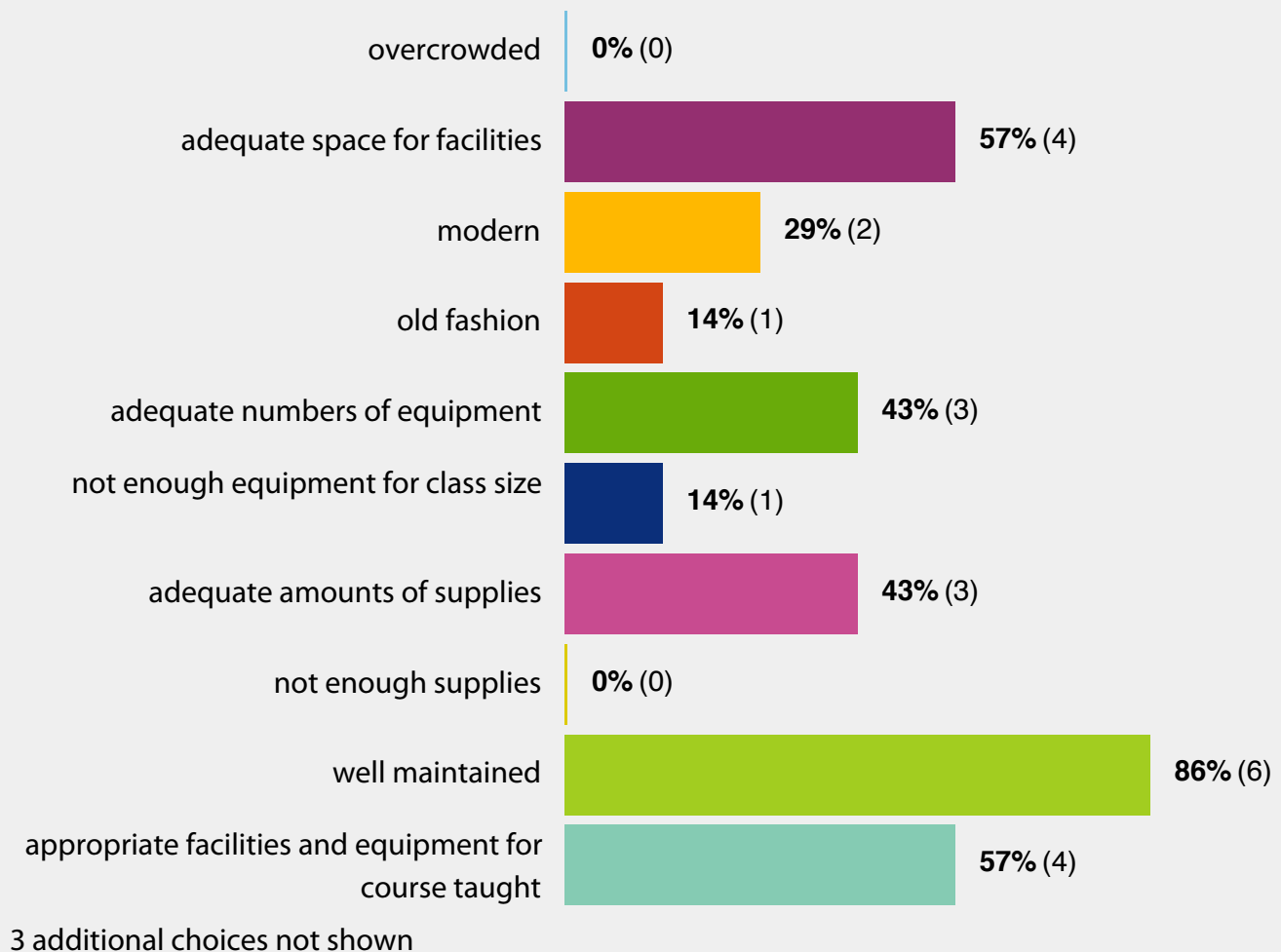
* 7 total responses, 58% of submissions

The most valuable aspect of project is:



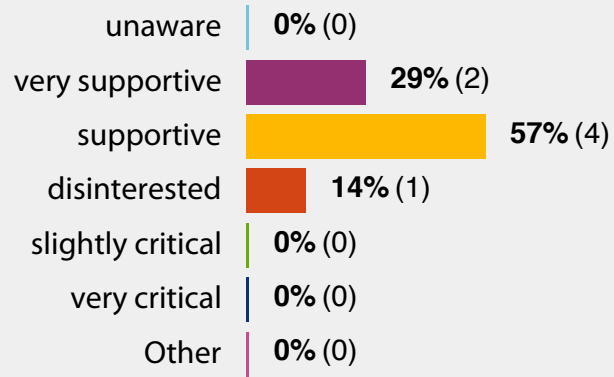
* 7 total responses, 58% of submissions

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



* 7 total responses, 58% of submissions

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



* 7 total responses, 58% of submissions

Support Material 14:
Comprehensive
Program Plan

Comprehensive Program Plan

Support Material 14

The following is a copy of the current Comprehensive Program Plan. It is a large binder the contains all the pertinent information relating to our agriculture program. It is update annually and a copy is kept on record in the office of the Regional FFA Supervisor, Greg Beard.

The process of completing the support material for this project has made is it easier to highlight the areas of the plan that are old or outdated. In the coming year it will be much easier to upgrade the existing Comprehensive Program Plan.

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 foremen
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: 12th
- 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

| | |
|---|---|
| 1. Course Title Agricultural Government Policy | 9. Subject Area <input checked="" type="checkbox"/> History/Social Science English Mathematics Laboratory Science Language other than English Visual & Performing Arts (for 2003) College Prep Elective |
| 2. Transcript Title / Abbreviation Ag Government Policy | |
| 3. Transcript Course Code / Number 1745 and 1747 | |
| 4. School Delta High School | |
| 5. District River Delta Unified School District | |
| 6. City Clarksburg | 10. Grade Level(s) 12 th grade |
| 7. School / District Web Site http://www.riverdelta.k12.ca.us | 11. Seeking "Honors" Distinction? <div style="text-align: center;">Yes <input checked="" type="checkbox"/> No</div> |
| 8. School Contact Name: Paul Gengler Title/Position: Principal Phone: (510) 748 4314 Ext.: Fax: 916-744-1673 E-mail: pgengler@riverdelta.k12.ca.us | 12. Unit Value <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) 1.0 (one year equivalent) 2.0 (two year equivalent) Other: _____ |
| | 13. Date of School Board Approval Spring 2001 |
| 14. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes 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'. | |
| 15. Is this course modeled after an UC-approved course from another school? No If so, which school(s)? | |
| 16. Pre-Requisites U.S. History | |
| 17. Co-Requisites 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:

GRADE LEVEL:

11-12

PREREQUISITE:

Science

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

Satisfies Graduation Requirement As:

Required Class ☐
Required Subject Area Elective Class ☒
Elective Requirement Option ☐

Fulfills UC/CSU Entrance Requirement

☒

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

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

- | | |
|-----------------------------------|---|
| CRITICAL THINKING SKILLS : | Various laboratory activities related to Earth Science and Agriculture, Collaborative activities and presentations |
| WRITING ASSIGNMENTS : | *Average of two assignments/activities per class period (Writing, reading, summarization and analysis) *Collaborative and individual presentations *Research/ Laboratory projects |
| READING ASSIGNMENTS : | Selected environmental, physical science and agricultural industry related articles and texts. |
| HOMEWORK : | 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: #1

GRADE LEVEL: 10th - 11th

DEPARTMENT/PROGRAM: Agriculture

CLASSIFICATION:

APPROVED TEXT: Agriscience Fundamentals and Applications
Animal Science Digest

COURSE LENGTH: Annual

PREREQUISITE: Agriculture Science or instructor approval

Satisfies Graduation Requirement As: Required Class

Required Subject Area Elective Class _____
Elective Requirement Option X

Fulfills UC/CSU Entrance Requirement 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

| 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: | 1a. Identify muscle, blood, nerve, and adipose cells. | 1a. Teacher led discussion. 1b. Student worksheets and illustrations. | 1 hour | | | | | | | | |
| | | | | | | | | | | | |
| 2. Identify the major components of various cells. | 2a. Teacher led discussion. 2b. Student illustrations and worksheets. | 1a. Agriculture Core Curriculum/ Agricultural Biology Cluster 1b. Bio-Sci laserdisk | 1 hour | | | | | | | | |
| | | | | | | | | | | | |
| 3. Explain the function of the various cell types. | 3a. Teacher led discussion. 3b. Student worksheets. | 2a. Agriculture Core Curriculum/ Agricultural Biology Cluster 2b. Bio-sci laserdisk | 1 hour | | | | | | | | |
| | | | | | | | | | | | |

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 | PSAT/SAT | Stanford |
|--|--|---|---------|------------------------------|---------|---------|-------------------|-----------------------|-----------------|----------------|---------------|------|----------|----------|
| The student will be able to: | | | | | | | | | | | | | | |
| 1. Identify both plant and animal cells. | 1. Teacher demonstration. | 1a. Agriculture Core Curriculum, Agriculture Biology Cluster. 1b. Bio-sci laserdisk | 1 hours | | | | | X | X | | | | | |
| 2. Identify the major components of both cell types. | 2a. Teacher led discussion. 2b. Students complet "Investigating a Plant Cell" activity. | 2a. Agriculture Core Curriculum, Agriculture Biology Cluster. 2b. Bio-sci laserdisk | 2 hours | | | | | 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 | GSEP | PSAT/SAT | Stanford |
|--|---|--|---------|------------------------------|---------|---------|-------------------|-----------------------|-----------------|----------------|---------------|------|----------|----------|
| The student will be able to: | | | | | | | | | | | | | | |
| 1. Describe the major watershed of California. | 1a. Teacher led discussion and demonstrations. 1b. Activity - p. 482, Draw map of California, identify watersheds and pollution problem areas. | 1. Agriculture Core Curriculum/ Agricultural Biology Cluster | 1 hours | | | | X | X | X | X | | | | |
| 2. Identify the major forest regions of California. | 2. Teacher discussion and illustrations. | 2. Agriculture Core Curriculum/ Agricultural Biology Cluster | .5 hour | | | | X | X | X | X | | | | |
| 3. Begin to appreciate the role of farmers and ranchers towards natural resources. | 3. Students locate article concerning farming/ranching, write two page paper on resources, present to class. | 3a. Agriculture Core Curriculum/ Agricultural Biology Cluster 3b. Various agricultural publications 3c. Library | 3 hours | | | | X | X | 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 | 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. Identify the major sources of energy in California. 2. 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 | | | | X | X | X | X | | | | |
| | | | 1.5 hours | | | | X | X | 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. | 1a. Teacher led discussion. 1b. Activity p. 4.95 - investigate ecosystem of 10' x 10' plot. | 1. AgricultureCore Curriculum, Agriculture Biology Cluster | 1 hours | | | | | X | X | | | | | |
| 2. Describe and give an example of three relationships that exist among organisms in a community. | 2. Activity on p. 4.96 - observe survival of planted plants vs. weeds. | 2. AgricultureCore Curriculum, Agriculture Biology Cluster. | 1 hour | | | | | X | X | | | | | |
| 3. Explain the importance of the oxygen and nitrogen cycles. | 3. Illustrate oxygen and nitrogen cycles. | 3a. Agriculture Core Curriculum, Agriculture Biology Cluster. | 1 hours | | | | | 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 | | | | | | | |
|------------------------------|---|---|---------|------------------------------|---------|-------------------|-----------------------|-----------------|----------------|---------------|------|
| | | | | Reading | Writing | Critical Thinking | Meets Model Curr. St. | Meets Framework | Teacher Design | District Exam | GSEP |
| The student will be able to: | 1. Define the term nomenclature. | 1a. Agriculture Core Curriculum, Agricultural Biology Cluster. | .5 hour | | | | | | | | |
| | 2. Explain how and why things are classified. | 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 | GSEP |
| The student will be able to: | | | | | | | | | | | |
| 1. Discuss the development of the "Kingdom Concept". | 1. Teacher led discussion. | 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. | 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. | 1a. Plant samples 1b. Agriculture Core Curriculum, Agricultural Biology Cluster. 1c/ Bio-sci laserdisk | 1.5 hours | | | X | X | X | X | | |
| | 2. Compare and contrast monocotyledons and dicotyledons. | 2a. Agriculture Core Curriculum, Agricultural Biology Cluster. 2b. Seed samples - corn, bean | 1.5 hours | | | X | 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 | 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 | 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. | 1.5 hours | | | X | X | X | X | |
| | 2. Explain light duration, intensity, and quality. | 2a. Teacher led discussion. 2b. Phototropism demonstration. | .5 hour | | | X | X | X | X | |
| | 3. Recognize moisture needs of plants. | 3. Teacher led discussion. | .5 hour | | | X | X | X | X | |
| | 4. Explain how O ₂ and CO ₂ are used by plants for growth. | 4. Teacher led discussion. | .5 hour | | | X | X | X | X | |
| | 5. List the 16 essential nutrients. | 5a. Teacher led discussion. 5b. Activity on page 5.22. | 1 hour | | | | 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: 1. 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 | | | X | | | X | | |
| | | | | | | | X | | | | |
| | | | | | | | | X | | | |
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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 | | | | | | | | |
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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 |
| The student will be able to: | 1. Explain the difference between sexual and asexual propagation. | 1a. Agriculture Core Curriculum, Agricultural Biology Cluster. pp. 5.41 and 5.47 | 1 hour | | | X | X | | X | | |
| | 2. Define pollination and discuss 4 methods by which pollen is distributed. | 2. Dissection of various types of flowers; view pollen grains from flowers under microscope, p. 5.46 | 2 hours | | | X | X | | X | | |
| | 3. Compare the advantages and disadvantages of both sexual and asexual reproduction. | 3a. Teacher led discussion. 3b. Students perform asexual propagation of plants 3c. Students perform plant propagation by seed, p. 5.54. | 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. | 1a. Teacher led discussion. 1b. Handout, pp. 5.64 and 5.65 | 1.5 hours | | | X | | X | | | |
| | 2. Explain how light affects photosynthesis. | 2. Student directed learning | 1.5 hours | | | X | | X | | | |
| | 3. Understand transpiration, cohesion-tension theory. | 3. Student directed learning. | 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 |
|--|--|--|---------------|------------------------------|---------|---------|-------------------|-----------------------|-----------------|----------------|---------------|------|----------|----------|
| <p>The student will be able to:</p> <p>1. Understand and explain the process of respiration.</p> | <p>1a. Teacher led discussion and demonstration.</p> <p>1b. Handout, p. 5.84 - comparison of photosynthesis and respiration.</p> | <p>1. Agriculture Core Curriculum, Agricultural Biology Cluster.</p> | <p>1 hour</p> | | | | | X | X | X | X | | | |

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

Agricultural Biology

16

UNIT 16: SOIL FORMING FACTORS

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

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 |
|--|--|--|------------------|------------------------------|---------|---------|-------------------|-----------------------|-----------------|----------------|---------------|------|----------|----------|
| <p>The student will be able to:</p> <p>1. Name the five major factors in the formation of soils.</p> | <p>1a. Teacher led discussion. 1b. View soil cut, identifying the soil profiles.</p> | <p>1. Agriculture Core Curriculum, Agricultural Biology Cluster.</p> | <p>1.5 hours</p> | | | | | X | X | X | X | | | |

UNIT 17: SOIL AND PLANT CULTURE

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

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: | 1a. Teacher led discussion. 1b. Students start seeds with a variety of soils. Measure germination time and plant growth. | 1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. <i>Growing Media for Landscape Plants</i> (VEP) video | 1.5 hours | | | | | | | | |
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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 | PSAT/SAT | Stanford |
|---|---|--|-----------|------------------------------|---------|---------|-------------------|-----------------------|-----------------|----------------|---------------|------|----------|----------|
| The student will be able to: | | | | | | | | | | | | | | |
| 1. List basic soil components, their relative size and texture. | 1a. Teacher demonstration. 1b. Students perform ribbon test on various soil samples. | 1a. Agriculture Core Curriculum, Agricultural Biology Cluster. 1b. Soils Manual for Land Judging. | 1.5 hours | | | | | X | X | X | X | | | |
| 2. Correctly identify the soil type of a given sample. | 2. Students perform a soil test on sample brought from home. | 2. Soil Triangle, mason jars, soap solution and instructions for soil test. | 1.5 hours | | | | | X | X | X | X | | | |

UNIT 19: INFLUENCE OF TEXTURE ON SOIL

GOAL(S):

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> <p>1. Understand the types of soil texture and how it relates to soil tilth, water use, and fertility.</p> | <p>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.</p> | <p>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.</p> | <p>3 hours</p> | | | | | | | | |
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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 | GSEP |
| The student will be able to: | 1. List four types of soil erosion. | 1a. Teacher led discussion. 1b. Complete activity: 4 examples of soil erosion within flats (4.69) | 1.5 hours | | | X | X | X | X | | |
| | 2. Describe management practices that aid in erosion control. | 2. Brainstorming | 1 hour | | | | X | X | | | |
| | 3. Understand the importance of erosion control. | 3. Teacher led discussion. | .5 hour | | | | | 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. Agriculture Core Curriculum, Agricultural Biology Cluster. | 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. | 2. Agriculture Core Curriculum, Agricultural Biology Cluster. | 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. | 3. Agriculture Core Curriculum, Agricultural Biology Cluster. | .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. Agriculture Core Curriculum, Agricultural Biology Cluster. | 1.5 hours | | | X | X | X | X | |
| | 2. Identify four methods of land preparation and seeding. | 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. 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. Teacher led discussion. | 1 hour | | | X | X | X | X | |
| | 2. Compare differences in water holding capacities and infiltration rates with sand, silt, and clay. | 2. Teacher demonstration; activity p. 5.112 | 1 hour | | | X | X | X | X | |
| | 3. Describe factors that determine water penetration. | 3. Teacher led discussion. | 1 hour | | | X | X | X | X | |

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 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 | | | X | X | X | X | | |
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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 | GSEP |
| 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. Dissection of fetal pig. 3b. Teacher led discussion. | 2 hours | | | X | X | X | X | | |
| | 4. Visually identify the respiratory and vascular system. | 4a. Fetal pig dissection. 4b. Student guided activity. | 1.5 hours | | | X | X | X | X | | |
| | 5. Understand how muscles attach and function to provide movement. | 5. Fetal pig dissection. | 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. | 2 hours | | | | X | X | X | |
| | 2. Identify feed additives and explain how each additive affects products. | 2a. Teacher led discussion. 2b. Complete supplemental worksheet. | 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 | 1 hour | | | | | X | X | |
| | 4. List vitamins and amino acids | 4a. Teacher led discussion. 4b. Identify visually, feed samples | 2 hours | | | | | X | X | |
| | 5. Describe five common nutritional diseases caused by vitamin or mineral deficiencies. | 5a. Teacher led discussion. 5b. Completion of supplemental worksheet. | 2 hours | | | | | 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. | 1.5 hours | | | | | 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 | X | X | X | X |
| | 2. Perform basic administration of antihelmentics. | 2a. Teacher demonstration. 2b. Guide student practice. | 1.5 hours | | | X | X | X | 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 | 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 |
| The student will be able to: | 1. Explain all the phases of mitosis. | 1. Teacher lecture. | 1.5 hours | | | X | X | X | X | |
| | 2. Explain all the phases of meiosis. | 2. Teacher lecture | 1.5 hours | | | X | X | X | X | |
| | 3. Draw and describe the difference between oogenesis and spermatogenesis. | 3a. Teacher led discussion. 3b. Supplemental worksheet p. 7.16 | 1.5 hours | | | 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" | 1.5 hours | | | 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 | 2 hours | | | 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. | 1a. Record book. 1b. Instructional manual | 1.5 hours | | | X | X | X | X | X |
| | 2. Complete a business agreement; covering capital, labor, management, and facilities. | 2a. Record Book 2b. Instructional manual | 1.5 hours | | | X | X | X | X | X |
| | 3. Complete a budget of projected costs and receipts. | 2a. Record Book 2b. Instructional manual | 1 hour | | | X | X | X | X | X |
| | 4. Accurately enter receipts and expenses in a double entry accounting system. | 2a. Record Book 2b. Instructional manual | 4.5 hours | | | X | X | X | X | X |
| | 5. Inventory non-depreciable property. | 2a. Record Book 2b. Instructional manual | 1 hour | | | X | X | X | X | X |
| | 6. Complete an income summary and year-end financial summary. | 2a. Record Book 2b. Instructional manual | 1.5 hour | | | X | X | 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 |
| <p>The student will be able to:</p> <ol style="list-style-type: none"> 1. Develop a hypothesis through library and computer research. 2. Conduct an experiment to test the hypothesis. 3. Analyze test results and form a conclusion. 4. Complete a written research paper and present an oral presentation to the class. | 1. Guided student activity. | Library, computer, lab, texts in class. | 1.5 hours | X | X | X | X | X | X | X | X |
| | 2. Guided student activity. | | 3 hours | X | X | X | X | X | X | X | X |
| | 3. Guided student activity. | | 4 hours | X | X | X | X | X | X | X | X |
| | 4. Guided student activity. | | 3 hours | 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> | 5 |
| | a. Course Overview | |
| | b. ROP Regulations | |
| | c. General Safety | |
| II. | <u>Arc Welding</u> | 15 |
| | 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 . | |
| III. | <u>Oxyacetylene Welding</u> | 10 |
| | 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) | |
| IV. | <u>Gas Metal Arc Welding</u> | 10 |
| | 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) | |
| V. | <u>Fasteners</u> | 3 |
| | a. Types and Uses of Fasteners | |
| | b. Selecting Fasteners | |
| | c. Field Trip to Orchard Supply Hardware | |
| VI. | <u>Concrete/Masonry</u> | 15 |
| | a. Ingredients & Characteristics of Concrete | |
| | b. Concrete Proportions | |
| | c. Estimating Concrete Materials | |

| <u>Unit</u> | <u>Hours</u> |
|---|--------------|
| <ul style="list-style-type: none"> d. Form Preparation and Reinforcement e. Placing, Finishing, and Curing f. Laying Masonry Units | |
| VII. <u>Metalworking</u> | 9 |
| <ul style="list-style-type: none"> a. Metalworking Safety b. Identification & Use of Basic Metalworking Tools c. Types & Properties of Common Metalworking Materials d. Layout and Transferring on Metal e. Sheet Metalwork f. Cold Metalwork g. Hot Metalwork | |
| VIII. <u>Project Design</u> | 6 |
| <ul style="list-style-type: none"> a. Preparing a Working Drawing b. Project Planning/Job Estimation & Construction | |
| IX. <u>Woodworking</u> | 15 |
| <ul style="list-style-type: none"> a. Selecting Wood & Lumber b. Measuring & Marking Wood c. Woodworking Hand Tools d. Woodworking Power Tools e. Fastening Wood Joints f. Building Construction | |
| X. <u>Tool Use and Maintenance</u> | 10 |
| <ul style="list-style-type: none"> a. Shop Cleaning and Tool Storage b. Shop Safety Practices & Hand Tools c. Tool Identification, Safety and Use d. Tool Selection for the Ag Mechanics Shop e. Sharpening Hand Tools and Grinder Safety f. Grinder and Wheel Selection g. Tool Sharpening Procedures h. Tool Handle Fitting i. Cutting Tool Construction and Repair j. Demonstration by Farm Supply k. Field Trip to Orchard Supply Hardware | |
| XI. <u>Use of Manuals</u> | 5 |
| <ul style="list-style-type: none"> a. Operator's Manual b. Service Schedules c. Field Trip to Coast Rock & Construction Site | |
| XII. <u>Equipment Operation and Maintenance</u> | 12 |
| <ul style="list-style-type: none"> a. Equipment Operation Safety b. Oil & Oil Filter Maintenance c. Air Filter Maintenance d. Fuel Filter Maintenance | |

| Unit | Hours |
|--|------------|
| <ul style="list-style-type: none"> e. Battery Maintenance f. Hydraulic System Maintenance g. Hazardous Agricultural Chemicals h. In Field Operations i. Tractor Operation j. Forklift Driving k. In Field Safety | |
| XII. <u>Job Seeking Skills/General Workplace Skills</u> | 20 |
| <ul style="list-style-type: none"> a. Job Search Fundamentals b. Résumé and Employment Applications c. The Employment Interview d. General Workplace Skills <ul style="list-style-type: none"> (1) Job Attitudes/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 (8) Field Trips to Workplaces and Farm Implement Dealers e. Supervised Occupational Experience Program (S.O.E.P.) | |
| 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:

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

EMPLOYABILITY 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

Certifying Instructor

Course Grade

Date _____

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 & 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. | <u>Fertilizers</u> A. Necessity of B. Major and minor nutrient requirements C. Different types D. Application methods E. Excess/deficiency signs | 20 |
| X. | <u>Basic Floral Design</u> A. Corsage construction B. Dried flower arranging C. Fresh flower arranging D. Color bowls E. Dish gardens | 40 |
| XI. | <u>Pesticides</u> 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 | 20 |
| XII. | <u>Introduction to Marketing & Distribution Skills</u> A. Telephone techniques B. Serving the customer (retail and wholesale) C. Basic sales techniques D. Displays of plant materials | 15 |
| XIII. | <u>Plant Identification</u> A. Name and know 75 house plants B. Name and know 75 landscape plants | 20 |
| XIV. | <u>Tools and Materials</u> A. Hand tools B. Power tools C. Injector systems D. Propagation materials | 20 |
| XV. | <u>Greenhouse Management</u> A. Basic budgeting B. Supply orders | 10 |
| XVI. | <u>Basic Landscaping</u> A. Design B. Maintenance C. Installation | 40 |

Ornamental Horticulture (course outline continued)

| <u>Unit</u> | <u>Hours</u> |
|--|--------------|
| XVII. <u>Job Seeking Skills/General Workplace Skills</u> | 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 | Sheepherder |
| 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 | |
| A. | Job Application Forms | 4 |
| 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 | |
| A. | Basic Equipment Commonly Used With All Breeds | 10 |
| 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</u> 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 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

| | | |
|---|--------------------------------|----|
| <ul style="list-style-type: none"> B. Show Dress/Uniform C. Entry Rules <ul style="list-style-type: none"> 1. Health Papers 2. Owner 3. Weight Division D. Presentation of Exhibit <ul style="list-style-type: none"> 1. Judging schedules 2. Judging criteria 3. Awards 4. Displays E. Fair Entries <ul style="list-style-type: none"> 1. Registration procedures and dates 2. Completing forms and applications 3. Fees and schedules 4. Advisors | | |
| VI. | FAIR CONDUCT AND DRESS | 3 |
| <ul style="list-style-type: none"> A. Proper Dress/Uniform B. Knowledge of Local Rules C. Conduct on Fair Grounds D. Project Buyer | | |
| VII. | LIVESTOCK DISPLAY | 10 |
| <ul style="list-style-type: none"> A. Condition of Display <ul style="list-style-type: none"> 1. Cleanliness 2. Arrangement 3. Equipment 4. Seating B. Display Signs and Poster <ul style="list-style-type: none"> 1. Consumer information 2. Project information 3. Presenter information C. Fire and Safety Control | | |
| VIII. | JUNIOR FAIR BOARD | 1 |
| <ul style="list-style-type: none"> A. Eligibility B. Function | | |
| IX. | JUNIOR LIVESTOCK AUCTION | 8 |
| <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> A. Load-Out B. Equipment Inventory and Maintenance C. Publicity D. Thank-You Letters | | |

LIVESTOCK MANAGEMENT III (continued)

| | <u>Hours</u> |
|--|------------------|
| XI. HOW TO APPLY FOR A JOB | |
| A. Job Application | 6 |
| 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 | <u>160 Hours</u> |

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 at 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

| | |
|--|--|
| FRESHMAN YEAR: English Math Physical Science Physical Education Freshman Core Foreign Language Agriculture Earth Science | SOPHOMORE YEAR: English Math World Cultures Agriculture Biology Foreign Language Agriculture elective or other elective |
| JUNIOR YEAR: English Math US History Veterinary Science Ag. Mechanics, Ornamental Horticulture | SENIOR YEAR: 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 |

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.

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

Vice President

Secretary

Treasurer

Reporter

Sentinel

Advisors

Kayla Tullis

Jacob Harrison

Kristin Martin

Izack Romero

Frances Domingos

Melissa Brocke

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: | <u>\$7450</u> |

Estimated Receipts:

| | |
|-------------------------|-----------------------|
| Football Games Receipts | \$ 6000 |
| Sale of Livestock | \$ 1000 |
| Misc. Fund-raisers | \$ 8000 |
| Total: | <u>\$ 8000</u> |

| | |
|----------------------------------|----------------------|
| Estimated Closing Balance | <u>\$ 550</u> |
|----------------------------------|----------------------|

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 14th 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.

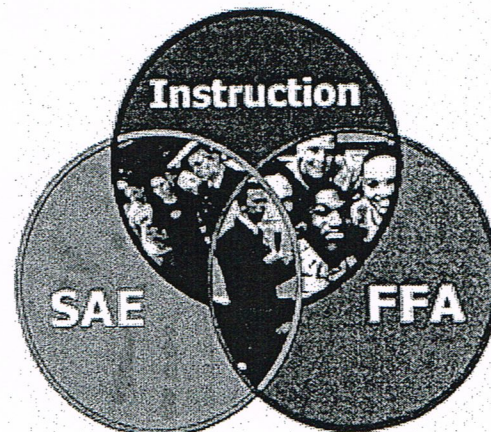
Learn. No one is born a leader; they learn to be one. What they do to prepare for the future is more important than any personality characteristic one can have. Leaders must constantly seek self-improvement and be open to constructive criticism in order to succeed.

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

| | | | |
|-----------------------|--------------------|------------------|------------------------|
| 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 | Ansemlo 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 Lassither | 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 Domigos |
| 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 | Jennifer Potterton & Shealene Laroe | Reporter | Raseann Pelka |
| Secretary | Nicole Rasmussen | Sentinel | John Perez |
| Historian | Lacie Jepsen | | |

2005-2006

| | | | |
|-----------------------|--|------------------|-----------------------|
| President | Raseann Pelka | Treasurer | Samantha Perez |
| Vice President | Lacie Jepsen & John Perez | Reporter | Kelly Loff |
| Secretary | Perla Navarro | Sentinel | Jesus Aguilera |
| Historian | Erika Haas | | |

2006-2007

| | | | |
|-----------------------|-----------------------|------------------|------------------------|
| President | Matt Brady | Treasurer | Veronica Garcia |
| Vice President | Samantha Perez | Reporter | Kasi Costa |
| Secretary | Diana Martinez | Sentinel | Shawna Lennen |

2007-2008

| | | | |
|-----------------------|------------------------|------------------|-----------------------|
| President | Samantha Perez | Treasurer | Shawna Lennen |
| Vice President | Veronica Garcia | Reporter | Diana Martinez |
| Secretary | Caitlyn Brady | Sentinel | Ian Brady |

2008-2009

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

2009-2010

| | | | |
|-----------------------|------------------------|------------------|------------------------|
| President | Connor Wolford | Treasurer | Luke Wilson |
| Vice President | Kylin Costa | Reporter | Emily Shimamura |
| Secretary | Melissa Flynn | Sentinel | Brandon Bennet |
| Historian | Emily Shimamura | Advisor | Kathy Bibby |

2010-2011

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

2011-2012

| | | | |
|-----------------------|--------------------------|------------------|------------------------|
| President | Kaitlyn Enticknap | Treasurer | Taylor Williams |
| Vice President | Brandon Bennett | Reporter | Anna Ramirez |
| Secretary | Kayla Tullis | Sentinel | Maryury Diaz |
| Advisor | Kathy Bibby | Advisor | Heather Clement |

2012-2013

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

2013-2014

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

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
1st Place Swine Showman- Novice & Intermediate- Santa Barbara County Fair

GOATS

7 Champion Breeding Goats- Santa Barbara County Fair
1st Place Goat Showman- Advanced- Santa Barbara County Fair

SHEEP

Numerous Class Winners
1st 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
1st 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 |

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 gain 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

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:

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

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.

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)

(R1E) 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*

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.
Executive Director, Commission on Teacher Credentialing

Arnold Schwarzenegger
Arnold Schwarzenegger
Governor, State of California

Dr. Sam W. Shofford
Dr. Sam W. Shofford
Executive Director, Commission on Teacher Credentialing

Kathy

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Rick Spettel Landscapes
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Harrison's Hardware
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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 Vallely Union High School District
(District)

Signature of Agriculture Teacher
Responsible for the Program

Kathy Bibby

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 | 1,200.00 | 2,200.00 |
| 3 | 5000 | Services and other Operating | 1 truck lease | 3,235.00 | 2,486.00 |
| 4 | | Expenses such as Personal | 2 travel/conferences | 2,070.00 | |
| 5 | | Services of Consultants, Staff | 3 Farm manager | 1,500.00 | |
| 6 | | Travel, and Conference; Rentals, | 4 | | |
| 7 | | leases, and Repairs; Bus | 5 | | |
| 8 | | Transportation | Subtotal for 5000 | 6,805.00 | 2,486.00 |
| 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 | | |
| 13 | | replacement | Subtotal for 6000 | 5,623.00 | 71,200.00 |
| 14 | | | Total for 4000- 6000 Lines 2,8,13 | 13,628.00 | 75,886.00 |

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.

| 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 | 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 10/14/08Signature - 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 |
|--|----------------|----------------------|---------------------|---------------------------|-------------------|
| Certificated Personnel Salaries | | | | | |
| 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 |
| Classified Personnel Salaries | | | | | |
| 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 |
| Employee Benefits | | | | | |
| 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 |
| Books and Supplies | | | | | |
| 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 |
| Services and Other Operating Expenditures | | | | | |
| 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

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

From 7/1/2007 to 6/30/2008

Resource 7010 -- Agricultural Vocational Education

| Post Date | Doc Nbr | Doc Date | Fund | Rsrc | Yr | Goal | Func | Obj | Schl | Mgmt | Unit | Amount | Type | Description |
|------------------------------|-----------|------------|------|------|----|------|------|------|------|------|------|----------|------|--------------------------------|
| 12/27/2007 | PO 208285 | 12/27/2007 | 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 |
| 3/7/2008 | PO 208285 | 3/7/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 200.80 | ACT | TEMPLETON FEED & GRAIN 1495616 |
| 3/14/2008 | PO 208285 | 3/14/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 155.00 | ACT | TEMPLETON FEED & GRAIN 1497014 |
| 3/21/2008 | PO 208535 | 3/21/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 83.31 | ACT | STUPPY GREENHOUSE SOLU 1498742 |
| 3/21/2008 | PO 208285 | 3/21/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 175.20 | ACT | TEMPLETON FEED & GRAIN 1498744 |
| 4/11/2008 | PO 208551 | 4/11/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 88.35 | ACT | PIESTONE VETERINARY S 1502207 |
| 4/14/2008 | RC 313801 | 4/14/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | -99.00 | ACT | FEED/GRAIN OFFSET TEMPLTN FEED |
| 4/18/2008 | PO 208284 | 4/18/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 1,152.00 | ACT | A F J FARMING 1503388 |
| 4/18/2008 | PO 208285 | 4/18/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 62.00 | ACT | TEMPLETON FEED & GRAIN 1503409 |
| 4/28/2008 | RC 313806 | 4/28/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | -94.00 | ACT | AG FEED REIMB. |
| 5/9/2008 | PO 208638 | 5/9/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 192.40 | ACT | FARM SUPPLY 1507098 |
| 5/9/2008 | PO 208215 | 5/9/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 120.68 | ACT | SANTA YNEZ VALLEY HARD 1507109 |
| 5/9/2008 | PO 208285 | 5/9/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 186.00 | ACT | TEMPLETON FEED & GRAIN 1507112 |
| 5/30/2008 | PO 208665 | 5/30/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 137.54 | ACT | WINDMILL NURSERY 1511135 |
| 6/6/2008 | PO 208601 | 6/6/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 50.80 | ACT | FOREST FARM 1512356 |
| 6/6/2008 | PO 208215 | 6/6/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 141.29 | ACT | SANTA YNEZ VALLEY HARD 1512373 |
| 6/6/2008 | PO 208285 | 6/6/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 186.00 | ACT | TEMPLETON FEED & GRAIN 1512377 |
| 6/13/2008 | PO 208375 | 6/13/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | 213.43 | ACT | HAY-BOSS 1513759 |
| 6/20/2008 | PO 208385 | 6/20/2008 | 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 |
| 6/30/2008 | RC 313825 | 6/25/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | -66.00 | ACT | AG FEED REIMB |
| 6/30/2008 | RC 313824 | 6/30/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4300 | 000 | 0000 | 0000 | -222.50 | ACT | AG FEED REIMB. |
| Total Materials and Supplies | | | | | | | | | | | | 5,510.24 | | |

Selection Criteria: District = 33; Resource = 7010; TransactionClass = ACT Filtered By: District Admin

Data Refreshed: 9/18/2008 6:28 AM

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 |
| 5/9/2008 | DP 010273 | 5/9/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4370 | 000 | 0000 | 0000 | 26.41 | ACT | MCCORMIX CORPORATION 1504653 |
| 5/9/2008 | DP 010272 | 5/9/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4370 | 000 | 0000 | 0000 | 223.96 | ACT | CHEVRON & TEXACO CARD 1507093 |
| 5/30/2008 | DP 010310 | 5/30/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4370 | 000 | 0000 | 0000 | 86.43 | ACT | MCCORMIX CORPORATION 1507105 |
| 6/13/2008 | DP 010333 | 6/13/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4370 | 000 | 0000 | 0000 | 344.29 | ACT | CHEVRON & TEXACO CARD 1511114 |
| 6/30/2008 | AP 000001 | 7/1/2008 | 01 | 7010 | 0 | 1130 | 1000 | 4370 | 000 | 0000 | 0000 | 46.10 | ACT | MCCORMIX CORPORATION 1513763 |
| Total Materials and Supplies, Fuel/Oil/Transportation | | | | | | | | | | | | 137.94 | ACT | CHEVRON TEXACO |
| | | | | | | | | | | | | 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 | SVY UNION HIGH SCHOOL 1497011 |
| 3/14/2008 | PO 208525 | 3/14/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5200 | 802 | VIST | 0000 | 120.00 | ACT | SVY UNION HIGH SCHOOL 1497011 |
| 3/14/2008 | PO 208524 | 3/14/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5200 | 803 | KABI | 0000 | 219.52 | ACT | SVY 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

From 7/1/2007 to 6/30/2008

Resource 7010 -- Agricultural Vocational Education

| 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 |
| 3/14/2008 | TC 080045 | 3/14/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5200 | 804 | KABI | 0000 | 84.00 | ACT | KATHY BIBBY |
| 4/30/2008 | TC 080043 | 5/2/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5200 | 802 | VIST | 0000 | 241.00 | ACT | VICKI STOREY |
| 4/30/2008 | TC 080044 | 5/2/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5200 | 803 | KABI | 0000 | 241.00 | ACT | KATHY BIBBY |
| 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 |
| Total Dues and Memberships | | | | | | | | | | | | 140.00 | | |

1512347

Object 5600 -- Rentals, Leases, Repairs and Non-Capitalized Improvements

| | | | | | | | | | | | | | | |
|---|-----------|------------|----|------|---|------|------|------|-----|------|------|----------|-----|--------------------------------|
| 7/3/2007 | DP 009724 | 8/3/2007 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 8/24/2007 | DP 009765 | 8/24/2007 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 9/14/2007 | DP 009807 | 9/14/2007 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 10/12/2007 | DP 009861 | 10/12/2007 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 11/16/2007 | DP 009940 | 11/16/2007 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 12/14/2007 | DP 009994 | 12/14/2007 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 1/18/2008 | DP 010066 | 1/18/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 2/15/2008 | DP 010104 | 2/15/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 3/14/2008 | DP 010163 | 3/14/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 4/11/2008 | DP 010217 | 4/11/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 5/16/2008 | DP 010289 | 5/16/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 6/12/2008 | JE 000039 | 6/12/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 414.41 | ACT | GMAC |
| 6/13/2008 | DP 010332 | 6/13/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 748.00 | ACT | CLAY'S SEPTIC & JETTIN 1515173 |
| 6/20/2008 | PO 208688 | 6/20/2008 | 01 | 7010 | 0 | 1130 | 1000 | 5600 | 000 | 0000 | 0000 | 3,234.46 | | |
| Total Rentals, Leases, Repairs and Non-Capitalized Improvements | | | | | | | | | | | | 7,200.00 | | |

1479876

1483046

1486594

1795227

1702125

1707146

1711965

1491934

1496987

1502197

1508401

1513758

1515173

Object 5800 -- Professional/Consulting Services and Operating Expenditures

| | | | | | | | | | | | | | | |
|------------|-----------|------------|----|------|---|------|------|------|-----|------|------|----------|-----|--------------------------------|
| 10/23/2007 | JE 000007 | 10/23/2007 | 01 | 7010 | 0 | 0000 | 8500 | 5800 | 000 | 0000 | 0000 | 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 | 0000 | 72.74 | ACT | R BONDIETTI AG BARN FRM R 9010 |

Filtered By: District Admin

Selection Criteria: District = 33; Resource = 7010; TransactionClass = ACT

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 WIRELESS 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 | | |

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 |
|---|-----------|-----------|------|------|----|------|------|------|------|------|------|-----------|------|--------------------------------|
| Object 8590 -- All Other State Revenue | | | | | | | | | | | | | | |
| 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



ARTICULATION AGREEMENT

Allan Hancock Joint Communtiy 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 | Units |
|---|-------|
| WELDING TECHNOLOGY 106 <i>Beginning Welding</i> | 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)



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 _____

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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

| | |
|--|----|
| Total Seniors (Year=2011): | 44 |
| Total Seniors having completed 3 or more years of Ag Instruction: | 12 |
| Program Completer Status | |
| Two Year College Ag Major | 4 |
| Two Year College Non-Ag Major | 4 |
| Four Year College Ag Major | 1 |
| Four Year College Non-Ag Major | 1 |
| Military | 1 |
| Location or Position Unknown | 1 |

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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

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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

| | |
|--|----|
| Total Seniors (Year=2010): | 34 |
| Total Seniors having completed 3 or more years of Ag Instruction: | 13 |
| Program Completer Status | |
| Two Year College Ag Major | 4 |
| Two Year College Non-Ag Major | 4 |
| Four Year College Ag Major | 2 |
| Four Year College Non-Ag Major | 1 |
| Location or Position Unknown | 2 |

Graduate Follow-up

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

Graduates for Spring: 2011

Go

| 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 |

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Count: 13

Graduate Follow-up Report

Year=2010

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

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| | |
|--|----|
| Total Seniors (Year=2009): | 47 |
| Total Seniors having completed 3 or more years of Ag Instruction: | 15 |
| Program Completer Status | |
| Two Year College Ag Major | 5 |
| Two Year College Non-Ag Major | 6 |
| Four Year College Non-Ag Major | 2 |
| Employed - Parttime Non-Ag Job | 1 |
| Location or Position Unknown | 1 |

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Graduate Follow-up Report

Year=2009

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

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| | |
|--|----|
| Total Seniors (Year=2008): | 51 |
| Total Seniors having completed 3 or more years of Ag Instruction: | 15 |
| Program Completer Status | |
| 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 |

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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 |

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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 |

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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 |

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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 |
| Program Completer Status | |
| 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 |

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GRADUATE FOLLOW-UP SURVEY

The following graduate follow-up survey is distributed to graduates of the Santa Ynez Valley Union High School Agriculture Program. Graduates are asked to complete the survey, and return it to the agriculture department. The surveys are evaluated to determine areas of improvement to best meet the needs of the students.

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 Instructor
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) _____

SANTA BARBARA COUNTY EDUCATION OFFICE REGIONAL OCCUPATIONAL PROGRAM - NORTH

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 apportionment.

COOPERATIVE /COMMUNITY CLASSROOM MASTER TRAINING LIST

| STUDENT NAME | TRAINING SITE | SITE SUPERVISOR NAME | NORMAL TRAINING DAYS/HOUR | START DATE | END DATE | COMMUNITY CLASS | CO-OP CLASS | WK. PERMIT ON FILE (CO-OP ONLY) | TRAINING PLAN & AGREEMENT ON FILE |
|-----------------|----------------|----------------------|---------------------------|------------|----------|-----------------|-------------|---------------------------------|-----------------------------------|
| Abdallah ARCHER | LOSSON RANCH | TRACY LLOYD | VARIES | 9/2/08 | | | ✓ | | ✓ |
| BRADY | SYTHERPOND | BATES | AMDAV 9/10/08 | | | ✓ | | | ✓ |
| BRAMSEN | AEA HAY | JACOBSEN | VARIES | | | | ✓ | | ✓ |
| CABRERA | SYRTHOSP | | | | | | ✓ | | ✓ |
| DEATS | BUELTON VET | | | | | | ✓ | | ✓ |
| DELVALLE-MACKIE | BRANQUINHO | B. BRANQUINHO | VARIES | | | | | | |
| DONOVAN | | | | | | | | | |
| GARCIA | EVERGREEN ARMS | | | | | | ✓ | | ✓ |
| GODEL | ALAMO PINTADO | PARKER | VARIES | 9/8/08 | | ✓ | | | ✓ |
| GUERRA | SYTHERPOND | | | | | ✓ | | | ✓ |
| KASLOW | ROUNDUP RANCH | J. SANCHEZ | | | | ✓ | | | |
| LOWRY | R. DESTINY | S. MERCHANT | VARIES | 8/27 | | ✓ | | | ✓ |
| MARTINEZ | HUI-CHU-CHU | | | | | ✓ | | | |
| MERCHANT | R. DESTINY | S. MERCHANT | VARIES | 8/27 | | ✓ | | | ✓ |
| PEDAG | | | | | | | | | |
| SANCHEZ | ROUNDUP RANCH | | | | | ✓ | | | |
| SNOW | SANTA LUCIA | V. SNOW | VARIES | 8/27 | | | ✓ | | ✓ |

Y. M. VET
Teacher/Coordinator Verification

**SANTA BARBARA COUNTY EDUCATION OFFICE
REGIONAL OCCUPATIONAL PROGRAM - NORTH**

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 apportionment.

COOPERATIVE /COMMUNITY CLASSROOM MASTER TRAINING LIST

[illegible]

Teacher/Coordinator Verification

R.O.P. ANIMAL CARE I & 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 | SYVS 4-H Hearts / Dr. Evans | Jan Brown | 686-1106 | PM's & weekends | 9/2/97 | | X | | | X |
| Duckett, Michelle | Buellton Livestock Market | Beth Komenda | 688-6491 | Alt. Thurs 1-5 | 9/15/97 | | | X | | X |
| Duckett, Michelle | Jedlicka's | Bill Kratka | 688-2626 | Sat 9-5/Sun 10-4:30 | 9/2/97 | | | X | | X |
| Duckett, Michelle | Buellton Livestock Market | Beth Komenda | 688-6491 | Alt. Thurs 1-5 | 9/2/97 | | | X | | X |
| Dunn, D.J. | Jedlicka's | Bill Kratka | 688-2626 | Sat 9-5/Sun 10-4:30 | 9/2/97 | | | X | | X |
| Dunn, D.J. | Santa Ynez High School Farm | Kathy Bibby | 688-6487 | PM's & weekends | 9/2/97 | | X | | | X |
| Flora, Missy | Demitri'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 | Buellton Livestock Market | Beth Komenda | 688-6491 | Alt. Thurs 1-5 | 9/2/97 | | | 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 |
| Keegan, Conor | 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 |
| Kratka, Steve | Jedlicka's | Bill Kratka | 688-2626 | Sat 9-5/Sun 10-4:30 | 9/2/97 | | | 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 |
| Martinov, Aleah | Kristen Ferguson Stables | Kristen Ferguson | 686-3014 | W 3-5, WE varies | 9/2/97 | | X | | | X |
| Monlot, 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 | Buellton Livestock Market | Beth Komenda | 688-6491 | Alt. Thurs 1-5 | 10/14/97 | | | X | | X |
| Soria, Vanessa | Country Acres Kennel | Alinda Soria | 688-0227 | varied afternoons | 9/2/97 | | X | | | X |
| Stribling, Denise | Lil' 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 |
| Tevis, Krista | Specifically Equine Vet | Joan Samuels, DVM | 688-2334 | PM's & weekends | 9/2/97 | | | 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

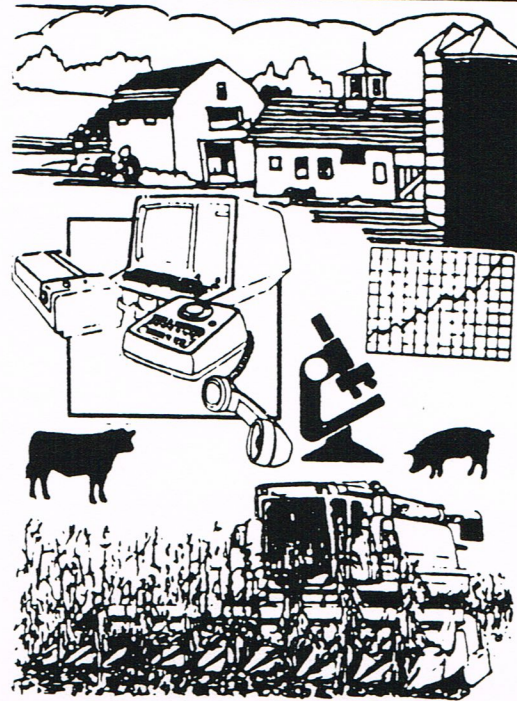
AGRICULTURAL EDUCATION

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 th Grade | 10 th Grade | 11 th Grade | 12 th 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/ AG BUSINESS & ECONOMICS |
| SCIENCE | Physical Science | AG BIOLOGY | Chemistry, Applied Chemistry, AP Biology | AP Chemistry, AP Biology, Physics, Conceptual Physics |
| AGRICULTURE | AG SCIENCE | YOUR CHOICE OF AG COURSE | YOUR CHOICE OF AG COURSE | YOUR CHOICE OF AG COURSE |
| 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

Agriculture Course Description

Agriculture Science – (UC/CSU approved) This class is a basic introduction into the world of agriculture and technology. Students will learn basic animal and plant science, introductory biology, food science and processing. The class will emphasize leadership skills, public speaking, and the benefits of being a member of the FFA Organization. Students receive hands on training through the use of an on-campus farm laboratory, with beef, sheep, and swine facilities, an operating greenhouse and garden areas. This is a fun, hands-on class that promotes “learn-by-doing”.

Agriculture Biology – (UC/CSU approved) Ag. Biology is an interactive class focusing on every aspect of biology through the use of hands on concepts. The course includes studying cell life, growth and reproduction, plant and animal genetics, animal nutrition, health and diseases, plant growth and reproduction, and soil science. The students utilize the on-campus farm laboratory for hands-on learning opportunities.

Agriculture Business & Economics – (UC/CSU approved) This year long course focuses on economics skills and marketing through the development and sale of an agriculture related product. Life skills such as resumes, applications, interview skills, and public speaking are emphasized.

ROP Ornamental Horticulture – (UC/CSU approved) Students will focus on plant identification, production, and general care of crops and plants. Landscaping, floral design, plant propagation, soils, sales and marketing, resumes are all covered in the course. Students will utilize the greenhouse and garden areas with hands-on activities.

ROP Animal Care – (UC/CSU approved) This class offers skills needed for employment in the animal science industry. Students are expected to obtain employment in the area of animal care while enrolled in the class. This class provides instruction in the areas of animal care, behavior, reproduction, and nutritional needs.

ROP Agriculture Mechanics Students learn all aspects of mechanics through hands-on learning activities in the mechanics shop. The course emphasized safety while working in the shop. The class will include MIG, ARC, Oxyacetylene welding, plumbing, woodworking, electricity, concrete, rope work, and tractor operation. Students will have the opportunity to design and construct a personal project pertaining to the aspects of the class.

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.

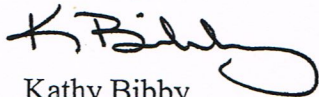
Agriculture Science is designed for freshmen students interested in agriculture. No prior agriculture experience is needed. Curriculum centers on livestock and plant production in California, career exploration and leadership skills. Learning is presented to students in a "hands-on" manner. With a four-acre 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

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.

6th Assignments

Department members were going to send their 6th assignment lists to Donna F. by Friday, September 26th.

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 6th 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 17th.

Flex Day Monday

All members of the department are going to send Joe a list of proposed collaboration events by Friday, September 19th so that these may be forwarded to Suzanne by the morning of September 22nd.

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 | SB16961 | |
| 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 | SB14599 | |
| 697 | 256 | SYHS/AC | FLORAL MERCHANDISER | | TRUE, TRUGDM72FC | SB16995 | 5066633 |
| 698 | 256 | SYHS/AC | LIVESTOCK SCALE | | PAUL SCALE Z07286N | SB13311 | 602-809174 |
| 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 |

18/02
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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 Knauer's class

SANTA YNEZ VALLEY UNION HIGH S2003/2004

| | | | | | |
|----------|--------------|----------------------------------|------------|-----------|-----------|
| 20340178 | 204424 Bibby | 01.3550.0.: Epson Proj CCS Prese | \$2,296.51 | 1/16/2004 | 98592/MOI |
| 20340017 | 204503 Bibby | 01.3550.0.: TIG WeldePraxair | \$1,868.39 | 3/19/2004 | LE095421 |

SANTA YNEZ VALLEY UNION HIGH S2003/2004

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|------------|-------|---|------------|-----------|--|
| 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

Advisory Committee Meeting Agendas & Minutes

Support Material 15 & 16

The Advisory Committee Meeting Agendas provide structure and focus to our biannual meetings. It is important to maximize our meeting with these individuals to respect the time and advise they volunteer to our programs.

Minutes takes provide a record to refer to and assist in implementation of the suggestions brought forth.



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

**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 & Katie Hames</u> | <u>Supervisor/Owner</u> | <u>Hames Construction</u> |
| <u>Dirk & 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 | | | |
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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: 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> | | | |
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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: 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> |
| <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 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, worth 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 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 | | | |
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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: 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 indusrtly. 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 | | | |
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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

**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> |
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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 understanding 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 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 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 | | | |
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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: 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> |
| <u> </u> | <u> </u> | <u> </u> |
| <u> </u> | <u> </u> | <u> </u> |

- ### B. ROP Staff/Others

| Name | Title | Employer |
|-------------------|---------|----------|
| Kathy Bibby | Teacher | SYHS |
| Heather Clement | Teacher | SYHS |
| Genievieve Bishop | Teacher | SYHS |
| | | |

- 4. Review/Approval of the Minutes of Last Meeting - 2 Minutes**
Distribute minutes of last meeting.

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

Inquiry: What do we need to change - to improve 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".

[illegible]

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

Support Material 17:
Advisory Committee
Constitution &
By-Laws

Advisory Committee Constitution & By-Laws

Support Material 17

Our agriculture program meets formally with our Advisory Committee Meeting at least twice per year to talk about the direction and modification of our program as we grow and change.

We would like to meet more often with our Advisory Committee. This year we were not able to meet with our Advisory Committee a second time 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.

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 facilities.
 - 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.

Support Material 18: Proficiency Standards

Proficiency Standards

Support Material 18

One way student success is measured in the agriculture program is by meeting the minimum Proficiency Standards.

The proficiency standards included are for specific courses and were devised through the Santa Barbara Regional Occupational Program. Since 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 _____ 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 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

_____ Date

_____ Course Grade

_____ 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

ROP Instructor
Livestock Management II

Course Grade

July 15, 2013

Date

Office Phone (805) 937-8427

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

Heather Clement, ROP Instructor
 Livestock Management III

Date

Course Grade

ROP Office Phone (805) 937-8427

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 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> |
| se 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

Support Material 19: Teaching Credentials

Teaching Credentials

Support Material 19

I currently hold the following California Teaching Credentials:

Specialist Instruction Credential in Agriculture issued 2012
Single Subject Teaching Credential in Agriculture issued 2012, preliminary

I plan to clear my Single Subject Teaching Credential in the upcoming school year.

PHILLIPS-SILVA, GENEVIEVE > Document:

[New Search](#) Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

Last Name: PHILLIPS-SILVA
First Name: GENEVIEVE
Middle Name: MARIE

Last Known County of Employment:

Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current
 Note: If flag is displayed, click on Adverse and Commission Actions tab below

Current Document | [All Documents](#) | [Adverse and Commission Actions](#)

1 - 4 of 4

| | Document Number | Document Title | Term | Status | Issue Date | Expiration Date | Original Issue Date | Grade | Special Grade |
|---|-----------------|---|-------------|--------|------------|-----------------|---------------------|-------|---------------|
| > | 120559778 | Single Subject Teaching Credential | Preliminary | Valid | 6/25/2012 | 7/1/2017 | | | |
| > | 120559779 | Specialist Instruction Credential (Agriculture) | Clear | Valid | 6/25/2012 | 7/1/2017 | | | |
| > | 120016196 | 30-Day Substitute Teaching Permit | Emergency | Valid | 1/24/2012 | 2/1/2013 | 1/24/2012 | | |
| > | 101163189 | Certificate of Clearance | | Valid | 6/14/2010 | 7/1/2015 | | | |

Authorization/Subjects

1 - 2 of 2

| Authorization Code | Authorization Description | Subject Code | Subject Description | Major/Minor | Added Authorization Date |
|--------------------|---|--------------|---------------------|-------------|--------------------------|
| 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. | AGRI | Agriculture | MAJ | |
| 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 | | 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 |
|--------------|---------------------|------------------------|
|--------------|---------------------|------------------------|

| | | |
|------|---|----------------------|
| R14I | This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor. | TC Code Not Required |
|------|---|----------------------|

Employment Restrictions

No Records

Support Material 20: Calendar of Activities

Calendar of Activities

Support Material 20

At the beginning of the school year and list of all FFA Activities is compiled to have a resource for parents and students. This activities list given to students at the beginning of the year so that they are aware of all the levels of participation available and appropriate plans can be made so students and families may attend.

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 21: Professional Growth & Development

Professional Growth & Development

Support Material 21

The following is a list of the Professional Growth and Development Activities I attended throughout the 2013-2014 school year through our school.

Professional Growth and Development Activities for 2013-2014

| Date | Activity | Location |
|----------------------|--------------------------------------|----------------------------|
| June 23-27, 2013 | CATA Summer Conference | Cal Poly, SLO |
| August 12, 2013 | New Teacher Orientation | SYHS |
| August 13, 2013 | 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 23, 2013 | Department Meeting | SYHS |
| October 7, 2013 | Faculty Meeting | SYHS |
| October 14, 2013 | Teacher Induction Program | Jonata |
| 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 |
| November 21-22 | New Professionals | Fresno |
| November 25, 2013 | Collaboration | SYHS |
| December 2, 2013 | Faculty Meeting | SYHS |
| December 5-6 | Project WET Workshop –EEI | Santa Maria Public Library |
| December 16, 2013 | CATA Road Show | Cal Poly, SLO |
| January 13, 2014 | Flex Day Professional Development | SYHS |
| January 15, 2014 | Advisory Committee Meeting | SYHS |
| January 23, 2014 | Teacher Induction Program | Jonata |
| January 27, 2014 | Sectional CATA Meeting | Santa Maria |
| February 3, 2014 | Faculty Meeting | SYHS |
| February 3, 2014 | Teacher Induction Program | Jonata |
| February 4, 2014 | Regional Proficiency Scoring | San Luis Obispo |
| 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 24, 2014 | Department Meeting | SYHS |
| March 31, 2014 | Flex Day Professional Development | SYHS |
| April 7, 2014 | Faculty Meeting | SYHS |
| April 21, 2014 | Collaboration | SYHS |
| May 5, 2014 | Faculty Meeting | SYHS |
| May 6, 2014 | Sectional CATA Meeting | Pioneer Valley |
| 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

R-2 Report

Support Material 22

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](#)

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 |

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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.

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Support Material 23: Travel Request

Travel Request

Support Material 23

Attached is a copy of a completed Travel Request for our trip to St. Helena for our first Vine Pruning Competition of the 2013-2014 season.

RECEIVED DEC 10 2013

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 #: 050055

| | | | |
|--|--|---|--------|
| EMPLOYEE: Genevieve Bishop | | CONFERENCE/WORKSHOP: St. Helena Vine Pruning Contest | |
| SCHOOL/DEPT.: SYHS, Agriculture | CONFERENCE LOCATION: St. Helena, CA | DATES: 1/9-1/11/2014 | |
| IF SUBSTITUTE IS REQUIRED, INDICATE DATES: EVEN days only | FROM: 1/9/2014 | TO: 1/10/2014 | |
| ESTIMATED EMPLOYEE EXPENSES | | FUNDING SOURCES | |
| MEALS \$56/day Thurs. (breakfast, lunch, dinner) Friday (breakfast, lunch, dinner) Saturday (dinner) | \$140.00 ✓ | PROGRAM SPONSORING/DEPT.: Agriculture Incentive Grant | |
| LODGING ADVANCE CHECK NO | \$ | BUDGET CODE (BUSINESS OFFICE ONLY): | |
| TRANSPORTATION ADVANCE CHECK NO | \$ | SUB COSTS TO BE REIMBURSED BY CONFERENCE SPONSOR? | YES NO |
| * OTHER | \$ | SPONSOR: | |
| TOTAL | \$ | ADDRESS: | |
| REGISTRATION ADVANCE CHECK NO | \$ | PHONE: | |
| | | DATES TO BE REIMBURSED: | |

EMPLOYEE SIGNATURE: _____ DATE: _____

| | |
|--|----------------|
| APPROVAL | |
| PRINCIPAL OR SUPERVISOR: | DATE: 12/10/13 |
| BUSINESS OFFICE APPROVAL | |
| DISTRICT FISCAL COORDINATOR OR BUSINESS MANAGER: | DATE: |
| SUPERINTENDENT (REQUIRED FOR ALL OUT-OF-STATE TRAVEL & NON-CONTRACTED DAYS): | DATE: |

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.

| DATE | SUN | MON | TUE | WED | THURS | FRI | SAT | TOTAL |
|---|-----|-----|-----|-----|-------|------|------|--------|
| MEALS: TOTAL PER DAY \$56.00 Breakfast \$11.00 Lunch \$17.00 Dinner \$28.00 | | | | | 1.9 | 1.10 | 1.12 | |
| MILEAGE: Number miles <u>50</u> x 48.5¢ per mile | | | | | 50 | 56 | 28 | 140 |
| * Taxi, Parking, Bus, Tolls, etc. | | | | | 5 | | | 5 |
| * Other (i.e., pre-approved material exp.) | | | | | | | | |
| * Lodging (hotel-motel) | | | | | | | | |
| * Registration fee | | | | | | | | |
| * Transportation (public carrier) | | | | | | | | |
| DAILY TOTAL | | | | | | | | |
| TOTAL EXPENSES | | | | | | | | 145.00 |

FINAL SIGNATURES AFTER CONFERENCE ATTENDANCE
Employee Signature: [Signature] Date: 1/13/2014
FINAL APPROVAL: [Signature] Date: 01/14/14

| VENDOR | P.O. NUMBER | INVOICE NUMBER | DESCRIPTION | AMOUNT |
|-------------|-------------|-------------------|---|--------|
| 001303 | TC050055 | TC 050055 | ST HELENA VINE PRUNING 1/9/14 CARL PERKINS | 145.00 |
| GRAND TOTAL | | | | 145.00 |

Support Material 24: CATA Membership Card

CATA Membership Card

Support Material 24

I am a paid member of the South Coast Region CATA through 2015.

| Last Name | First Name | Email | School | Paid |
|-----------------------------------|------------|--|-----------------------|-------------------------------------|
| Region: South Coast Region | | | Section: STB | |
| Ayon | Clemente | cayon@smjuhsd.org | Santa Maria HS | <input checked="" type="checkbox"/> |
| Bibby | Kathy | kbibby@syvuhsd.org | Santa Ynez Valley UHS | <input checked="" type="checkbox"/> |
| Callaway | Julie | jcallaway.cjUSD@hotmail.com jcallaway@cuyamaunified.org | Cuyama Valley HS | <input checked="" type="checkbox"/> |
| Carney | Sara | scarney@lmusd.org | Arroyo Grande HS | <input checked="" type="checkbox"/> |
| Clement | Heather | hclement03@msn.com hclement@syvuhsd.org | Santa Ynez Valley UHS | <input checked="" type="checkbox"/> |
| Clifford | Michael | sheepfit@aol.com clifford.michael@lusd.org | Lompoc HS | <input checked="" type="checkbox"/> |
| Cummings | Rosemary | rosemaryfarao@yahoo.com rcummings@lmusd.org | Nipomo HS | <input checked="" type="checkbox"/> |
| DeBernardi | Marc | mdebernardi@smjuhsd.org | Santa Maria HS | <input checked="" type="checkbox"/> |
| DeRose | Stephen | sderose@lmusd.org sderoseagle@gmail.com | Arroyo Grande HS | <input checked="" type="checkbox"/> |
| English | James | jenglish@smjuhsd.org | Righetti HS | <input checked="" type="checkbox"/> |
| Flaherty | Gretchen | flaherty.gretchen@lusd.org | Lompoc HS | <input checked="" type="checkbox"/> |
| Flory-Guerra | Melissa | mflory@smjuhsd.org eweRspecial@gmail.com | Santa Maria HS | <input checked="" type="checkbox"/> |
| Guerra | Guillermo | gguerra@smjuhsd.org | Righetti HS | <input checked="" type="checkbox"/> |
| Guerra | Hector | hguerra@smjuhsd.org | Pioneer Valley HS | <input checked="" type="checkbox"/> |
| Guerra | Luis | lguerra@smjuhsd.org | Santa Maria HS | <input checked="" type="checkbox"/> |
| Guerra | Miguel | mguerra@smjuhsd.org | Righetti HS | <input checked="" type="checkbox"/> |
| Lemons | Shannon | slemons@lmusd.org | Nipomo HS | <input checked="" type="checkbox"/> |
| Linné | Christine | cflinne@yahoo.com clinne@smjuhsd.org | Pioneer Valley HS | <input checked="" type="checkbox"/> |
| Mertz | Amie | amertz@lmusd.org | Arroyo Grande HS | <input checked="" type="checkbox"/> |
| Phillips-Bishop | Genevieve | gbishop@syvuhsd.org | Santa Ynez Valley UHS | <input checked="" type="checkbox"/> |
| Ponce | Gabe | gponce@smjuhsd.org | Pioneer Valley HS | <input checked="" type="checkbox"/> |
| Powell | Mark | mrmhpowell@gmail.com mpowell@smjuhsd.org | Santa Maria HS | <input checked="" type="checkbox"/> |
| Powell | Shannon | spowell@smjuhsd.org | Santa Maria HS | <input checked="" type="checkbox"/> |
| Rodrigues | Joshua | jrodrigues@lmusd.org | Nipomo HS | <input checked="" type="checkbox"/> |
| Rodriguez | Amanda | alrod1986@yahoo.com amrodriguez@smjuhsd.org | Santa Maria HS | <input checked="" type="checkbox"/> |
| Sparks | Connie | csparks@lmusd.org | Arroyo Grande HS | <input checked="" type="checkbox"/> |
| Wonnell | Scott | swonnell@smjuhsd.org | Pioneer Valley HS | <input checked="" type="checkbox"/> |
| Count: | | 27 | | |
| Paid: | | 27 | | |

Support Material 25:
Report to
Administration

Report to Administration

Support Material 25

The first is a letter I wrote after attending the STEM Conference in Sacramento with my fellow teachers in the Agriculture and Science Departments and the New Professionals Conference held for 1-3 Agriculture Teachers.

Both conferences were excellent. I delivered the letter via on campus mailboxes.

The second is an email I wrote thanking our administration for joint us in speaking to the visit AGED 330 class. We are honored that Cal Poly continues to visit our program and that we have supportive administration for our agriculture program and sees it's value at Santa Ynez High School.

Santa Ynez Valley Union High School

2975 E. Highway 246

Post Office Box 398

Santa Ynez, California 93460-0398



November 26, 2013

Dr. Hope,

Thank you for allowing for allowing me to attend the New Professional Conference in Fresno this past week. It is a busy time of year right before the Thanksgiving holiday and the Agriculture Department had just gotten back this same week from attending the STEM conference in Sacramento.

I want to thank you for allowing to experience both of these opportunities. The STEM Conference really opened my eyes to the NextGen standards and we were able to bring back some great ideas to update activities we use in the science classroom.

At New Professional I was able to not only connect with other agricultural teachers both at my level and my senior but I gathered some excellent skills to add to my toolbox. I attend the a session for Unit planning for Ag Mechanics and Ag Economics and brought back some materials I will be able to start using right away. I also attended a workshop on how to stay organized with all the paperwork involved in both FFA and School related, plus systems to bring back to my office to help effectively communicate with students, parents, and my colleagues.

I would love to visit with you in more detail some time about the conferences if you have the time. I am excited about attending the New Professional and possibly the STEM Conference again this next year. I highly recommend both conference to other teachers.

Sincerely,

Genevieve Bishop

Telephone (805) 688-6487

FAX (805) 688-1913

Equal Opportunity Provider and Employer

Genevieve Bishop

From: Genevieve Bishop
Sent: Wednesday, April 23, 2014 5:16 PM
To: Mark Swanitz; Lorraine Hope
Cc: Heather Clement; Kathy Bibby
Subject: Thank You!!!

Dear Dr. Hope and Mr. Swanitz ,

Thank you for joining us this morning to speak with the AgEd 330 class from Cal Poly. The students express their appreciation in getting meet and visit with you about becoming future teachers. They really enjoyed hearing from an administrative perspective; they do not often get the opportunity to have that interaction. And we are thankful to have your support and that you are willing to take time out your busy day to join us in encouraging those interested in our very rewarding profession. We are honored to be able to show off our successful agriculture program here at SYV and thank you for your involvement.

Sincerely,
Genevieve Bishop

Support Material 26: Five Year Acquisition List

Five Year Acquisition List

Support Material 26

The Five Year Acquisition List is a component of the Comprehensive Program Plan. It lists the major purchases or projects the the instructors have prioritized to accomplish of the next five years. This list is updated annually and adjusted as needed.

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

Operating Budget for Department

Support Material 27

The current Department Chair, Kathy Bibby, manages the Agriculture Incentive Grant and Perkins grant.
Heather Clement manages the ASB FFA accounts.

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 | \$1,500.00 |
| MFE/ALA Registration | Student deposits for MFE/ALA leadership conference | \$1,000.00 |
| Greenhand Conference Registration | Student deposit for Greenhand Leadership Conference | \$1,000.00 |
| Vine Pruning Hotel Deposits | Student deposits for Vine Pruning Field Day lodging | \$100.00 |
| Farm Bureau Donations | Donation from Farm Bureau | \$100.00 |
| Livestock Insurance | Student deposits for Livestock Insurance | \$100.00 |
| | TOTAL REVENUES | \$30,700.00 |

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 | \$800.00 |
| Chapter Officer Team t-shirts | Officer and Advisor FFA t-shirts | \$800.00 |
| Vine Pruning Team t-shirts | Team t-shirts | \$500.00 |
| Chapter Officer Leadership Conference Hotel | Student hotel room for COLC | \$500.00 |
| Vine Pruning Team Expenses | Team meals, equipment/repairs, awards | \$450.00 |
| South Coast Region Dues and Event costs | Costs of participating in Sectional and Regional events (meals, awards, registration etc) | \$200.00 |
| Sectional FFA Dues | Sectional FFA membership dues | \$150.00 |
| Vine Pruning Field Day Registration | Registration costs for field days | \$100.00 |
| Livestock Insurance | Student deposits for livestock insurance | \$500.00 |
| Miscellaneous | Emergency costs (repairs, purchases) | \$500.00 |
| | TOTAL EXPENDITURES | \$26,800.00 |

\$3,900.00

PROJECTED ENDING BALANCE 2014

Signature of Coach/Club Advisor:

ASB Student Council Signature:

6221 LIVESTOCK MANAGEMENT - SANTA YNEZ

HEATHER CLEMENT

2013/14
 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 |

NT= Not Yet Paid Sales Tax
 (NT)= Paid Sales Tax

FEBRUARY 2014

| 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 |

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 Responsible
 for the Program

 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

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

Will Meet
Criteria

Variance
Requested

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) |
| | | | | | | | | | | | Instructional Classroom supplies-activity kits |
| 01 | 3550 | 0 | 3800 | 1000 | 4300 | PO | 205084 | 3/21/2014 | WARDS NATURAL SCIENCE 13034 | 244.05 | 7-tier tower gardens (3) |
| 01 | 3550 | 0 | 3800 | 1000 | 4400 | PO | 205067 | 3/21/2014 | FIA BUSINESS CARD SERV 130340 | 1,985.20 | Lodging for teacher during SB Cty Fair |
| 01 | 3550 | 0 | 3800 | 1000 | 5200 | JE | 000253 | 8/8/2013 | PO204436 TRAVELODGE CLEMEN | 872.30 | STEM Conference Registration - 3 teachers |
| 01 | 3550 | 0 | 3800 | 1000 | 5200 | PO | 204933 | 10/18/2013 | HEATHER CLEMENT 1803492 | 280.00 | Chapter Officer Leadership conference on 10/12-13/13 in Hollister. |
| 01 | 3550 | 0 | 3800 | 1000 | 5200 | TC | 050024 | 10/18/2013 | HEATHER CLEMENT 1803492 | 149.52 | 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 | 204933 | 10/18/2013 | HEATHER CLEMENT 1803492 | 280.00 | Lodging for STEM Conference |
| 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 | 204934 | 11/1/2013 | CITIZEN HOTEL 1805811 | 339.07 | 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 | 221006 | 11/15/2013 | CALIFORNIA ASSOCIATION 180784 | 100.00 | New professionals institute conference registration 11/21-22/13 in Fresno. |
| 01 | 3550 | 0 | 3800 | 1000 | 5200 | PO | 204945 | 11/27/2013 | CAL POLY STATE UNIVERS 180978 | 125.00 | STEM education conference 11/18-19/13 in Sacramento. |
| 01 | 3550 | 0 | 3800 | 1000 | 5200 | TC | 050030 | 11/27/2013 | HEATHER CLEMENT 1809788 | 101.00 | |

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 | PO | 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). |
| 01 | 3550 | 0 | 3800 | 1000 | 5800 | PO | 205078 | 2/21/2014 | TOTAL | 8,294.60 | |

SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT
Co-Curricular Salary Schedule
Description of Share Factors

| | | | |
|-----|--|---|----------------------|
| 1. | Base Share – Category A Athletic Coaching | Head Varsity Assistant Varsity Head JV Asst JV & Head Frosh | 18 16 14 12 |
| 2. | Base Share – Category B Club Advisor, Honors* | | 18 |
| 3. | Base Share – Category C Cheerleading | Varsity Jr. Varsity | 10 8 |
| 4. | Base Share – Category D Director | | 25 |
| 5. | Years of Experience | 10 or more 5 – 9 2 – 4 1 st year | 6 4 1 0 |
| 6. | Credentialed Instructor at SYVUHS | | 7 |
| 7. | # of students per paid employee | 20 or more 19 or less | 1 0 |
| 8. | Public Exposure | High Moderate None | 2 1 0 |
| 9. | Summer Involvement | High Moderate None | 2 1 0 |
| 10. | Competitive Activity | Yes No | 2 0 |
| 11. | Administrative Responsibility | 2 or more assistants | 1 |

Notes:

The share value is on file in the business office.

This schedule is appended to the salary schedule for certificated employees.

*Honors does not participate in factors 5 – 11.

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 Responsible for the Program

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 | <u>x</u> | |
| 2. Leadership and Citizenship Development | <u>x</u> | |
| 3. Practical Application of Occupational Skills | <u>x</u> | |
| 4. Qualified and Competent Personnel | <u>x</u> | |
| 5. Facilities, Equipment, and Materials | <u>x</u> | |
| 6. Community, Business, and Industry Involvement | <u>x</u> | |
| 7. Career Guidance | <u>x</u> | |
| 8. Program Promotion | <u>x</u> | |
| 9. Program Accountability and Planning | <u>x</u> | |

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.

| | Number Meeting Criteria | Amount Requested |
|--|-------------------------|------------------|
| Criterion 10 - Student/Teacher Ratio | 2.5 | \$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 | |
| 7 | | | 5. | | |
| 8 | | | 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. | | |
| 12 | | | 4. | | |
| 13 | | | 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:

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 |
| | TOTAL REVENUES | \$30,700.00 |

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 |

Santa Ynez High School

Request for Approval: Fund-raising Event

Date: _____

Proposed Event:

Description:

Requesting Club/Organization:

Proposed Date(s) of Event: _____

Club Contact Person: _____

Club advisor: _____

Location of Proposed Activity: _____

Status of Event (circle one): New Event Held Previously (Years): _____

Budget Plan for Activity (Attach Description)

Other Background Information (such as other schools or clubs that have held similar events):

Club Representative (name, signature, date)

Name: _____

Signature: _____ Date: _____

Club Advisor (name, signature, date)

Name: _____

Signature: _____ Date: _____

Student Council Recommendation (circle) Yes No

Student Council Representative (name, signature, date)

Name: _____

Signature: _____ Date: _____

Principal or Designee Action (circle) Yes No

Principal or Designee

Name: _____

Signature: _____ Date: _____

**SANTA YNEZ VALLEY UNION HIGH SCHOOL
REVENUE POTENTIAL/FUND RAISING RECAP**

Date _____

Organization _____

Date(s) of Activity _____

Advisor: _____

Description of Item(s) sold: _____

Purpose of Activity: _____

BEFORE the activity begins, RECORD this basic information:

1. Purchase Cost of Item _____
2. # of Items Purchased _____
3. Selling Price _____
4. Potential Income _____

Describe your fundraising activity if it does not involve purchased items:

DURING and AFTER the activity, RECORD the MONIES collected:

_____ sold @ \$ _____ = \$ _____

_____ sold @ \$ _____ = \$ _____

Total Receipts = \$ _____

RECAP:

Expenditures: (Invoices + Other Expenses) = \$ _____

Quantity Sold _____ X Sales Price = \$ _____

PROFIT/LOSS Total Revenue Minus Expenses = \$ _____

NOTE: IF THERE WAS A LOSS YOU MUST FULLY EXPLAIN!

Advisor/Coach

Student Club Representative

Principal

ASB Club President/Treasurer

NO FUNDRAISER/REVENUE POTENTIAL WILL BE APPROVED IF YOU
HAVE NOT FILLED OUT YOUR LAST ONE COMPLETELY.

Santa Ynez Valley Union High School

ASB Purchase Order 7/1/13 thru 6/30/14

** MUST BE APPROVED BY ASB STUDENT COUNCIL BEFORE ORDERING **

| | |
|--|---|
| Club Name: (805) 686-3567 Fax (805) 688-9133 | Ship To: 2975 East Highway 246 Santa Ynez California 93460 <i>(All Deliveries Before 3:30 p.m.)</i> |
|--|---|

Purchase Order Number *Must* Appear On All
Correspondence, Shipping Papers, and Invoices

PO # _____

| | |
|--------------------------------|----------------------------|
| Vendor Name(s): | Phone: Fax: Contact: |
|--------------------------------|----------------------------|

| QTY | UNIT | DESCRIPTION | UNIT PRICE | TOTAL |
|-----|------|-------------|------------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

All Vendors/Manufactures Must Send Manufactures Safety Data Sheets (Osha 20 Or Equivalent) with Invoice

1. Please send two (2) copies of your invoice.
2. Enter this order in accordance with the prices, delivery method, and specifications listed above.
3. Please notify us immediately if you are unable to ship as specified.
4. Send all correspondence to:

Renee Collins, ASB Bookkeeper
 Santa Ynez Valley Union High School District
 PO BOX 398
 Santa Ynez, California 93460-0398

| | |
|------------------|--|
| SUBTOTAL | |
| SALES TAX | |
| SHIPPING CHARGES | |
| TOTAL | |

Club Approval

| | |
|---------|--|
| Student | |
| Advisor | |
| Date | |

Administrative Approval

| | |
|--------------------|-------|
| | |
| Site Administrator | |
| Date: | Date: |

COMMENTS: Advisor must sign and date page two of the purchase order.

Support Material 28: Budget Process

Budget Process

Support Material 28

The Budget process is documented by the Business Office Purchasing and Reimbursement manual, the relevant portion is included in the following. Regardless of the funding source, each purchase must be approved in advance prior to spending funds or reimbursed issued to employees or programs.

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

PAYROLL INFORMATION

Time sheets for salaried classified employees are due the last working day of each month. They are to be filled out completely and signed by you and your supervisor before submitting them to Cindy Luke in the Business Services Office.

Hourly time sheets are due the 15th of each month and are to be submitted to Cindy Luke in the Business Services Office. All additional, or "extra" work, must be pre-approved before work is completed.

Separate hourly time sheets are needed for any overtime that your supervisor requests you to work. There is a "Supervisor's Request for Overtime" form that must be completed by the supervisor and submitted to the District Office for approval prior to working the overtime. After it is approved, a copy will be returned along with an overtime hourly time sheet to the supervisor who requested the overtime. After working the overtime, the hourly time sheet should be submitted to Cindy Luke in the Business Services Office. (*Overtime should not be recorded on your regular monthly time sheet*).

Changes in voluntary deductions (*i.e.* CTA membership dues, Santa Barbara Teachers Federal Credit Union deductions, change of address, phone number, and deductions for State and Federal taxes) are due the 15th of the month and are to be submitted to Cindy Luke in the Business Services Office.

All TSA (Tax Sheltered Annuities) are managed by Envoy Plan Services. They can be contacted at: 901 Calle Amanecer, Suite 200, San Clemente, CA 92673
Phone (949) 366-5070, Toll Free (800) 248-8858, Fax (877) 513-2272

All new TSA (tax sheltered annuity) deductions or changes in existing TSAs must be accompanied by a Salary Reduction Agreement completed by the employee. This is necessary to comply with IRS regulations. If you select a TSA vendor that does not have a signed Hold Harmless Agreement on file with the district, it will be necessary to obtain a signed agreement before deductions can begin. Envoy will be unable to process any new request without it. This is required by Santa Barbara County Counsel for all school districts in Santa Barbara County. Any changes in TSA agreements must be received by Envoy Plan Services no later than the last business day of the month to become effective on the next month's payroll.

Paydays for all employees will be the last working day of each month, with the exception of certificated employees who will receive their December pay warrant the first working day of January. If you wish more information about this exception, please ask Cindy Luke for the information concerning the split payroll prepared by the School Business Advisory Services of Santa Barbara County Office of Education.

A Summer Savings program is available for those 10 month employees who wish to have a portion of their paycheck set aside monthly by the county office in order to receive paychecks in July and August. Please see Cindy Luke for the necessary form.

If you wish to have your pay warrant deposited directly to your bank account, please see Cindy Luke for the necessary form.

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

Chair Person's Duties & Responsibilities/Chart of Responsibilities

Support Material 29 & 30

I do not serve as the Department Head at this time.

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.

Support Material 30: Chart of Responsibilities

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 | |

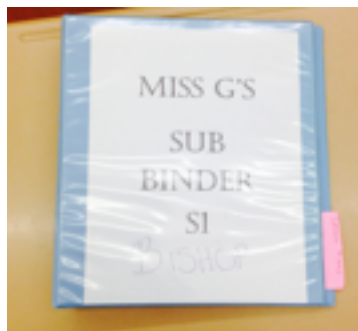
Support Material 31: Substitute Teacher Procedure & Plans

Substitute Teacher Procedures and Plans

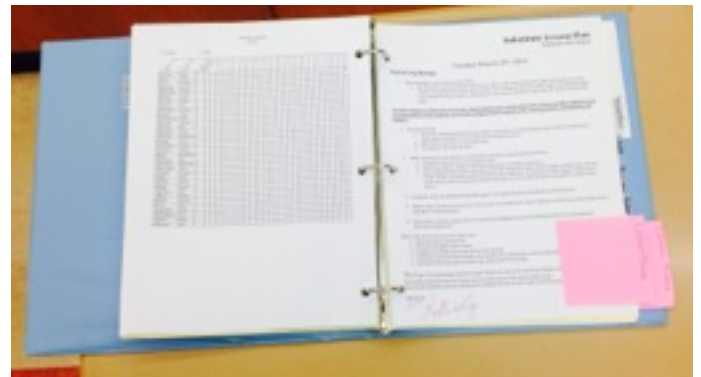
Support Material 31

When there is a need to be out of the classroom during an instructional, a certificated employee absence request/report must be filled out and sent to the Maria Garcia who will approve and fill request. An example of a current request follows.

In preparation for my absence I have a binder with materials to assist whoever is present in my absence. I have included a list of phone extension, projector operations, and a tab for each class. For each class is included the lesson plan(s), class roster, seating chart, flash drive with worksheet pdfs and power points etc, and syllabus. These items I feel are most important for a substitute to feel confident to run the class as smoothly as possible. I appreciate feed back from my substitutes and have been told that my plans are easy to follow and complete but realize there is always room for improvement. A good plan can save the day!



Above: List of phone extension, emergency info, and flash drive



Above: Class tab with Lesson Plan and Class Roster



Left: Projector Directions



Santa Ynez Valley Union High School
CERTIFICATED EMPLOYEE ABSENCE REQUEST/REPORT

Name: GENEVIEVE BISHOP

Date: 3/4/2014

Date(s) for Absence: March 18, 2014

Reason for Absence: Ag. day at the Capitol

(If personal, state nature personal or consult with Supervisor/Superintendent)

All-day absence? ☐ Yes ☒ No If no, what periods will you be off campus? 6

Credit: ☐ Personal ☐ Sick Leave ☐ Work Injury
☐ Discretionary ☐ Sub Credits ☒ School Activity
☐ Bereavement ☐ Jury Duty ☐ Staff Development
☐ Other _____
☐ Catastrophic Leave Transfer to _____

Numbers of periods absent: 6

Genevieve Bishop

Employee Signature (typed name)

OFFICE USE ONLY

☐ Approved ☐ Denied

Supervisor's Signature _____

Substitute(s) Assigned: _____

Should an invoice be sent to someone for reimbursement? ☐ Yes ☐ No

If yes, who and where? _____

Comments: _____

Substitute Lesson Plan

Instructor: Mrs. Bishop

Tuesday March 18th, 2014

Period 4 Ag Biology

1. Take attendance and send it to the office.
 - a. For Period 4 send attendance with *Trevor Morss*. He is the TA for this class and assist you with whatever questions you may have. Diana is the Academic Mentor in this class and will help make sure students stay on task or anything you may need assistance with. She sits at the far back lab table.

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 binder).

2. Announcements:
 - a. Open Mic Ag Night April first. Spread the word of our next meeting. Invite friends and family to come share a positive story about FFA and Ag Education.
 - b. ROP Livestock class is canceled today.
 - c. No phones. No food. No hats.
3. Allow students 15-20 minutes to finish their political cartoons from last time.
 - a. Complete illustration; neat and use color.
 - b. Write description underneath illustrations 4-6 complete sentences.
 - c. Have students place their cartoons on the first three lab tables for the Gallery Walk. Pass out the Gallery Walk worksheet and tell students they will have 15 minutes (a little longer if they don't seem done) walk around and observe their peers work to fill out their worksheet. *Collect* when done.
4. Complete notes on Manipulating DNA page 8 of student packet. PowerPoint on flash drive.
5. Watch video "Seeds of a New Era" (24 minutes) on flash drive. Have students write 6 facts during the video on page 5 of their packets.
6. If you have a student approach you and feels strongly about not watching the film, see attached for alternate assignment.

Before the end of each period, make sure:

- Students pick up their trash
- Students straighten their desks
- Supplies are neatly put away where they belong
- Textbooks are put back properly (no student may take home a class textbook)
- Lab table chairs are put on table tops at the end of 6th period

Thank you for instructing my class today!! Please be sure to let me know if there are **any** problems. Write down the names of any student who chose not to work today on the back of this sheet.

If you need assistance please call Maria in student services at ext. 3225. Just pick up phone and dial ext. 3225.

Thank you,



Substitute Lesson Plan

Instructor: Mrs. Bishop

Tuesday March 18th, 2014

Period 6 Ag Government

1. Take attendance and send it to the office with Trevor Morss.

No other student is allowed to leave the classroom for any reason unless they show you their hall pass and you punch their card (hole punch in teacher station drawer). Use the roll sheet provided to you and/or located in this binder. Hanali can help take roll, if you like.

2. Announcements:

- a. Current Event write up is due next class. There are periodicals at the front or continue to look online.
- b. Grades are posted.
- c. Economic Stability Project due the 26th. Presentations that day.
- d. No food, no hats, no phones unless you allow them.

3. Finish Chapter 12 and start Chapter 13 notes. PowerPoint located on flash drive in this binder.

12.2, 12.3 + 13.1 + 13.2 pg bottom of p 6 to middle of p 10

4. Students are to complete the Case Study: How Haas Technology Affected Productivity? The article is on page 325 of the textbook and students need to write notes, answer questions on page 12 of their packet.

5. After completing the Case Study, they may use this time to do any of the following:

- a. Poster for Economic Stability Project; outline pg 12 of packet. (picked their country last class)
- b. Homework questions for Chapter 12 on page 326 and Chapter 13 page 352.
- c. Check stocks (two adjustments per week)
- d. Current Event Write Up/Research

6. Students may not sit around and visit. They have PLENTY to work on. This is a high-energy group but they are friendly. If there is an issue please write it down on the back of this paper with their name(s). You may send them to A3 if they persist to be a problem. If you do so, call 3225 and tell Maria whom you have sent so they can be aware of their arrival.

Before the end of each period, make sure:

- Students pick up their trash
- Students straighten their desks
- Supplies are neatly put away where they belong
- Textbooks are put back properly (no student may take home a class textbook)
- Lab table chairs are put on table tops at the end of 6th period

Thank you for instructing my class today!!

If you need assistance please call Maria in student services. Just pick up phone and dial ext. 3225

Thank you,

Mrs. Bishop

turn off projector please!!

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 PowerPoint off the right of the computer monitor so that it shows up on the projector screen. (Screen is in extended mode so the contents of your screen are projected unless you want them to.)

ADJUSTING COMPUTER VOLUME

1. On the keyboard, in the top left hand side you will find three buttons Volume Up, Volume Down and Mute. (In order top to bottom.)
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.

TURNING 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.

Support Material 32:
Description of Program
Completer

Description of Program Completer

Support Material 32

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

| | |
|--|--|
| FRESHMAN YEAR: English Math Physical Science Physical Education Freshman Core Foreign Language Agriculture Earth Science | SOPHOMORE YEAR: English Math World Cultures Agriculture Biology Foreign Language Agriculture elective or other elective |
| JUNIOR YEAR: English Math US History Veterinary Science Ag. Mechanics, Ornamental Horticulture | SENIOR YEAR: English Agriculture Government/Economics Advanced Ag Mechanics Advanced Ornamental Horticulture Other electives |

- Support Material 33: 2+2 Agreement with Allan Hancock

2+2 Agreement with Allan Hancock

Support Material 33

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 Communtiy 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)



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

Reimbursement Process

Support Material 34

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.

SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT
A. S. B.

REIMBURSEMENT FOR PURCHASES

CERTIFICATION FOR REIMBURSEMENT

----- ITEMIZATION OF PURCHASES AND CERTIFICATION FOR REIMBURSEMENT -----

| <u>Vendor</u> | <u>Description of Purchased Item(s)</u> | <u>Amount</u> |
|---------------|---|---------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| | | <u>Total</u> |

I certify that these purchases were made for legal school district (ASB) purposes only. Attached are the cash register tapes or receipts that match the above itemization.

Signature of Employee/Sponsor

Date

----- APPROVAL -----

Person to be Reimbursed

SANTA YNEZ VALLEY UNION HIGH SCHOOL

Nicole Evenson

Authorized District Signature

Business Manager

Title

Date

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-

Budget code to charge: _____

Date _____

****Not for reimbursements for travel or conference.****

AGED 539 Project: Description

Table of Contents: Part 3

| | |
|--------------------------------|---|
| AGED 539 Project Description | 1 |
| Project Proposal | 2 |
| AGED 539 Project | 4 |
| ROP Livestock Management Class | 4 |

AGED 539 Project Description

My AGED 539 project consists of writing course objectives and outline that meet the competencies required by the ROP office for the current ROP Livestock Management class.

The following steps are needed to complete the project:

- 1) Meet with Department's agriculture instructors to discuss needs for the course
- 2) Write the course description and outline
- 3) Submit for approval to co-teacher and ROP
- 4) Implement to the 2015 ROP Livestock Management course for the 2015 Santa Barbara County Fair.

Project Proposal

Name: Genevieve Bishop
Address: 4951 Foxen Canyon Road
City, State, Zip: Santa Maria, Ca 93454
Phone: 805.235.1936
E-mail: gbishop@syvuhd.org

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: #1 Curriculum & Instruction and #3 Practical Application of Agricultural Skills

Goal or Purpose of the Project:

The purpose of this project is to design course objectives and outline that meet the competencies required by the ROP office for the current livestock management class. We currently teach an approved ROP Livestock Management class as an elective course and there is no course outline. The course has been taught for many years and ROP provides a list of competencies that students are meant to be graded (using a scale of 1-3) on at the end of the course. I will use current requirements create a outline/pacing guide to be approved by co-teacher and implemented for the next school year.

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

1. *Meet with Department's Agriculture instructors to discuss needs for the course*
2. *Write a course outline/pacing guide and objective for each unit of instruction based off of ROP's list of competencies for students. Included Levels of Competencies are in the following areas.*
 - a. *Level I*
 - i. *Financing*
 - ii. *Selection*
 - iii. *Purchasing Livestock*
 - iv. *Livestock Facilities*
 - v. *Equipment and Supplies*
 - vi. *Management Practices*
 - b. *Level II*
 - i. *Safety*
 - ii. *Feeding Livestock*
 - iii. *Transporting Livestock*
 - iv. *Carcass Evaluation*
 - v. *Evaluating Breeding Animals*
 - vi. *General Workplace Skills/Job Seeking Skills*
 - c. *Level III*
 - i. *Safety*
 - ii. *Fitting Show Animals*

- iii. Showing Livestock
- iv. Show and Fair Regulations
- v. Fair Conduct and Dress
- vi. Livestock Display
- vii. Junior Fair Board
- viii. Junior Livestock Auction
- ix. Post-Show and Sale Obligation
- x. General Workplace Skills/Job Seeking Skills

5. Submit to ROP. Submission
Reply letter as evidence
of being received.

(Signature)

- 3. To be approved by my co-teacher to insure discussed needs for the course are met.
- 4. To be applied to the ROP Livestock Management course for 2015 Fair.

Estimated number of hours on this project: 2 hours per week.

Estimated expenditures (\$) on this project (your costs) : N/A

Proposed timeline for completion of the project:

First Draft - May 15

Final Drafts - June 10

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

Submission of electronic copies by PDF as draft completion dates is reached.

For Office Use Only:

Project Approved By: T. Kelly

Date of Approval: 3/28/14

Quarter student will enroll in AGED 539: Sp 2014 (Enrolled)

AGED 539 Project:
ROP Livestock
Management Class
Outline

AGED 539 Project

ROP Livestock Management Class



Genevieve Bishop

Spring 2014

Santa Ynez High School Agriculture Department

AGED 539 Project

My AGED 539 project consists of writing course objectives and outline that meet the competencies required by the ROP office for the current ROP Livestock Management class.

The following steps are needed to complete the project:

- 1) Meet with Department's agriculture instructors to discuss needs for the course
- 2) Write the course description and outline
- 3) Submit for approval to co-teacher and ROP office
- 4) Implement to the 2015 ROP Livestock Management course for the 2015 Santa Barbara County Fair.

Step 1 - Meet with Department's agriculture instructors

The current advisors meet and discussed the pros and cons for the current instruction of the Livestock Management class, and developed a list of areas we would like to continue and what can be changed.

Pros:

- Safety Test (required)
- Incorporation of showmanship practices for all levels
- General husbandry for all levels
- Discussion of feed
- Showmanship practice

Would like to see added:

Discussion and calculation of ADG

Project display poster based on animal species showing, and current industry trends; display at Fair

Basic knowledge of species' industry

Record book updating

Step 2 - Write the course description and outline

The initial process was very simple. There are many things this class does well. Students generally make weight for their species. They have basic showmanship skills, can properly care for their animal, and all students attend regular meetings. This is my first year coming into this class and working the current ROP competencies. I found it difficult because it was lacking in giving students an understanding of the industry they are representing with their species; especially in preparation for showmanship questions. Not to mention any questions they might receive from the general public while at the Fair.

The ROP competencies are given from three levels of students that coordinate with years enrolled in the course. Students taking an animal through Santa Ynez FFA to the Santa Barbara County Fair are required to enroll in course, but the course is open to any students that would like to enroll. Most years, there are no students with out a FFA SAE project that enroll. Keeping in mind that there are a mix of student levels in the course, and refreshing important aspects every year are not a bad thing, the outline I wish to create would first meet the needs of a first year showman and then incorporate activities to meet the competencies for second and third year students equally. The course is require to meet for 145 hours and this year is it being co-taught. In years past it has been a lead teacher and assistant teacher.

Step 3 - Submit for approval to co-teacher and ROP office

The initial rough draft was first submitted to my co-teacher, Miss Clement, on May 7th, 2014. Miss Clement reviewed the outline and objectives and suggested desired adjustments. Then the final draft was submitted to Mindi Christian, Vocational Advisor for Regional Occupational Program/CTE, on May 9,2014.

Step 4 - Implement to the 2015 ROP Livestock Management course for the 2015 Santa Barbara County Fair.

This updated course outline is proposed to be implemented in March-July of 2015. The weekly meeting schedule will be followed and units will be instructed to assist and prepare students whom have a livestock project for the Santa Barbara County Fair.

The main objectives of the course will be to actively engage students in animal husbandry practices, showmanship practice and research a segment of their livestock industry to raise career awareness and knowledge of agricultural practices at the large production levels. Student will leave with a broad understanding of production agriculture and skills in animal husbandry.

Santa Ynez High School

Course Description

| Course | | ROP Livestock Management | |
|--------------------|---------------------|--------------------------|-------|
| Department | Agriculture | Grade Level | 10-12 |
| Course Length | 145 hours | CSU/UC A-G | N/A |
| Credit | 10 elective credits | Maximum Enrollment | none |
| Prerequisite: none | | | |

Course Description:

This course is designed to assist and prepare students whom have a livestock project for the Santa Barbara County Fair and students interested livestock management. Students will be actively engaged in animal husbandry practices, concept activities/projects and showmanship practice. A major part of the course involves preparation for the Santa Barbara County Fair. Student will research a segment of the livestock industry and create a visual to be displayed at Fair. Record keeping instruction will be given through the updating of the FFA record book.

Standards:

California Career Technical Education Model Curriculum Standards:

D. Animal Science Pathway

In the Animal Science Pathway, students study, large, small, specialty animals. Students explore the necessary elements — such as diet, genetics, habitat, and behavior — to create humane, ecologically and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

D1.0 Students understand the necessary elements for proper animal housing and animal- handling equipment:

D1.1 Understand appropriate space and location requirements for habitat, housing, feed, and water.

D1.2 Understand how to select habitat and housing conditions and materials (such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters) to meet the needs of various animal species.

D1.3 Understand the purpose and the safe and humane use of restraint equipment, such as squeeze chutes, halters, and twitches.

D1.4 Understand the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Students understand key principles of animal nutrition:

D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.

D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Students understand animal physiology:

D3.1 Understand the major physiological systems and the function of the organs within each system.

D3.2 Understand the animal management practices that are likely to improve the functioning of the various physiological systems.

D5.0 Students understand animal inheritance and selection principles, including the structure and role of DNA:

D5.1 Evaluate a group of animals for desired qualities and discern among them for breeding selection.

D5.2 Understand how to use animal performance data in the selection and management of production animals.

D6.0 Students understand the causes and effects of diseases and illnesses in animals:

D6.1 Understand the signs of normal health in contrast to illness and disease.

D6.2 Understand the importance of animal behavior in diagnosing animal sickness and disease.

D6.3 Understand the common pathogens, vectors, and hosts that cause disease in animals.

D6.4 Understand prevention, control, and treatment practices related to pests and parasites.

D6.5 Apply quality assurance practices to the proper administration of medicines and animal handling.

D6.6 Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.

D8.0 Students understand the challenges associated with animal waste management:

D8.2 Understand various methods for using animal waste and their environmental impacts.

D9.0 Students understand animal welfare concerns and management practices that support animal welfare:

D9.1 Know the early warning signs of animal distress and how to rectify the problem.

D10.0 Students understand the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits):

D10.1 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.

D10.2 Understand how to develop, maintain, and use growth and management records for large or small animals.

D12.0 Students understand how animal products and by-products are processed and marketed:

D12.1 Understand animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of non edible by-products, such as those outlined in Hazard Analysis and Critical Control Point documents.

D12.2 Understand the relative importance of the major meat classifications, including the per capita consumption and nutritive value of those classifications.

D12.3 Understand how meat-based products and meals are made.

D12.6 Understand the value of animal by-products to nonagricultural industries.

ROP Livestock Management

Course Outline

I. Safety:

1. ROP Safety Test & Paper Work
2. Identify basic working safety rules
3. Safe animal handling procedures
4. Emergency procedures

II. Selection and Purchasing:

1. Properly analyze current livestock/show animal trends
2. Visualize ideal animal, breeds, and body parts
3. Identify market sources and price range
4. Select and purchase desirable animal
5. Research and/or purchase insurance

III. Facilities and Wellness:

1. Determine housing need of animal, fencing types and needs
2. Determine water and feeding needs
3. Recognize common illnesses symptoms, parasites and prevention/treatment
4. Interpret labels on medicines
5. Identify and correct sanitation problems

IV. Equipment and Supplies:

1. Select and purchase drugs and veterinary supplies
2. Develop a list of facilities and equipment needed
3. Display proper care of equipment and supplies

V. Feeding Livestock

1. Identify spoiled feed
2. Determine proper amount to feed per animal per day
3. Determine water requirements
4. Determine average daily gain
5. Identify feed ingredients
6. Interpret feed tags and labels
7. Determine ratio between roughage and grain through feeding
8. Determine feed to buy based on quality and price

VI. Management Practices

1. Remove manure from quarters or pens
2. Worm and/or vaccinate animals
3. Store pesticides, vaccines and medicines properly and safely
4. Exercise animals
5. Know when to call advisor and when to call a veterinarian
6. Maintain production records (ADG, weight, etc.)
7. Buyer letters

VII. Showmanship and Fitting

1. Demonstrate judging terminology and criteria
2. Demonstrate proper washing, brushing, and grooming procedures
3. Demonstrate proper trimming
4. Demonstrate ability to condition an animal
5. Demonstrate ability to control a show animal

6. Demonstrate correct show ring conduct, dress and procedures
7. Describe proper handling of supplies, materials and equipment

VIII. Livestock Display and Fair Conduct

1. Keep display neat and clean
2. Create a livestock display relevant to species
3. Expectations and duties at Fair
4. Demonstrate correct uniform
5. Describe local show rules
6. Describe and prepare fair fees, schedules, DNA kits and entries
7. Demonstrate ability to work with advisors
8. Demonstrate ability to answer questions from the general public

IX. FFA Record Book

1. Set-up and maintain record keeping system
2. Prepare a budget
3. Keep purchase and sales records
4. keep personal records of work, meetings, project related hours

X. Post-Show and Sale Obligations

1. Demonstrate ability to clean up and account for equipment
2. Close out sale forms with buyer
3. Arrange for animal load out
4. Demonstrate ability to follow-up after sale/Buyer thank you
5. School Farm Facility clean up (applies to students under farm contract)

XI. Transporting Livestock

1. Demonstrate how to place animal on scale
2. Demonstrate how to set scale and read weight
3. Demonstrate how to load/unload animal from transport
4. Demonstrate how to arrange animals to prevent injury
5. Ability to explain animal delivery to fairgrounds

XII.Carcass Evaluation

1. List meat grades
2. Estimate yield
3. select cuts of meat
4. identify special requirements by species

2014 ROP Livestock Management Course Hours

The following is an example of the proposed 2015 meetings for this course with the proposed outline applied.

| Date | Hours | Unit | |
|-----------------------|-------|------------------------|--------------------|
| | | Level I | Level II/III |
| Tuesday, March 10th | 3 | Safety | |
| Tuesday, March 17th | 3 | Facilities & Wellness | |
| Tuesday, March 24th | 3 | Selection & Purchasing | |
| Tuesday, March 31st | 3 | Animal Selection | |
| Tuesday, April 7th | 3 | Feeding Livestock | |
| Tuesday, April 21st | 3 | Equipment & Supplies | |
| Tuesday, April 28th | 3 | Livestock Display | |
| Thursday May 5th | 3 | Transport | |
| Tuesday, May 12th | 4 | Management Practices | |
| Tuesday, May 19th | 4 | Management Practices | |
| Tuesday, May 26th | 4 | Management Practices* | |
| Tuesday, June 2nd | 5 | Record Book* | |
| Tuesday, June 9th | 5 | Showmanship & Fitting* | Carcass Evaluation |
| Tuesday, June 18th | 6 | Fair Conduct * | |
| Tuesday, June 23rd | 6 | Management Practices* | |
| Fiscal Year 2014-2015 | 58 | | |

*Showmanship Practice

| Date | Hours | Unit |
|-----------------------|--------------|---|
| Friday, July 3rd | 7 | Post-Show & Sale Obligations* |
| Sunday, July 5th | 8 | SB County Fair - move-in |
| Monday, July 6th | 8 | SB County Fair - Animal Weigh In |
| Tuesday, July 7th | 8 | SB County Fair - Hog Show, Sheep/Goat Showmanship |
| Wednesday, July 8th | 8 | SB County Fair - Steer Show, Sheep/Goat Show, Swine Showmanship |
| Thursday, July 9th | 8 | SB County Fair - Beef Showmanship |
| Friday, July 10th | 8 | SB County Fair - Heifer Show, Heifer Auction |
| Saturday, July 11th | 8 | SB County Fair - Livestock Auction |
| Sunday, July 12th | 8 | SB County Fair |
| Monday, July 13th | 8 | SB County Fair - move-out |
| Tuesday, July 14th | 8 | School Farm Facilities clean up |
| Fiscal Year 2015-2016 | 87 | |
| Total Hours | 145 | |

*Showmanship Practice

ROP Livestock Management Course Outline

Mindi Christian

Mon 5/19/2014 12:40 PM

To: Genevieve Bishop <gbishop@syvuhsd.org>;

To whom it may concern,

It is my pleasure to have the opportunity to send you this communication regarding the proposed course outline for the ROP Livestock Management class as presented by Genevieve Bishop. I have read through the recommendations she has made to the existing competencies and find that her amendments to the course bring current trends, enhanced and detailed views to the course work. It also includes new subject matter that will better prepare students as they move forward to pursue advanced educational training or a career. Being part of Career Technical Education and teaching this Livestock Management class, Genevieve is well versed in the skills and attitudes required to become employable in this field and I am confident that students will receive a strong, comprehensive view of the livestock industry.

The Regional Occupational Program strives to stay current and provide students with a real-world introduction to their chosen field of interest and projects such as this assist in doing just that. This summer, Genevieve may submit her course outline for final approval to Mr. Tony Bauer, Director of Santa Barbara County ROP/CTE, to officially be posted to the competency list on the Livestock Management Certificate of Skills .

Sincerely,

Mindi Christian

Vocational Advisor
Regional Occupational Program/CTE
Santa Ynez Valley Union High School
805-688-6487 ext. 3264