AGED 539 Project

John Williams

Madera South High School

Winter 2014

COLLEGE OF AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCES

CAL POLY AGRICULTURE

FORMAL STUDY PLAN

Name: John S. Williams Date: 2/27/2014

Address: 175 Dwyer Street, Apt #41 Telephone: 805.478.0193

Madera, CA 93637 Student ID#: 006442289

CURRENT ACADEMIC PROGRAM: Master of Agricultural Education

1. **UNDERGRADUATE INFORMATION**
   Degree held: B.S. Institution: CSU-Fresno
   Date granted: Fall 2008 Major: Agricultural Education Admission GPA: 3.68

2. **GRADUATE ADMISSION** ☒ Classified ☐ Conditional (list conditions below)
   Qtr/Yr Admitted to Cal Poly Spring 2010
   Qtr/Yr first work completed on plan Spring 2010
   Qtr/Yr 7-yr limit for degree will expire Summer, 2017

3. **STUDY PLAN**: *(List transfer or extension courses in* Part *A of this section; Cal Poly courses in Part B.)*

A. Course	Units	Institution	Qtr/Yr	Grade
AGRI 280	4.5	CSU-Fresno	Fall 2008	A
AGRI 281	4.5	CSU-Fresno	Fall 2008	B
EHD 155B	3	CSU-Fresno	Fall 2008	CR

B. Course	Units	Grade	Qtr/Yr	Course	Units	Grade	Qtr/Yr
AgEd S520	3	A	SP 2012	AgEd 500*	3	IP	W 2014
AgEd S522	3	A	SP 2011	AgEd 500**	3	IP	W 2014
AgEd S525	3	A	SP 2010	AgEd 580	3	IP	W 2014
AgEd S530	3	A	SP 2010	AgEd S581	3	A	SP 2011
AgEd 539	6	IP	W 2014	BRAE S570	3	B	SP 2012

If courses above have variable title/content, asterisk them and give course information below:

AgEd 500* Vineyard Ground Prep and Irrigation Design AgEd 580 Plant Vineyard and Train Vines

AgEd 500** Vineyard Trellis System

TOTAL UNITS IN PROGRAM 45

Check One: ☐ Thesis ☐ Project ☒ Internship = Units 6.0

Comprehensive Examination(s) ☒ Oral (required in Ag Education) ☒ Written (required in Ag. Education)

Graduation Writing Requirement: Date/anticipated date of completion CSU-Fresno – Fall 2008

Special Requirements: _____

4. **SIGNATURES:**

Student _____ Date _____ Adviser _____ Date _____

Comm Member _____ Date _____ Comm Member _____ Date _____

Coord/Dean _____ Date _____ R & GP _____ Date _____

NOTE: ANY CHANGES IN COURSES REQUIRE THE SUBMISSION OF AN "AMENDMENT TO FORMAL STUDY PLAN" FORM.

Distribution: Evaluations; Adviser; Coordinator; Student; Research & Graduate Programs FSP form. Doc REV. 6-08

Quality Criteria
One
Curriculum and Instruction

Madera South High School follows a career school model. In the School of Agriculture, we have full pathways and are the model for our school district. Students can choose a pathway of Plant Science, Animal Science, Power Mechanics, Floriculture, and Fabrication and Construction. Students are encouraged to pick a pathway as a freshmen and our counselors push to keep them in it throughout high school.

The plant science, animal science, and floral classes all start with the Agriscience 1 classes, the vet science then has animal care and vet aid; during students junior and senior year, the Ag. Science 3 and Veterinary Science classes alternate to complete the pathway. For the plant science pathway students take Horticulture 1, Horticulture 2, and then Viticulture and Crop Production. For the Floral Pathway Students take Floral Design, Advanced Floral Design and then Retail Floral.

The mechanics starts with Ag. Mechanics 1 and then the students choose to take the Power Mechanics emphasis or the Welding and Fabrication. As a sophomore in Power Mechanics, students take Diesel Engines, followed by ROP Small Engines or ROP Diesel Engines, these 2 classes are 2 period blocks and alternate every other year. For the welding and fabrication pathway students take Ag. Mechanics 2; followed by Ag Mech 3/ Ag Construction.

In addition to the classes in our pathways, we have a few other classes that get UC and CSU credit, our Ag. Biology course receives high school and college life science credit, our Earth Science counts for high school physical science and our Ag. Econ counts for High School and College history. In addition our floral class, which is a part of the floral pathway, received CSU/UC art credit and our Vet Science class is an A-G elective course.

Incorporated in every class we teach at Madera South High School is an FFA, Careers and Recordkeeping unit. All of our student's record books are stored in file cabinets or in folders on the instructor's computer. Most of the teachers will even use guest speakers, during the career unit, to help and show students the opportunities they have in their career area.

Supporting documentation and evidence can be found in the following appendices:

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Quality Criteria
Two
Leadership and Citizenship Development

The Madera FFA chapter was the 17th chapter chartered in the State of California. All students in the Madera FFA Chapter are required to participate in 3 FFA activities each semester, for a total of 6 a year. Each teacher checks this through the sign in sheets and it accounts for 10% of the semester grade. Madera FFA is a very active chapter and we participate in well above the 12 required activity and we have held the Sectional Participation Trophy as the most active chapter in the West Fresno/Madera Section for the last 6 years. Our students can participate in their choice of 3-4 fundraisers each semester, monthly FFA meetings, recruitment, Ag. Literacy Day, community service, as well as all the Sectional, Regional and State Activities.

The comprehensive program plan has been recently revised by Kristin Mckenna, it outlines the responsibilities of the teachers to participate and supervise student leadership activities. Students are graded for their participation in FFA activities and it is worth 10% of their overall grade in their Agriculture course. Many students participate in more than the required 3 activities for extra credit and they like most of the activities that our chapter officers plan for the year.

Included in all of our course curriculum is a careers unit. In this unit we talk about potential jobs students can get, as well as the organizations that help agriculture; such as water districts, Farm Bureau's, and USDA.

The Madera FFA has 7 fully credentialed agriculture teachers who hold both a single subject credential in agriculture and the ag. specialist degree from Fresno State. We all teach a full schedule of 5 classes each and the 2 FFA advisors have sold a prep to teach the zero period Ag. Leadership class.

Our community service committee hosts the Ag. Literacy Day for 2,500 kindergarten and 1st grade students, Coats for Kids, Canned Food Drive, and Bowling for Kids for Children's Hospital.

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Quality Criteria
Three
Practical Application of Occupational Skills

I take pride in the fact that the program at Madera South emphasizes the need to continue growing our CTE courses to prepare student for industry needs. Our classes mimic real life job sites and often times our students are ready for entry level positions when they graduate from our program. In my diesel/small engine program, students are treated like employees, they must keep track of time they put in the shop and are paid (Grade) for the work they complete. They must also show up on time and if they are late, they lose points (money) just as if they were late for a job. The other mechanics classes do the same and the horticulture classes use time cards that students must fill out every time they work in the green house.

We also have a very strong SAE program that is very balanced and diverse. We have our regular show kids who show at both Madera and Chowchilla fairs. We also have kids who work on their family farms or in their family business and we have students who are farm laborers and work in the fields during the summers and weekends. These students took a lot of time to try and get them to show value in the work that society typically looks down upon, but not our students in this area are receiving their state and American degrees for their work. Teachers supervise these students based on their strengths and also if they have the student in their class. We share the responsibility to make sure we do project visits each semester. At every project visit we have forms that we fill out to keep a record of the student's project and student must work in their record books.

We have 7 vehicles that belong to the agriculture department, we are all assigned to a vehicle to help keep them maintained properly and also to use as needed when we are out on project visits and other activities. Our fuel and maintenance is part of the district match for our Ag Incentive Grant.

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Quality Criteria
Four
Qualified and Competent Personal

There are seven Ag. Teachers in the Madera South High School Agriculture Department; the years of service in our department ranges from two years all the way to thirty years. One interesting thing is that four of the seven teachers got their first job at Madera South and have been here since. All seven of us hold single subject agriculture credentials and agriculture specialist credentials from California State University, Fresno.

Many of the agriculture teachers at Madera South have gone through much training in effective teaching practices and we all follow our districts educational focus, of checking for understanding, re-teaching, and bell to bell instruction. All seven of us attend regional, sectional and state CATA meetings. All of our young teachers have attended new professionals each year, approximately five of us a year will attend roadshows or other professional development opportunities. The department head gets an additional prep period as well as a stipend in order to conduct the activities of the Madera South Agriculture Program.

In terms of our counselors and administrators, we are very fortunate since they all encourage students to continue in their selected pathways by choosing courses that are next in their pathway sequence. They also regularly attend our advisory meetings and help out when we need an extra hand at our banquets and will also judge if we need them to at section and regional contests.

Supporting documentation and evidence can be found in the appendices:

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Quality Criteria
Five
Facilities, Equipment, and Materials

The Madera South High School Agriculture Department was built 8 years ago; it is a twenty-acre, on campus school farm including 4 barns, 3 science classrooms, 4 shops and adjoining classrooms, a floral shop and laboratory, arena for horses, and 3 acres of pasture for large animals, as well as greenhouse facilities. Recently we planted a 2 acre vineyard that will be in full production by fall of 2015. We have 4 varieties of wine grapes that will be student managed and it is the starting point of creating an enology program at Madera South High School. It is a very modern and state of the art facility and we frequently have other high schools and universities come out to look at it to change their own facilities. To get the facilities we have today, our advisory had started to negotiate and bargain for it 30 years ago and I am fortunate they did, because I am truly pleased with everything we have and am very fortunate to them.

In terms of the equipment being used in our facilities, these were not included when they built the farm, so we try and replace things, in rotation, in order to stay on top of industry trends and so that way our equipment matches that being used by industry in Madera. We purchase this through grants, or Agriculture Incentive, Perkins Funding, ROP and our Site Budget. All of our facilities are handicapped accessible so that they can learn and experience everything we do in our classes.

All of the classrooms on campus are equipped with a computer, and a projector tied into it. In the agriculture department we have further improved our technology through our own money to purchase Promethium boards, document cameras and

additional computers in many of our classrooms. These additional technologies are nice to have for classroom instruction.

Some of the perks that I have from my facility are that I have a classroom and a shop. This way I can teach concepts in class and then the students are able to showcase what they learned in my shop. I would say that I do not have nearly enough storage as I would like, I have more engines than I know what to do with along with various pieces of equipment that needs to be stored. There are future plans set to build a storage building, but I do not know if this will happen before I retire.

I truly feel fortunate every day to have the facilities we have, however our facilities still are not complete. We have a very detailed plan to develop the farm in the future. Also within the next year we will be planting a variety block of citrus and fruit trees by the greenhouse. Both of these projects will increase students SAE projects. Down the road further is our dream of being able to build a vet science laboratory on the farm, where the animal science classes can perform routine procedures on small animals. The other thing down the road is an enclosed storage facility for our tractors, trailers and trucks.

Supporting documentation and evidence can be found in the appendices:

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Quality Criteria Six

Community, Business, and Industry Involvement

Our agriculture advisory committee is made up of a minimum of 3 representatives from each career pathway, administrators from both our high school campus and district, parents, all 7 agriculture teachers and a school counselor. We meet as a large group twice a year and as sub-committees, as the need arises. We have a special committee in place for the implementation and design of our schools orchards and vines. At each advisory committee meeting, one pathway does a pathway presentation with current classes, projects and future plans and goals. From there the advisory committee gives advice and helps to shape the curriculum being taught from the current industry trends. Our advisory committee moves quickly on the things that we need, my job when I got hired was to plant permanent crops on our school farm. With the help of some of these members we now have a 2 acre vineyard that was at no cost to our department. Although they are not a boosters group, their influence in the community to get things donated has helped out tremendously. They truly have been a huge help with everything.

Our advisory committee reviews and updates our curriculum guides every 2 years in sub-committees, they also help with any issues that may come up with the school board. While looking at curriculum guides, they also look at textbooks and supplemental materials to make sure they are pertinent to the material being taught. The agendas and invitation to the meetings are sent out 3 weeks prior and minutes are sent to each member within one week. We always make sure we provide dinner for our members as well.

Supporting documentation and evidence can be found in the appendices:

Appendix q Appendix ee Appendix ff

Quality Criteria
Seven
Career Guidance

At the beginning of each school year every student enrolled in the agriculture classes fill out their course career planning guides. This helps out our 2 counselors designated to the school of agriculture tremendously, because when it comes time to register, students know what class they are supposed to take next in their respected pathway. These sheets are kept in their permanent files.

For the last 3 years we haven't been allowed to do any recruitment outside of our feeder schools. The extent of our recruitment, was being allowed to send a PowerPoint with our activities director and let her leadership students present it at 8th grade enrollment. After approaching the school board and administration, we got approved to recruit at all schools in the district. Since most of the county schools are agriculture based, and our schools feed into Madera North and not us, we found it important to get more of these 4-H and agriculture families in our program. We went out to all 8th grade classes in our district, and the private catholic school, and presented for an hour. The students gave a 10 minute presentation on each pathway and then the FFA. Students were given information to take home on the Career School Transfers and 8th grade parent night that was held at the school farm. This didn't really help much as far as transfer coming in; we are now focusing more on the students on our campus that we have missed. Our program is now impacted to the point that if a student wants to take an ag class, they must switch careers schools to be in our classes.

Our capstone classes are full to the brim and we have approximately 150 program completers every year. We take pride in having 5 complete pathways for students to take part in

so that they are ready for the workforce or college when they graduate. Our program also has a retention of 2.7 years which is one of the highest of all ag programs in the state.

Supporting documentation and evidence can be found in the appendices:

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Quality Criteria
Eight
Program Promotion

Our main program promotion and recruitment activity is our annual Ag. Literacy Day; previously called Pumpkin Festival. It is a 2-day event in October, where more than 2,000 Kindergarten and 1st grade students in the district, come out to the farm to participate in story time, plant a pumpkin, and apples journey, and a petting zoo activity; at the end each student gets a personal pumpkin. This event is one remembered by many of our students, and since it has been going on for 13 years, most of our high school students remember this activity from when they were in 1st grade. We send out monthly updates with our happenings and placing's at contest to everyone in the district via email, as well as the Madera County Ag. Boosters and Ag. Advisory committees. Our Public Relation committee produces 2 newsletters a semester and sends them out to the same people and parents. Our Fall and Spring awards banquet always reaches occupancy in our cafeteria of 350, and we make frequent trips in classes, and with teams to industry locations. During FFA week we have activities for all of campus and open our FFA meeting up to anyone during that week. The one thing we need to improve on is our visibility in our local newspaper the Madera Tribune. Although we have a few articles a year in their already, our goal is to start getting in a minimum of 1 article per month, which will widen our publicity in the whole community of Madera. This is increasingly important with the current budget cuts we are facing.

Our program brochure is our easiest source to pass out to interested students as well as our Program of Activities; we have extra copies of both on hand at all times.

Supporting documentation and evidence can be found in the appendices:

Appendix I	Appendix P	Appendix KK
Appendix J	Appendix Q	Appendix OO
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Quality Criteria
Nine
Program Accountability and Planning

In terms of program accountability we are pretty good about getting all of our reports filed in time. This past year we were due for an advisory committee review. So at our September advisory committee we broke up into groups and reviewed each of the quality criteria to see what we meet and what we needed to improve on. In terms of onsite reviews we haven't had one since 2011, no the state staff are not allowed to travel far from their offices so we are not sure when we will have another review. Our comprehensive program plan has been updated this year and the department head tries to stay on top of it so that we do not get behind.

We send a follow up survey in August of every year to all of our program completers; typically only 50% of these are returned which leaves us to make phone calls to get the rest of our needed information. We get a wide variety of responses on these but the majority are attending a 2 or 4 year college and many of them are majoring in Agriculture Education. We also see a good majority working full time in welding or engines shops, which shows those programs are doing their job with training and keeping up partnerships in our community. Perhaps my favorite part of the survey is to look at what the students consider to be the part of the program that helped them the most and what parts need improvement.

Madera South gets many different forms of funding, we get a department budget each year from the school of approximately $8,000 most of this is spent on gas for the welding and floral classes, we also have 2 classes that get an ROP budget for their supplies, in addition those of us who teach science classes do get some basic supplies

from that department, however the majority of our funding comes from Ag. Incentive Grant and Perkins. The district actually over matches our funds, they pay for fuel for our vehicles, maintenance, and we get approximately $25,000 in open PO's to local business, this money is used to maintain and improve our school farm. We have PO's to the irrigation company, 2 hardware stores, 2 feed stores, the local nursery, engine shop, welding shop, and a lumber yard. This money is super important to our classes for example I have $1,000 to spend at the mower shop every year, it is primarily used on parts for the engines we work on in class.

Supporting documentation and evidence can be found in the appendices:

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Quality Criteria
Ten
Student-Teacher Ration

By far the biggest weakness for the Madera South Agriculture Department is our class sizes. Our district doesn't follow Criteria 10 at all. All of our science and vet and animal elective classes are capped at 38 students and frequently we will carry that many students all year. They cap our shop classes at 32 but it frequently will go over 35. The biggest issue is that our counselors do not have anywhere to put their students, especially in elective courses because there are not enough electives on our campus. They figure the best place to put them is in the most dangerous classes on campus. We have fought on this topic, but our district does not see the importance of this and either does the site administration. I do not see this ever changing in the future because when you have 2,800 students on one campus, they have to put the students somewhere.

Supporting documentation and evidence can be found in the appendices:

Appendix d

Appendix x

Quality Criteria
Eleven
Full Year Employment

All seven of the teachers receive an extended contract. Our extended contract amount is 20% of our salary. We are required to work 36 addition non working school days; these can be holidays, summer, or weekends, a day is considered 6 hours. Most of the teachers meet this prior to summer vacation but are still out here a minimum of 3 days a week during the summer, since we have animals on the farm. We are required to log these hours in a calendar which is turned in at the end of the year.

At Madera South high school the SAE periods were lost about 15 years ago, however both the Department Head still gets an SAE period. Also with the current budget situation I don't see these coming back in the near future. We also have a department head stipend of $2,000, a FFA advisor stipend for the lead advisor of $1,400 and an assistant FFA advisor stipend of $900. These are all through our ASB on campus and added to the check monthly from August to June.

Supporting documentation and evidence can be found in the appendices:

Appendix e	Appendix h	Appendix m
Appendix f	Appendix j	Appendix y

A. Student Data Sheet

Teacher Name [illegible]

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [redacted] Ramon
Last Name First Name, MI

B. Gender: Male ✓ Female

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

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

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

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

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

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

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

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

I plan to have my own ranch with cattle & horse, and grow alfalfa.

H. Date: 09-16-15 Student ID # 15759

I. Locator Data
Street Address: [redacted] Ave. 18
City, Zip: Madera, CA. 93638
Phone Number: (559) 232-5467
Email: [redacted]
Parent/Guardian Name (Print Full Name For Each):
Mr. Mr. Gonzalez, Gustavo
Miss/Mrs./Ms.

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

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

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

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

Teacher Name Wilson

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [redacted] George
Last Name First Name, MI

H. Date: 9/16/13 Student ID # 7c1276

B. Gender: Male ✓ Female

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Auto body shop

I. Locator Data

Street Address: [redacted]
City, Zip: [redacted] CA 93638
Phone Number: (559) 416-6976
Email: [redacted]
Parent/Guardian Name (Print Full Name For Each):
Mr. Steve [redacted]
Miss/Mrs./Ms. [redacted]

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

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

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

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

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [redacted] Erik
Last Name First Name, MI

H. Date: 9/16/13 Student ID # 401404

B. Gender: Male ✓ Female

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Mechanic

I. Locator Data

Street Address: [redacted]
City, Zip: Monterey CA 93638
Phone Number: [redacted]

Email: [redacted]

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

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

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

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

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

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

Teacher Name Gilles

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [redacted] Eduardo
First Name, MI

B. Gender: Male ✓ Female

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

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

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

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

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

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

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

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

A world enjoy working on engines

H. Date: 9/16/15 Student ID # 2122

I. Locator Data
Street Address: 617 South [illegible]
City, Zip: Madera 93638
Phone Number: 559-669-0950
Email:
Parent/Guardian Name (Print Full Name For Each):
Mr. Mark Sanchez
Miss/Mrs./Ms. Gemma Sanchez

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

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

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

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

Teacher Name Ms. Gillis

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [redacted] Dylan E
Last Name First Name, MI

B. Gender: Male X Female

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

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

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

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

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

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

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

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

H. Date: 9/16/13 Student ID # 200726

I. Locator Data
Street Address: 16770 Walden Dr.
City, Zip: Madera, 93638
Phone Number: (559) 363-6740
Email: harderfarms40@gmail.com
Parent/Guardian Name (Print Full Name For Each):
Mr. Glen Harder
Miss/Mrs./Ms. Debra Harder

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

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

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

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

Teacher Name [illegible] AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [redacted] Michael A.
Last Name First Name, MI

H. Date: 9/19/13 Student ID # 15105

B. Gender: Male X Female

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

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

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

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

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

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

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

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

Mechanic (welding)

I. Locator Data
Street Address: 217 Madrid Lane
City, Zip: Madera 93637
Phone Number: 559-999-5871
Email: [redacted]
Parent/Guardian Name (Print Full Name For Each):
Mr. Alex Egue
Miss/(Mrs)/Ms. Dominique Egue

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

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

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

1. Go to Work Full - Time X

   No Further Education
   Some College Later

2. Go to College X

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

3. Go Into Military Service

Teacher Name Gilles

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [redacted] Michael C
Last Name First Name, MI

B. Gender: Male X Female

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

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

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

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

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

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

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

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

Welder

H. Date: 9-16-15 Student ID # 15091

I. Locator Data
Street Address: 1305 Vern St.
City, Zip: Madera CA 93638
Phone Number: (559) 481-2557
Email: [redacted]
Parent/Guardian Name (Print Full Name For Each):
Mr. Marcos Dorame
Miss/Mrs./Ms. Rosa Ramos

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

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

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

1. Go to Work Full - Time X
   - No Further Education X
   - 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

Teacher Name Mr. Williams

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [redacted] (Last Name) Miguel A (First Name, MI)

H. Date: 9-16-13 Student ID # 17543

B. Gender: Male ✓ Female

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Auto Mechanic

I. Locator Data

Street Address: 27547 Ave 19

City, Zip: Madera Ca. 93638

Phone Number: (559) 416-0399

Email: [redacted] migueldolores4@gmail.com

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

Mr. Gumercindo Dolores

Miss/Mrs./Ms. Isabel Vargas

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

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

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

1. Go to Work Full - Time ✓

   No Further Education
   Some College Later ✓

2. Go to College

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

3. Go Into Military Service

Teacher Name Williams

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [redacted] (Last Name) Ricardo (First Name, MI)

B. Gender: Male X Female

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Open up my own shop

H. Date: 9/6/13 Student ID # 17699

I. Locator Data

Street Address: 1600 Calaveras St

City, Zip: Madera CA 93637

Phone Number: 559 661 8555

Email: None

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

Mr. Rafael Diaz

Miss/Mrs./Ms.

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

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

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

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

Teacher Name Gilles

AGRICULTURAL EDUCATION - STUDENT CAREER DATA SHEET

A. Name [redacted] Jaime E.
First Name, MI

B. Gender: Male [X] Female [ ]

C. Ethnicity/Race:

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

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

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

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

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

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

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

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

Diesel mechanic/cannabis farmer

H. Date: September 16, 2013 Student ID # 17423

I. Locator Data

Street Address: [redacted]
City, Zip: Madera CA 93638
Phone Number: (559) 706-9861
Email: [redacted]@yahoo.com
Parent/Guardian Name (Print Full Name For Each):
Mr. Jaime Chavez
Miss/Mrs./Ms. Esperanza Chavez

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

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

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

1. Go to Work Full - Time [ ]

   No Further Education [ ]
   Some College Later [ ]

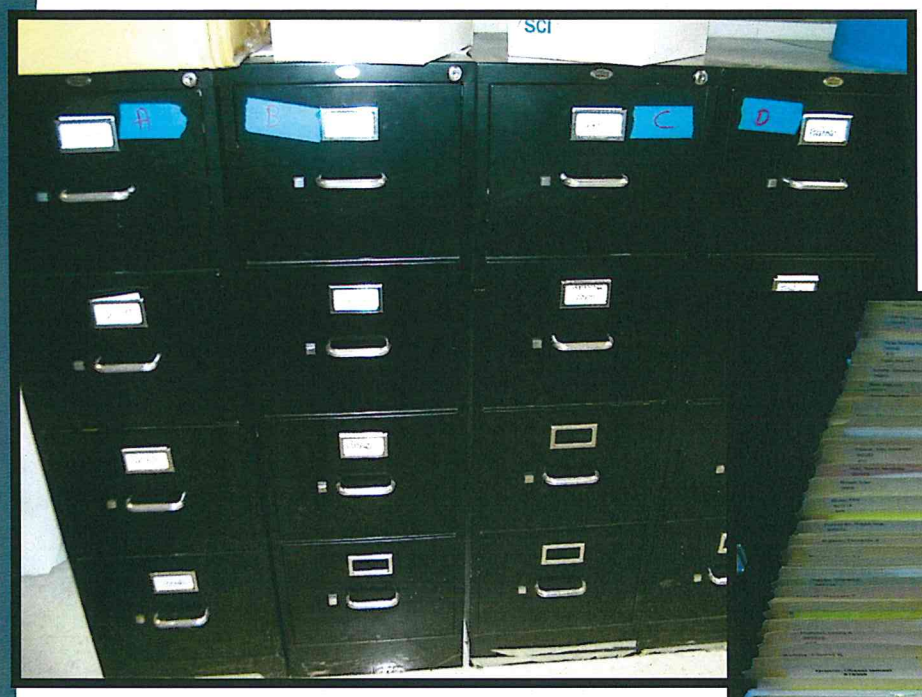
2. Go to College [X]

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

3. Go Into Military Service [ ]

b. Permanent Vo-Ag Student Record

Permanent Vo-Ag Records



There are 4 file cabinets in the hallway between the science room. Each grade level has a file cabinet and seniors and graduates share there's. All old records are kept in these, current years books are stored in boxes in the teachers classroom.

Each drawer has folders with the students names on them that are in alphabetical order.

Each folder contains record-books, student data sheets, and awards applications for that student.

C. Course Outlines

Diesel Engines/Small Engines
Expectations & Rules

Name:_____ **ID#** _____

Period:_____**Instructor:**_____

1. Shop Safety: To ensure safety to all of our students, the following will be required for all students to wear during class and lab activities that require safety equipment.

A) Safety Glasses
B) Close-Toed Leather Shoes
C) Long Pants (Shorts are Not Allowed in the Shop)
D) Long Sleeve Shirts (When Applicable)
E) Proper Safety Equipment Needed for Specified Job.

Failure to Wear Correct Safety Equipment Will Result in an Immediate Failure in this Class. Safety is Our Number 1 Priority!

2. Do not wear loose fitting clothing, especially around moving equipment.
3. Do not misuse tools or equipment, if damage is done to tools as a result you are responsible for replacing the tool or equipment.
4. CELL PHONES are not allowed in class or lab. If cell phone is out during class, it will be taken away and given to career school.
5. Clean all spills once they happen, if unable to do so, stop and ask the instructor for help.
6. If in DOUBT at anytime, stop what you are doing and ask the instructor for help. It is important to be safe for ourselves and our equipment.
7. All students are required to take part in shop cleanup at the end of the period. Failure to do so will result in loss of daily points.
8. To be successful in this class and life, you are required to give 100% effort on all assignments and lab activities. This class is set up so that you are successful in your life and future.
9. A binder is required for this class to keep assignments, lab books, and other things needed to participate in class. You will also need to have a pencil or pen at every class meeting.
10. There will be no food or drink allowed in the shop at anytime!

I have read this with my parents and understand that I will be held accountable for all of the rules above and accept the consequences of not following them:

STUDENT SIGNATURE:_____ **DATE:**_____

PARENT/GUARDIAN SIGNATURE:_____ **DATE:**_____

Diesels

Mr. Williams

Prerequisites: Ag. Mech. 1

Course description:

Diesel Mechanics is designed to train students in the basics of diesel engines. This course emphasizes skills necessary to be competent in basic fundamentals of diesel engines, hydraulics, powertrains and farm machinery. This year we will focus on basic shop skills, the fundamentals and methodology of Diesel, Small Engines and Farm Machinery.

This course will also train students to real world specifications on all levels, to be included are: resume building, job application and job interview skills.

Course Competencies:

1. Demonstrate knowledge and understanding of classroom procedures
2. Demonstrate work ethic through classroom and lab activities
3. Be able to identify tools and parts that are used with diesel engines
4. Demonstrate safe work habits
5. Maintain a clean shop area
6. Operate equipment safely
7. Demonstrate ability to use precise measuring tools
8. Demonstrate knowledge and fundamentals of diesel engine mechanics
9. Demonstrate the ability to remove, inspect, recondition and install:
    A) Cylinder block, end plates, covers, head, valves and liners
    B) Crankshaft and bearings,
    C) Flywheel, ring gear, clutch pilot bearing, flywheel housing, and gear train cover
    D) Vibration damper
    E) Pistons, connecting rods
    F) Timing gears and camshaft
10. Demonstrate ability to know preventive maintenance
11. Demonstrate knowledge of fasteners, understanding grades of bolts, proper tightening techniques
12. Ability to demonstrate knowledge of torque wrenches in shop activities.
13. Demonstrate knowledge of horsepower and torque

Instructional Methods:

The following instructional methods will be used in teaching the course:
a) Lecture
b) Audio visual
c) Laboratory activities
d) Tests and quizzes
e) Reading/writing assignments
f) Guest speakers
g) Classroom Discussion

Books and Resources

Diesel Technology, Norman, Corinchock, Scharf
We will also use internet resources and classroom discussion in daily activities.

Grading:

Grading will be as followed

45% Tests/Quizzes
45% Class Work/Projects
10% Homework/FFA Activities

Intro to Diesel Mechanics
Course Syllabus
Instructor: Mr. Williams Madera South High School

Course Description:

This is an introductory level class in the theories of Diesel Technology. The main focus is to learn the theories and skills used in operation, breakdown, trouble shooting, maintenance, repair and safety. Our NUMBER ONE focus is shop safety at ALL TIMES to maintain a premier learning environment for all students. Since this class is based through agriculture education, all students are FFA members and a percentage of this class will be based on FFA activities. This class is designed to give students hands-on experience working on Diesel Engines.

Student Expectations:

1. Be prepared for every class
2. Bring a pencil or pen to every class
3. Bring class binder to every class
4. Turn assignments in on time.
5. Wear proper safety equipment at all times.
6. Treat everyone with respect
7. Come to class on time (1 free tardy)
8. Be honest
9. Always obey shop safety rules
10. No talking during class or instruction
11. No cursing or rude comments
12. No food or drink in the shop
13. Take care of tools and equipment
14. Always clean up assigned area

Goals

1. Provide students with basic skills in diesel engines and there components.
2. Give students the opportunity to gain industry knowledge and skills in a premier learning environment.

3. Show students the opportunities waiting for them once High School is completed.
4. Create an ideal work environment through safe practices and processes.
5. Develop problem solving skills.
6. Familiarize students with compact diesel engines to prepare them for more advance classes.
7. Strengthen students academic skills through classroom instruction and "hands on" practical training experiences within the field of agricultural mechanics.

Course Objectives:

1. Demonstrate ability to be a safe student through practical use of safety tools and methods.
2. Recognize and demonstrate the use of tools in their proper manner.
3. Breakdown and rebuild diesel engines through the supervision of the instructor.
4. Understand the methods and fundamentals of diesel engines.
5. Demonstrate the use of specialty measuring tools.
6. Understand the principles of diesel engines and the future of the industry.

Course Outline:

Madera South
AGRICULTURE DEPARTMENT
Course Outline

ROP Small Engines
Teacher – Mr. Williams

I. Small Engines

1. **Grade Level:** 11-12
2. **Type of course:** Elective
3. **Prerequisite:** Diesels
4. **Length of course:** 1year, 1st & 2nd Period

II. Brief description:

This course is designed to provide students with the basic skills and knowledge in the areas of small engine theory of operation, construction, and repair. Students will receive classroom instruction as well as "hands on" shop experiences. Each unit of instruction includes a required assignment that will allow the student to apply those skills learned.

Students will receive instruction in shop safety prior to being allowed to work in the agriculture power facility. They will be required to take a general safety test as well as other safety tests pertaining to each piece of equipment that will be used. Students must pass with no less than 90%.

Students will have required troubleshooting lab assignments which will develop their skills in the various areas of engine theory and operation. These troubleshooting lab assignments will be reinforced with classroom instruction (lectures, demonstrations, worksheets, quizzes, tests, and videos) utilizing the textbook. When the student has completed all the required troubleshooting lab assignments he/she will be able to apply those skills on engines of their own.

Students will be required to have at least two projects. These projects must be engine or equipment related. Students will have to troubleshoot the engine problem(s) and then repair, rebuild, or tune up the specific engine and service it as well.

Students are required to wear protective clothing (coveralls, shop coats, or old clothes) to keep themselves from getting dirty. Students are also required to wear safety glasses at all times when they or other students are working in the shop. Students are also required to wear closed toe shoes. It is the student's responsibility to purchase these items.

III. Instructional materials:

Text: Small Gas Engines
Author: Alfred C. Roth
Publisher: Goodheart Wilcox Co., Inc.

IV. Major goals and objectives:

1. Students will develop an understanding of the four-stroke engine
2. Students will develop advanced technical skills and knowledge to perform routine maintenance on small engines.
3. Students will be able to properly troubleshoot and diagnose small engine problems.
4. Students will be able to properly read and understand a small engines part books and repair manuals.
5. Students will develop professional work habits and attitudes.

V. Small Engine Basic Skills:

During the course, the following skills will be mastered by the students.

- Understand the operation of the four stroke internal combustion engine.
- Perform routine maintenance on a small engine.
- Be able to work with engines and shop equipment safely.
- The proper terminology and use of tools.
- Be able to disassemble and re-assemble an engine to the specifications in the service manual.
- Engine troubleshooting and diagnosis.
- Engine overhaul (valves, valve guides, valve springs, pistons, piston rings)
- The different types of fuel and carburetion systems.
- The different types of ignition systems.
- The different types of governor systems.

VI. Course outline:

Unit 1 – Safety

1. Classroom Instruction and Demonstration of Equipment
2. Safety Tests

Unit 2 – Identification of tools, equipment, and parts

1. Classroom Instruction of Different Tools, Equipment, and Engine Parts
2. Precision Measuring Instruments

Unit 3 – Engine theory and operation

1. 4 Stroke Engines
2. 2 Stroke Engines
3. Intake, Compression, Power, and Exhaust

Unit 4 – Carburetion systems

1. Theory of Carburetion and Atomization
2. Flow Jet Carburetor
3. Vacu Jet Carburetor
4. Pulsa Jet Carburetor
5. Mixture Adjusting Screws
6. Venturi Action
7. Priming and Choking
8. Possible Problems
9. Troubleshooting Assignment

Unit 5 – Ignition Systems

1. Basic Theory
2. Types of Systems
3. Spark Plugs
4. Flywheel and Flywheel Key

Unit 6 – Compression System

1. Pistons and Rings
2. Valves
3. Engine Displacement

Unit 7 – Lubrication Systems

1. Principles of Lubrication
2. Friction, Wear, and Sealing
3. SAE Viscosity Grade
4. API Engine Oil Service Classification
5. Splash Lubrication
6. Oil Pumps
7. Oil Filters

Unit 8 – Cooling Systems

1. Principles of Engine Cooling
2. How Air Cooling Works
3. How Exhaust Cooling Works
4. How Water Cooling Works
5. Water Pumps
6. Thermostats
7. Radiators

Unit 9 – Fuel and Emissions

1. Engine Fuels
2. Tanks, Lines, and Fittings
3. Fuel Pumps
4. Exhaust Emissions
5. Environmental and Health Issues

Unit 10 – Preventive Maintenance and Troubleshooting

1. General Preventive Maintenance
2. Keeping Engines Clean
3. Servicing
4. Systematic Troubleshooting

Unit 11 – Engine Teardown and Re-assembly

1. Engine Inspection
2. Engine Disassembly
3. Organization
4. Fasteners, Sealers, and Gaskets
5. Engine Re-assembly

Unit 12 – Measuring Engine Performance

1. Basic Terminology
2. Engine Displacement
3. Compression Ratio
4. Torque and Horsepower
5. Volumetric Efficiency
6. Practical Efficiency
7. Mechanical Efficiency
8. Thermal Efficiency

Unit 13 – Employability

1. Resume
2. Application
3. Employee/Employer Expectations

VII. Grading Policies and Procedures

1. Grading Scale

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

2. All assignments will be given a point value. Therefore, each student's grade will be determined by calculating the percentage of the points earned and the assigning the corresponding letter grade in accordance with the scale shown above. The main categories under which the students are given points are shown below.

   1. Student Binders
   2. Class Work
   3. Daily Shop Points
   4. Lab Exercises
   5. Lab Projects
   6. Tests and Quizzes

   EACH STUDENT IS REQUIRED TO MAINTAIN A 3 RING BINDER SPECIFICALLY FOR THIS CLASS. Students will keep all notes, assignments, tests, handouts, and this syllabus in their binder. It will be checked weekly for neatness and completion.

D. Xerox Copy Of Daily grade Sheets
From Each Class Taught

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Gradebook Summary

1 - ROP Diesel Eng. - Y — **Williams, John**

Student#	Grd	101	102	103	104	105	106	Perc	Mrk
Max Points:		**100**	**50**	**50**	**50**	**50**	**100**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	**6 Assmnts**	
3967	12	85	25	30	25	40	100	**76.25**	**C**
8584	12	85	40	50	40	50	50	**78.75**	**C+**
9977	12	90	40	35	45	50	50	**77.50**	**C+**
10204	12	85	50	45	35	45	100	**90.00**	**A-**
10279	12	85	50	45	40	35	50	**76.25**	**C**
13356	12	85	40	40	50	40	50	**76.25**	**C**
13572	12	95	40	50	50	50	100	**96.25**	**A**
13602	12	85	50	35	35	45	100	**87.50**	**B+**
14903	12	85	45	45	50	50	50	**81.25**	**B-**
16258	12	85	40	40	40	50	50	**76.25**	**C**
19734	12	85	50	50	50	50	100	**96.25**	**A**
24356	11	85	50	50	40	40	0	**66.25**	**D**
24676	11	85	50	50	50	50	50	**83.75**	**B**
24686	11	85	25	25	35	50	100	**80.00**	**B-**
24730	11	85	40	35	50	50	100	**90.00**	**A-**
24944	11	85	45	50	30	25	50	**71.25**	**C-**
24966	11	85	50	50	50	50	100	**96.25**	**A**
24972	11	85	40	45	40	35	100	**86.25**	**B**
25084	11	85	30	50	15	40	100	**80.00**	**B-**
34037	11	85	45	45	30	45	50	**75.00**	**C**
34363	12	85	30	25	40	35	50	**66.25**	**D**
35455	12	85	40	35	50	50	50	**77.50**	**C+**
36874	12	85	45	35	50	50	100	**91.25**	**A-**
36892	12	85	45	40	45	45	100	**90.00**	**A-**
Student#	Grd	101	102	103	104	105	106	Perc	Mrk

Scores Based Upon Graded Assignments 101 - 999

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

Page: 1 < Back > 3/13/2014 2:20:06 PM

Gradebook Summary

3 - Diesel Engines - Y

Williams, John

Student#	Grd	101	102	103	104	105	106	107	Perc	Mrk
Max Points:		100	50	50	50	50	10	10		
**Grading Completed:		☑	☑	☑	☑	☑	☑	☑	7 Assmnts	
527	12	85	50	50	50	50	8	8	**87.50**	**B+**
8504	12	85	40	35	30	35	9	0	**60.00**	**D-**
9578	12	85	50	50	50	50	8	10	**92.50**	**A-**
10353	12	85	50	45	50	50	10	10	**96.66**	**A**
13484	12	85	30	50	50	50	10	8	**89.16**	**B+**
13549	12	85	45	50	50	45	9	8	**88.33**	**B+**
13698	12	85	50	40	40	50	10	9	**91.66**	**A-**
24352	11	85	50	40	50	35	10	10	**93.33**	**A**
24528	11	85	50	50	50	50	10	10	**97.50**	**A**
24540	11	85	50	30	10	45	0	9	**59.16**	**F+**
24627	11	85	50	50	50	50	8	8	**87.50**	**B+**
24659	11	85	50	50	50	50	10	10	**97.50**	**A**
24808	11	85	50	50	50	50	9	8	**90.00**	**A-**
24884	11	85	50	50	45	50	10	8	**91.66**	**A-**
25021	11	85	50	50	50	50	8	8	**87.50**	**B+**
25083	11	85	50	40	50	50	9	7	**85.83**	**B**
34460	10	85	50	50	50	40	8	9	**88.33**	**B+**
34512	10	85	50	50	50	50	9	8	**90.00**	**A-**
34570	10	85	50	50	50	40	10	10	**95.83**	**A**
34678	10	85	50	50	50	50	9	10	**95.00**	**A**
34747	10	85	45	40	30	45	9	9	**85.83**	**B**
34816	10	85	50	50	50	50	8	10	**92.50**	**A-**
34864	10	85	40	30	40	35	10	8	**83.33**	**B**
34865	10	85	50	50	50	50	8	9	**90.00**	**A-**
34870	10	85	50	50	50	50	9	8	**90.00**	**A-**
34885	10	85	50	50	50	50	10	9	**95.00**	**A**
34937	10	85	50	40	50	25	10	10	**91.66**	**A-**
34992	10	85	50	50	50	50	10	9	**95.00**	**A**
Student#	Grd	101	102	103	104	105	106	107	Perc	Mrk

Scores Based Upon Graded Assignments 101 - 999

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

Page: 1 < Back > 3/13/2014 2:22:18 PM

Gradebook Summary

4 - Ag Leadership - Y

Williams, John

Student#	Grd	101	102	103	104	105	Perc	Mrk
Max Points:		**100**	**50**	**50**	**50**	**50**		
****Grading Completed:**		☑	☑	☑	☑	☑	**5 Assmnts**	
8552	12	100	50	50	50	50	**100.00**	**A+**
9977	12	85	35	50	50	50	**90.00**	**A-**
10499	12	95	40	50	40	30	**85.00**	**B**
13238	12	90	10	50	40	50	**80.00**	**B-**
24611	11	95	50	50	50	50	**98.33**	**A**
24635	11	75	30	50	40	50	**81.66**	**B-**
24826	11	95	30	50	50	50	**91.66**	**A-**
25024	11	95	40	50	50	50	**95.00**	**A**
25026	11	80	50	30	50	50	**86.66**	**B**
25081	11	85	50	50	50	50	**95.00**	**A**
25085	11	85	40	30	40	50	**81.66**	**B-**
33705	11	80	50	40	40	50	**86.66**	**B**
33708	11	100	50	50	50	50	**100.00**	**A+**
34351	11	75	50	50	50	50	**91.66**	**A-**
34861	10	75	50	50	40	50	**88.33**	**B+**
34959	10	90	50	50	50	50	**96.66**	**A**
34962	10	80	50	50	50	50	**93.33**	**A**
35173	10	80	45	50	40	50	**88.33**	**B+**
35252	10	85	50	50	50	50	**95.00**	**A**
Student#	Grd	101	102	103	104	105	Perc	Mrk

Scores Based Upon Graded Assignments 101 - 999

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

Page: 1 < Back > 3/13/2014 2:22:37 PM

Gradebook Summary

5 - Diesel Engines - Y

Williams, John

Student#	Grd	101	102	103	104	105	106	107	Perc	Mrk
Max Points:		**100**	**50**	**50**	**50**	**50**	**10**	**10**		
****Grading Completed:**		☑	☑	☑	☑	☑	☑	☑	**7 Assmnts**	
14262	12	100	50	50	40	50	8	9	**90.83**	**A-**
24455	11	90	45	40	50	40	8	10	**89.16**	**B+**
24457	11	100	30	50	50	50	7	10	**89.16**	**B+**
24572	11	95	50	50	40	40	9	8	**88.33**	**B+**
24709	11	90	50	50	50	40	9	10	**94.16**	**A**
24800	11	95	50	50	45	40	10	10	**96.66**	**A**
24870	11	95	50	50	35	50	9	9	**91.66**	**A-**
25043	11	100	50	50	50	50	10	10	**100.00**	**A+**
25097	11	80	50	50	50	40	10	8	**90.00**	**A-**
34451	10	80	50	30	50	50	9	9	**88.33**	**B+**
34463	10	95	50	50	30	30	9	8	**85.00**	**B**
34474	10	80	40	50	50	50	9	10	**92.50**	**A-**
34566	10	85	50	40	50	40	8	8	**84.16**	**B**
34573	10	95	50	45	35	35	9	8	**85.83**	**B**
34617	10	90	40	50	50	50	8	9	**89.16**	**B+**
34746	10	85	40	50	40	40	10	10	**92.50**	**A-**
34793	10	95	50	50	50	50	10	10	**99.16**	**A**
34887	10	95	50	50	50	50	9	10	**96.66**	**A**
34956	10	85	50	50	50	50	10	10	**97.50**	**A**
35065	10	100	50	50	50	50	10	8	**95.00**	**A**
35101	10	95	50	50	50	50	9	10	**96.66**	**A**
35365	10	90	50	50	50	45	10	10	**97.50**	**A**
36935	10	80	50	50	45	15	7	7	**75.00**	**C**
36941	11	80	50	40	40	40	8	0	**61.66**	**D-**
Student#	Grd	101	102	103	104	105	106	107	Perc	Mrk

Scores Based Upon Graded Assignments 101 - 999

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

E. SOE Supervision Forms Used on Project Visits

Time:_____ Date: 7/10/13

Madera South High School

Agriculture Department Project Supervision Form

Name of Student: Jaime E. Cuevas

Project: Replacement dairy heifer

Scope: one

Record Book Verification

Yes	No	
X	___	Clean Pen
X	___	Feed
X	___	Animal Clean
X	___	Wormed 7/10 Date
X	___	Clean Water
X	___	Healthy Animal
X	___	Halter Broke
X	___	Student Present

Weight		ADG	
- Previous Weight		X____ Days to Fair	
= Total Gain		+ Today's Weight	
/ # Days from last weight = ADG		= Projected Fair Weight	

Recommended feed ration: 1 flake of Alfalfa, 3 pounds of grain 1 flake of oats per feeding.

Recommended exercise program: 20 minutes per day.

Recommended washing schedule: 1 times per week.

Current Project Size/Scope: 1 dairy heifer

Overall Recommendations: good over all just needs to show whos boss

Future Project Plans: work her a little longer

Student Signature	Date	Advisor Signature	Date
Jaime Cuevas	7/10/13		

White: Advisor Copy Yellow: Student Copy Pink: File Copy

Time:_____ Date: 12/12/13

Madera South High School

Agriculture Department Project Supervision Form

Name of Student: Jaime E. Cuevas

Project: Replacement dairy heifer

Scope: one

Record Book Verification

Yes	No	
X	___	Clean Pen
X	___	Feed
X	___	Animal Clean
X	___	Wormed 12/12 Date
X	___	Clean Water
X	___	Healthy Animal
X	___	Halter Broke
X	___	Student Present

Weight		ADG	
- Previous Weight		X____ Days to Fair	
= Total Gain		+ Today's Weight	
/ # Days from last weight = ADG		= Projected Fair Weight	

Recommended feed ration: 1 flake of Alfalfa, 3 pounds of [redacted] grain 1 flake of oats per feeding.

Recommended exercise program: 20 minutes per day.

Recommended washing schedule: 1 times per week.

Current Project Size/Scope: 1 dairy heifer

Overall Recommendations: Improvement on showing who's boss, but needs to gain a little weight

Future Project Plans: feed half a pound more of grain

Student Signature	Date	Advisor Signature	Date
Jaime Cuevas	12/12/13		

White: Advisor Copy Yellow: Student Copy Pink: File Copy

Time: 12:00 PM Date: 8/4/13

Madera South High School

Agriculture Department Project Supervision Form

Name of Student: Clayton Sheehan

Project: Dairy Replacement Heifer

Scope: 1 head

Record Book Verification

Yes	No	
X	___	Clean Pen
X	___	Feed
X	___	Animal Clean
X	___	Wormed 9/10/13 Date
X	___	Clean Water
X	___	Healthy Animal
___	X	Halter Broke
X	___	Student Present

Weight		ADG	
- Previous Weight		X____ Days to Fair	
= Total Gain		+ Today's Weight	
/ # Days from last weight = ADG		= Projected Fair Weight	

Recommended feed ration: One flake of alfalfa and 3 pounds of grain per feeding.

Recommended exercise program: 30 minutes per day.

Recommended washing schedule: 1 times per week.

Current Project Size/Scope: 1 head

Overall Recommendations: You should work with the heifer more.

Future Project Plans: Attain another heifer for the next 2 yrs.

Student Signature	Date	Advisor Signature	Date
Clayton Sheehan	3/20/14		

White: Advisor Copy Yellow: Student Copy Pink: File Copy

Time: 10:00 AM Date: 12/12/13

Madera South High School

Agriculture Department Project Supervision Form

Name of Student: Clayton Sheehan

Project: Dairy replacement heifer

Scope: 1 head

Record Book Verification

Yes	No	
X	___	Clean Pen
X	___	Feed
X	___	Animal Clean
X	___	Wormed 12/6/13 Date
X	___	Clean Water
X	___	Healthy Animal
X	___	Halter Broke
X	___	Student Present

Weight		ADG	
- Previous Weight		X____ Days to Fair	
= Total Gain		+ Today's Weight	
/ # Days from last weight = ADG		= Projected Fair Weight	

Recommended feed ration: one flake of alfalfa and 3 pounds of grain per feeding.

Recommended exercise program: 30 minutes per day.

Recommended washing schedule: 1 times per week.

Current Project Size/Scope: 1 head

Overall Recommendations: Should spend more time with the animal

Future Project Plans: Breed the heifer to sell pregnant at the fair.

Student Signature	Date	Advisor Signature	Date
Clayton Sheehan	3/20/14		

White: Advisor Copy Yellow: Student Copy Pink: File Copy

Time: 3:55 P.M. Date: 11/26/13

Madera South High School

Agriculture Department Project Supervision Form

Name of Student: Virat Kang

Project: Dairy Replacement Heifer

Scope: 1 head

Record Book Verification

Yes	No	
✓		Clean Pen
✓		Feed
✓		Animal Clean
✓		Wormed 11/17 Date
✓		Clean Water
✓		Healthy Animal
	✓	Halter Broke
✓		Student Present

Weight		ADG	
- Previous Weight		X____ Days to Fair	
= Total Gain		+ Today's Weight	
/ # Days from last weight = ADG		= Projected Fair Weight	

Recommended feed ration: one flake of alfalfa hay with 3 pounds of grain. per feeding.

Recommended exercise program: 20 minutes per day.

Recommended washing schedule: 1 times per week.

Current Project Size/Scope: 1 head

Overall Recommendations: be calmer with animal and work with animal for longer sessions.

Future Project Plans: Make arrangements in order to get heifer bred.

Student Signature	Date	Advisor Signature	Date
Virat Kang	11/26/13		

White: Advisor Copy Yellow: Student Copy Pink: File Copy

Time: 4:15 p.m. Date: 7/3/13

Madera South High School

Agriculture Department Project Supervision Form

Name of Student: Virat Nang

Project: Dairy Replacement Heifer

Scope: 1 head

Record Book Verification

Yes	No	
X	___	Clean Pen
X	___	Feed
X	___	Animal Clean
X	___	Wormed 7/1 Date
X	___	Clean Water
X	___	Healthy Animal
___	X	Halter Broke
X	___	Student Present

Weight		ADG	
- Previous Weight		X____ Days to Fair	
= Total Gain		+ Today's Weight	
/ # Days from last weight = ADG		= Projected Fair Weight	

Recommended feed ration: one flake of alfalfa hay with 3 pounds of 18% calf ration **per feeding.**

Recommended exercise program: 20 **minutes per day.**

Recommended washing schedule: 1 **times per week.**

Current Project Size/Scope: 1 head

Overall Recommendations: be more patient with heifer, work with heifer for a longer period of time

Future Project Plans: Consider purchasing another heifer

Student Signature	Date	Advisor Signature	Date
Virat Nang	7/3/13		

White: Advisor Copy Yellow: Student Copy Pink: File Copy

Time: 6:00 P.M. Date: 8/3/13

Madera South High School

Agriculture Department Project Supervision Form

Name of Student: Jenae Hansen

Project: Dairy Replacement Heifer

Scope: 1 animal

Record Book Verification

Yes	No	
✓		Clean Pen
✓		Feed
✓		Animal Clean
✓		Wormed 7/25 Date
✓		Clean Water
✓		Healthy Animal
	✓	Halter Broke
✓		Student Present

Weight		ADG	
- Previous Weight		X____ Days to Fair	
= Total Gain		+ Today's Weight	
/ # Days from last weight = ADG		= Projected Fair Weight	

Recommended feed ration: one flake of alfalfa and 3lbs of grain per feeding.

Recommended exercise program: 20 minutes per day.

Recommended washing schedule: 1 times per week.

Current Project Size/Scope: 1 ANIMAL

Overall Recommendations: NEEDS TO SPEND MORE TIME WITH HEIFER, THAT WILL MAKE A BETTER RELATIONSHIP BETWEEN THE TWO. ALSO WORK ON HALTER BREAKING.

Future Project Plans:

Student Signature	Date	Advisor Signature	Date
Jenae Hansen	8/3/13		

White: Advisor Copy Yellow: Student Copy Pink: File Copy

Time: 6:15 P.M. Date: 11/26/13

Madera South High School

Agriculture Department Project Supervision Form

Name of Student: Jenae Hansen

Project: Dairy replacement Heifer

Scope: 1 animal

Record Book Verification

Yes	No	
✓		Clean Pen
✓		Feed
✓		Animal Clean
✓		Wormed 11/25 Date
✓		Clean Water
✓		Healthy Animal
✓		Halter Broke
✓		Student Present

Weight		ADG	
- Previous Weight		X____ Days to Fair	
= Total Gain		+ Today's Weight	
/ # Days from last weight = ADG		= Projected Fair Weight	

Recommended feed ration: one flake of alfalfa and 3lbs of grain per feeding.

Recommended exercise program: 20 minutes per day.

Recommended washing schedule: 1 times per week.

Current Project Size/Scope: 1 ANIMAL

Overall Recommendations: WORK WITH HEIFER FOR LONGER PERIODS OF TIME.

Future Project Plans: look into getting heifer bred

Student Signature	Date	Advisor Signature	Date
Jenae Hansen	11/26/13		

White: Advisor Copy Yellow: Student Copy Pink: File Copy

Time: _____ Date: August 5th, 2013

Madera South High School

Agriculture Department Project Supervision Form

Name of Student: James Bowers

Project: Dairy Heifer

Scope: one

Record Book Verification

Yes	No	
X	___	Clean Pen
X	___	Feed
X	___	Animal Clean
X	___	Wormed ____ Date
X	___	Clean Water
X	___	Healthy Animal
___	X	Halter Broke
X	___	Student Present

Weight		ADG	
- Previous Weight		X____ Days to Fair	
= Total Gain		+ Today's Weight	
/ # Days from last weight = ADG		= Projected Fair Weight	

Recommended feed ration: 2 flakes of Alphalfa and 3lbs of grain per feeding.

Recommended exercise program: 25 minutes per day.

Recommended washing schedule: 2 times per week.

Current Project Size/Scope: 1 dairy heifer

Overall Recommendations: Needs to improve on showing and halter break her

Future Project Plans: Have halter broken before fair.

Student Signature	Date	Advisor Signature	Date
James Bowers			

White: Advisor Copy Yellow: Student Copy Pink: File Copy

Time:_____ Date: July 15, 2013

Madera South High School

Agriculture Department Project Supervision Form

Name of Student: James Bowers

Project: Replacement dairy heifer

Scope: one

Record Book Verification

Yes	No	
X	___	Clean Pen
X	___	Feed
X	___	Animal Clean
X	___	Wormed _____ Date
X	___	Clean Water
X	___	Healthy Animal
X	___	Halter Broke
X	___	Student Present

Weight		ADG	
- Previous Weight		X_____ Days to Fair	
= Total Gain		+ Today's Weight	
/ # Days from last weight = ADG		= Projected Fair Weight	

Recommended feed ration: 2 Flakes of Alfa, 2 Flakes of Oats and 3 lbs of Grain **per feeding.**

Recommended exercise program: 25 **minutes per day.**

Recommended washing schedule: 2 **times per week.**

Current Project Size/Scope: One

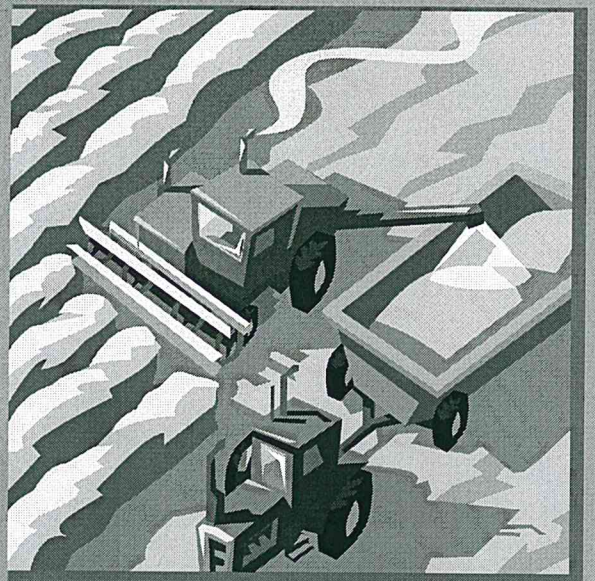
Overall Recommendations: Needs to be more aggressive and be able to set the feet up for showmanship at fair

Future Project Plans: Be able to be ready for showmanship for fair

Student Signature	Date	Advisor Signature	Date
James Bowers			

White: Advisor Copy Yellow: Student Copy Pink: File Copy

F. Wall Chart Of SOE Visits



Sign Up for Williams to Visit Your Project, include your address and phone number.

All visits will be done right after school or on weekends!

November 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	Jesse 5 Hansen	Jimmy 6 Beavers	Mark 7 Cavallero	8	9
10	Jaime 11 Cuevas	12	Sukhvir 13 Singh	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

G. SOE summary By Individual Stusents

SAE Project List				
Name	Grade	Pd	Current Project	Future Plans
Jose Carrasqillo	11	1	Engine/Repair	Military
Sergio Cortez	12	1	Engine/Repair	Military
Jaime Cuevas	12	1	Chickens	College
Ricardo Diaz	12	1	Engine/Repair	College
Angel Fernandez	11	1	Landscape	College
Ramon Gonzales	12	1	Beef Production	College
Jose Guzman	11	1	Engine/Repair	Military
Dylan Harder	12	1	Engine/Repair	College
Erick Leyva	12	1	Engine/Repair	College
Juan Manzano	12	1	Engine/Repair	Military
George Martinez	12	1	Engine/Repair	College
Matthew Mealy	11	1	Engine/Repair	Military
Javier Moreno	12	1	Engine/Repair	College
Tyler Morris	11	1	Engine/Repair	College
Eric Ochoa	11	1	Engine/Repair	Work
Juan Padilla Navarro	12	1	Engine/Repair	Work
Bryan Pichardo	12	1	Engine/Repair	College
Justin Reece	12	1	Engine/Repair	College
Elwin Reyes	11	1	Engine/Repair	Military
David Romero	11	1	Engine/Repair	Military
Luis Salazar	11	1	Engine/Repair	Military
Ignacio Segura	12	1	Engine/Repair	Military
Sukvir Singh	12	1	Engine/Repair	College
Juan Vargas	12	1	Engine/Repair	College
Eduardo Castillo	12	2	Engine/Repair	College
Anthony Cortazar	11	2	Engine/Repair	College
Miguel Dolores	12	2	Engine/Repair	College
Eduardo Jimenez	12	2	Engine/Repair	Military
Angel Rodriguez	11	2	Engine/Repair	College
Angel Aguierre	10	3	Engine/Repair	Military
Edwin Alvarado	12	3	Engine/Repair	Military
Cruz Becerra	10	3	Engine/Repair	College
Steven Bennett	12	3	Ag Mech	College
Andre Caballero	12	3	Engine/Repair	College
Ivan Castillo	10	3	Engine/Repair	College
Brian Cortez	10	3	Engine/Repair	College
Micheal Egure	12	3	Engine/Repair	College
Ernesto Escalante	11	3	Engine/Repair	College
Charlie Hernandez	11	3	Engine/Repair	Military
Gerardo Jayme	10	3	Engine/Repair	College
CJ Leal	11	3	Engine/Repair	College
Ricardo Lopez	10	3	Engine/Repair	College
Danny Marquez	12	3	Engine/Repair	College
Oscar Martines	11	3	Engine/Repair	College
Cresce Martinez	11	3	Landscape	Military

Gustavio Martinez	11	3	Engine/Repair	Work
Eduardo Mendez	10	3	Engine/Repair	Work
Arturo Molina	11	3	Engine/Repair	Work
Luis Montano	11	3	Engine/Repair	Work
Jevon Neely	12	3	Engine/Repair	Military
Noel Ocegueda	12	3	Engine/Repair	Military
Giovanni Perez	10	3	Engine/Repair	Military
Christian Ramos	10	3	Engine/Repair	Military
Troy Smith	11	3	Engine/Repair	Military
Issac Trigos	10	3	Engine/Repair	Military
Jonathan Vargas	10	3	Engine/Repair	College
Victor Vasquez	10	3	Engine/Repair	College
Mario Alvarez	10	4	Swine	Military
James Beavers	12	4	Chickens	College
Justin Bradford	11	4	Ag Mech	College
Mark Cavallero	11	4	Pomology	College
Jaime Cuevas	12	4	Chickens	College
Vanessa Duarte	12	4	Swine	College
Micheal Ewing	11	4	Swine	College
Jenae Hansen	11	4	Viticulture	College
Victoria Jones	12	4	sheep	College
Virat Kang	11	4	Pomology	College
Vanessa Maravilla	11	4	Beef Production	College
Jorge Mendoza	11	4	sheep	College
Chris Oharo	11	4	sheep	College
Gabrielle Ortega	10	4	Swine	College
Gissel Pedraza	11	4	sheep	College
Sarah Reece	10	4	Swine	College
Rodolfo Rodriguez	10	4	Swine	College
Clayton Sheehan	10	4	Swine	College
Quinn Shippey	11	4	Landscape	College
Gilberto Antonio	11	5	Engine/Repair	Military
Eduardo Daza	10	5	Engine/Repair	Military
Evelyn Delarosa	10	5	Engine/Repair	Work
Elias Delgado	10	5	Engine/Repair	Work
Ismeal Guzman	11	5	Engine/Repair	Work
Jacob hernandez	11	5	Engine/Repair	Work
Marcos Jimenez	11	5	Engine/Repair	Military
Daniel Lopez	11	5	Engine/Repair	College
Jesus Lopez	10	5	Engine/Repair	Military
David Martinez	10	5	Engine/Repair	College
Alexis mendoza	10	5	Engine/Repair	Work
Alexis Morales	10	5	Engine/Repair	Work
Rodrigo Ortega	11	5	Engine/Repair	Work
Fernando Perez	12	5	Engine/Repair	Military
Gabriel Pimentel	11	5	Engine/Repair	Military
Alfonso Rendon	10	5	Engine/Repair	College

Juan Rendon	11	5	Engine/Repair	College
Josue Sandoval	11	5	Engine/Repair	College
Jesus Santos	10	5	Engine/Repair	College
Raymond Serna	10	5	Engine/Repair	Military
Michael Williams	10	5	Engine/Repair	Military
Miguel Zaragoza	10	5	Engine/Repair	Military
Yuvani Zarate	10	5	Engine/Repair	College
Carlos Zarate	10	5	Engine/Repair	Work

STUDENT PROGRAM PLANNING FORM

L. 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 School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Algebra 1	Geometry	Algebra 2	Civics
PE 1	Biology	P.E.	English 4
Ag Earth Science	Ag Mech 2	Chemistry	Spanish 2
Ag Mech 1	English 2	English 3	Rap Welding
	P.E.	Spanish	
English 1	World History	Ag Diesel	
Sports			

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Mow Lawn	2acres	Fix cars	5cars	Pick weed	2acres	Plow fields	15acres
Wash cars		Change oil		Water trees		Fields	

N. Planned Department Activity (FFA)

Madera fair	Madera fair	Black bears	Black bears
Bowl-a-thon	Bowl-a-thon	Bowl-a-thon	Bowl-a-thon
Mud Volleyball	Mud Volleyball	Mud Volleyball	Madera fair
Black bears	Black Bears	Madera fair	Mud Volleyball

Parents/Guardians Signature: _____

H. Board Approve Department SOEP Policy, Procedures And Operation Statement

Madera FFA Exhibitors Contract

As a member of the Madera FFA chapter, I realize that there are certain obligations on my part in order to assure a successful project. As part of my obligations, I agree that the following expectations will help me to complete my animal project. This contract shall begin on _____ and terminate on _____.

- All students shall be respectful to parents, advisors, staff and students.
- All students shall be in good standing, a current member of the FFA, and maintain a 2.0 GPA throughout the duration of the project.
- No students shall show/exhibit an animal project as a member of the Madera FFA without an Exhibitors Contract signed by 1) the exhibitor, 2) parents/guardians, 3) chapter advisor and 4) the vice principal.
- All school rules, district, and California State rules and the specific rules pertaining to the show in question shall be upheld by the exhibitor.
- Throughout the term of the project all exhibitors are to follow the directions and advice given to them by the designated advisor for that species.
- All exhibitors will be responsible for the care, feeding, exhibiting and marketing of their animals.
- All students will participate in showmanship and 80% of the scheduled showmanship practices prior to the fair.
- All students will show in the "Official FFA Show Uniform" 1) white pants, 2) white collared shirt, 3) FFA jacket and 4) FFA Tie/Scarf.
- No students shall be on the fairgrounds after 9:00 PM without the written permission from the parents/guardians and supervised Ag. Staff.
- Student may transport themselves and siblings with written approval from 1) Parents/Guardians, 2) School Administration (Permission in writing from the vice principal and parents/guardians and given to the advisor prior to the event.
- No student shall leave the fairgrounds at anytime without the supervision of his/her parent/guardian, designated district chaperone or chapter advisor.
- FFA members are required to obtain their homework from all of their teachers in advance of missing school for attending fairs.
- Each exhibitor must read and understand the rules and regulations in the fair's premium book.
- The student must sign-in and sign out every day during participation in the fair.
- Each exhibitor is required to serve barn duties as assigned and specified by the project advisor.
- All students will participate in the moving in and (Loading and setting-up) and removal (clean-up and removal of equipment from the show).
- **ALL** Students shall be responsible for completing the following prior to their premium or market check being issued: 1) A complete & up-dated record book, 2) thank-you letters to buyers, award donors and add-on bids 3) all bills paid in full and 4) all hours worked at the farm.

Failure to comply with any of the above obligations due to extenuating circumstances must be approved by the advisor. Failure to do so is in violation of the contract and will result in the loss of showing privileges effective immediately.

_____	_____
Student	**Date**
_____	_____
Parent/Guardian	**Date**
_____	_____
Advisor	**Date**
_____	_____
School of Ag Vice Principal	**Date**

Madera FFA Exhibitors Contract

As a member of the Madera FFA chapter, I realize that there are certain obligations on my part in order to assure a successful project. As part of my obligations, I agree that the following expectations will help me to complete my animal project. This contract shall begin on _____ and terminate on _____.

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- All school rules, district, and California State rules and the specific rules pertaining to the show in question shall be upheld by the exhibitor.
- Throughout the term of the project all exhibitors are to follow the directions and advice given to them by the designated advisor for that species.
- All exhibitors will be responsible for the care, feeding, exhibiting and marketing of their animals.
- All students will participate in showmanship and 80% of the scheduled showmanship practices prior to the fair.
- All students will show in the "Official FFA Show Uniform" 1) white pants, 2) white collared shirt, 3) FFA jacket and 4) FFA Tie/Scarf.
- No students shall be on the fairgrounds after 9:00 PM without the written permission from the parents/guardians and supervised Ag. Staff.
- Student may transport themselves and siblings with written approval from 1) Parents/Guardians, 2) School Administration (Permission in writing from the vice principal and parents/guardians and given to the advisor prior to the event.
- No student shall leave the fairgrounds at anytime without the supervision of his/her parent/guardian, designated district chaperone or chapter advisor.
- FFA members are required to obtain their homework from all of their teachers in advance of missing school for attending fairs.
- Each exhibitor must read and understand the rules and regulations in the fair's premium book.
- The student must sign-in and sign out every day during participation in the fair.
- Each exhibitor is required to serve barn duties as assigned and specified by the project advisor.
- All students will participate in the moving in and (Loading and setting-up) and removal (clean-up and removal of equipment from the show).
- ALL Students shall be responsible for completing the following prior to their premium or market check being issued: 1) A complete & up-dated record book, 2) thank-you letters to buyers, award donors and add-on bids 3) all bills paid in full and 4) all hours worked at the farm.

Failure to comply with any of the above obligations due to extenuating circumstances must be approved by the advisor. Failure to do so is in violation of the contract and will result in the loss of showing privileges effective immediately.

Student _____ **Date** _____

Parent/Guardian _____ **Date** _____

Advisor _____ **Date** _____

School of Ag Vice Principal _____ **Date** _____

Madera South High School Farm Laboratory Policy Regarding Use

Project Owner:_____

Type of Project:_____ Advisor:_____

The sole purposes of the Madera High School Farm Laboratory are to provide a laboratory for hands-on instruction in a vocational agriculture class and to allow the students enrolled in vocational agriculture to conduct Supervised Agricultural Experience Projects (SAE).

1. Only a student currently enrolled in a vocational agriculture class or FFA program at Madera South High School shall have the privilege of using the School Farm Lab.
2. The School Farm Lab is part of the campus of Madera South High School; therefore, all Madera South High School and Madera Unified School District policies apply to the School Farm Lab.
3. The responsibility of the project owner (student) includes but is not limited to keeping all gates to the School Farm Lab locked, feeding, grooming, pen clean-up and maintenance, hauling feed/manure and other supplies, planting, irrigation, weeding, harvest, selling, and any care necessary to maintain the health and/or aesthetics of animals at the School Farm Lab.
4. The Madera Unified School District and its employees are NOT responsible for the loss, theft, disappearance, or death of any animal. The students are responsible for all personal equipment or materials of any kind.
5. No person shall drive or operate any vehicle on the School Farm Lab without prior permission or supervision from a Madera South High School vocational agriculture instructor.
6. School Farm Lab hours shall be 6:00 am to 8:00 pm. No one shall conduct any activity on the school Farm Lab during closed hours without prior permission from the advisor. ONLY current FFA members are allowed on the school farm grounds.
7. In the event of an emergency, if services of a veterinarian are utilized the fees of the services are the responsibility of the project owner (student) and/or parent/guardian. This excludes breeding projects owned by the Madera South Ag Department.
8. To assure proper care of livestock animals, animals are expected to be fed and/or checked twice daily. Morning feeding hours must occur between 6- 8 am and evening feeding hours shall be from 5-8pm.
9. A student exhibiting a project at the fair must have a signed exhibitors contract to accompany this contract.
10. Any infraction of school or district policy, any infraction of this agreement, or any lack of responsibility on the part of the student may result in the indefinite removal of the project from the School Farm Lab and/or the indefinite revoking of School Farm Lab use privileges of the students.
11. Administration and interpretation of all policies regarding use of the Madera South High School Farm Laboratory shall be the responsibility of the project advisor.
12. Notification or infraction of any of the aforementioned policies shall inherent the following disciplinary actions:

    1st offense: A written warning

    2nd offense: A written warning, letter sent home and/or phone call to parents

    3rd offense: Removal of student project from school farm

    Upon receipt of third offense, the student will have 1 week to remove his/her animal from the farm. The project must be paid, in full, prior to removal. Projects not paid for in full will become school property. Projects will then be sold. Proceeds from the sale of the project will be credited to the student's financial obligations.

I have read and understand the policy of the Madera South High School Farm Laboratory and hereby comply in agreement with all aspects of this policy.

_____ _____

Parent/Guardian Signature Date

_____ _____

Student Signature Date

_____ _____

Advisor Signature Date

_____ _____

Vice Principal Signature Date

I. Program Of work

Madera FFA Program of Activities

2013-2014

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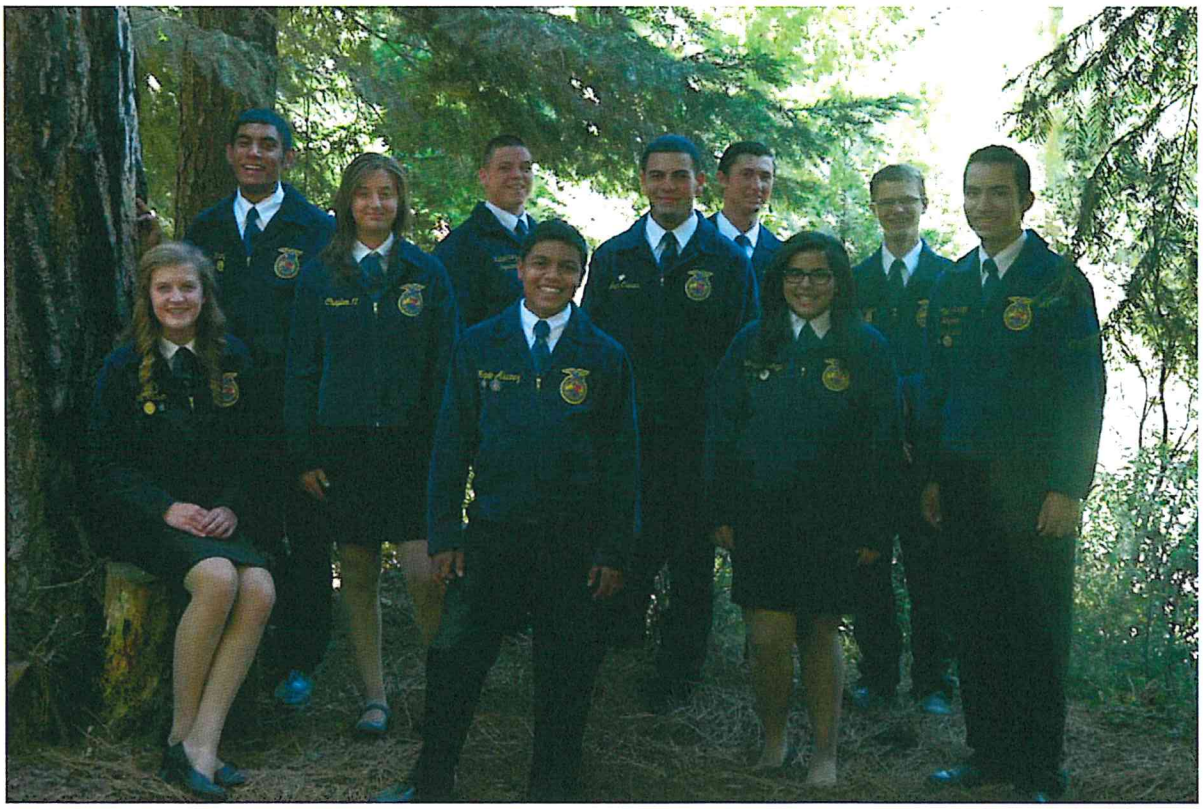

Introduction to POA

The *Program of Activities* can be used as a guide, outlining the variety of activities students can become involved with. Student involvement is the key to success for a powerful agriculture program. Without member involvement all the officer teams goals and missions along with advisor guidance wouldn't accomplish much. The success of your agriculture department is almost entirely dependent upon your involvement and your desire to do the very best you can do.

In this Program of Activities you will find the rules of the chapter through our constitution, a list of all activities you can become involved in within our calendar pages, money and awards available to you and how to get them, the History of the Madera FFA Chapter dating back to its beginnings, as well as History and information about the National FFA Organization.

Keep this copy of our Program of Activities as a reference as you go on through the year and as you take advantage of all the opportunities that Madera FFA can offer you.

Advisor's Greetings

Welcome back to MSHS and the Madera FFA. Our advisors Mr. George, Mr. Deniz, Mr. Williams, Mrs. McKenna, Miss. Luera, Mrs. Sheehan, and Miss Gilles all agree that this is the best facility in the State of California. Our farm, classroom and laboratories are state of the art and as a student you have full access to them. It is our goal as a staff to provide our students with the greatest opportunities and learning experiences by fully utilizing the facilities we have been blessed with.

This year promises to be one of new growth and expansion. This year we will be taking a large group of students to both the Madera and Chowchilla Fairs where they will showcase their livestock, horticulture, and mechanics projects. The students and advisors have put in numerous hours of effort and hard work in expectations of an extremely successful year at both county fairs. During the year our farm facilities will be improved to include finalizing the school farm vineyard as well as general upkeep. For those of you with a stronger farming interest, there will be opportunities to plant row crops. The advisors will be looking for enthused hard working students to help develop our farm from barren land to a lush high producing operation.

As advisors we agree with the officers that individual student growth, both personally and professionally is the number one, most important element our department can offer each member. In order for this growth to occur we will provide many different opportunities for student involvement throughout the year. So once again, welcome back, and welcome to one of the most exciting years of your life. As advisors we look forward to working with each and every one of you and firmly believe that with your help we can ensure that Madera FFA remains a powerhouse agriculture program in the state of California!

Sincerely,

The Madera FFA Advisors

Mrs. McKenna
Miss Luera
Mr. Deniz
Mr. George
Mrs. Sheehan
Mr. Williams
Ms. Gilles

Officers Message

The Madera FFA Chapter officer team looks forward to the upcoming year in which we strive to serve our members by developing premier leadership, personal growth, and career success. through agricultural education.

Madera FFA Team Goals

- Advertise meetings by fliers, posters, and slideshows done 2 weeks prior to the meeting
- Meet at least one new member a month and keep in touch with them.
- Have presentations for meetings done 1 week before FFA meeting.
- Officers must maintain a GPA of over 3.0 and have at least a B in their AG class.

Madera FFA Chapter Goal

In the upcoming year we will strive to increase chapter participation by having at least one of our monthly meetings with 40% of our membership in attendance.

Madera FFA Theme

Small acts impact beyond belief.

Madera FFA History

Madera FFA holds Charter #17 from California FFA and begin its chapter in 1928.

The next few pages contain the History of our Organization since its beginnings.

Sectional Proficiency Winners

Matthew Chavira	Ag Mechanics Design/Fabrication Entrepreneur	2005-06
Enrique Hernandez	Agribusiness	2005-06
William Thornton	Diversified Crop Production	2005-06
Ectali Mendez	Floriculture Placement	2006-07
Michael Fincher	Beef Production Placement	2006-07
Cody Ogletree	Ag Mechanics Design/Fabrication Entrepreneur	2006-07
Enrique Hernandez	Agribusiness	2008-09
Enrique Hernandez	Turf Grass Management Entrepreneur	2008-09
Sierra Meyers	Beef Production	2008-09
Amy Evans	Beef Production	2008-09
Alonzo Hernandez	Diversified Livestock	2008-09
Jessica Sidney	Agriculture Education	2008-09
Ben Salazar	Agricultural Mechanics Design and Fabrication	2009-10
Amy Evans	Beef Production Entrepreneurship	2009-10
Sierra Meyers	Beef Production Placement	2009-10
Matthew Borges	Dairy Production Placement	2009-10
Gustavo Contreras	Diversified Crop Production Placement	2009-10
Caleb Hatfield	Equine Science Placement	2009-10
Magali Rodriguez	Floriculture	2009-10
Scott Thornton	Pomology Production Placement	2009-10
Lindsay Tasos	Swine Production (Entrepreneurship)	2009-10
Gabe Sanchez	Ag. Mechanics Design and Fabrication	2010-2011
Michael Valencia	Specialty Animal Production	2010-2011
Amy Evans	Beef Production Entrepreneurship	2010-2011
John McClure	Diversified Horticulture Placement	2010-2011
Lindsay Tasos	Swine Production (Entrepreneurship)	2010-2011
Magali Rodriguez	Floriculture	2010-2011

Sectional Proficiency Winners

David Nino	Viticulture Placement	2010-2011
Matthew Borges	Forage	2010-2011
Michael Valencia	Ag. Services	2012-2013
Jackie Vasquez	Ag. Sales Placement	2012-13
Chris Melikian	Ag. Services	2012-13

Regional Proficiency Winners

Enrique Hernandez	Turf Grass Management Entrepreneur	2005-06
Cinda Mattrocce	Diversified Livestock Production	2005-06
Warren Tucker	Grain Production	2005-06
Ectali Mendez	Floriculture Placement	2006-07
Enrique Hernandez	Turf grass Management Entrepreneur	2008-09
Matthew Chavira	Ag Sales	2008-09
Matthew Chavira	Ag Mechanics Fabrication/Design Entrepreneur	2008-09
Matthew Borges	Dairy Production Placement	2009-10
Gabriel Sanchez	Agriculture Mechanics Design/Fabrication	2010-11
Amy Evans	Beef Production Entrepreneurship	2010-11
Michael Valencia	Specialty Animal Production	2010-11
John McClure	Diversified Horticulture Placement	2010-11
Michael Valencia	Specialty Animal Production	2011-12
Michael Valencia	Ag. Services	2012-2013

State Proficiency Winners

	Farm Safety	1954-1955
	Farm Safety	1957-1958
Daryl Schlumbohm	Farm Mechanics	1959-1960
Bruno Pelanconi	Crop Production	1960-1961
Steve Ficklin	Farm and Home Electrification	1960-1961
Tommy Sesock	Farm Mechanics	1960-1961
Carl Schroeder	Farm Mechanics	1962-1963
Terrel West	Farm Mechanics	1963-1964
Steve Grant	Natural Resources	1968-1969
Douglas Anderson	Ornamental Horticulture	1969-1970
Mark Carlson	Agricultural Electrification	1970-1971
Mark Foster	Fish and Wildlife Management	1970-1971
Sandy Konkol	Placement in Processing	1970-1971
Denis Prosperi	Soil, Water and Air Management	1970-1971
Mark Lindsay	Agriculture Production	1971-1972
Conrad Bitter	Placement in Processing	1971-1972
Henry Oyler	Ag Sales and Services	1973-1974
Kevin Lee Peters	Home and Farmstead Improvement	1976-1977
Gary Agajanian	Soil, Water, and Air Management	1976-1977
Gary Agajanian	Ag Mechanics	1977-1978
John Koretoff	Soil and Water Management	1977-1978
Kurt Peters	Turf and Landscape Management	1977-1978
John Toschi	Nursery Operations	1979-1980
Bill Valorosi	Soil and Water Management	1979-1980
Bill Valorosi	Ag. Mechanics	1980-1981
Rob Hall	Floriculture	1980-1981
John Toschi	Nursery Operations	1980-1981
John Toschi	Nursery Operations	1981-1982
Kenneth Tucker	Soil and Water Management	1981-1982
Michael S. McClaran	Soil and Water Management	1982-1983
Sam Weis	Agricultural Mechanics	1983-1984
Doug Reed	Agricultural Electrification	1985-1986
Todd Fischer	Soil and Water Management	1986-1987
Kevin Bier	Agricultural Electrification	1987-1988
Barbara Turner	Horse Production	1990-1991
Sahan Van Alen	Beef Production	1992-1993

State Proficiency Winners

Scott Bursey	Viticulture Production Entrepreneurship	1997-1998
Kyle Prosperi	Viticulture Production Entrepreneurship	1999-2000
Grant Tucker	Grain Production Entrepreneurship	2003-2004
Stephanie Bellew	Ag. Mechanics Energy System	2003-2004
Lauren Da Silva	Equine Science Entrepreneurship	2005-2006
Alexandria Wara	Vegetable Crop Entrepreneurship	2005-2006
Lauren DeSilva	Equine Entrepreneurship	2005-2006
Enrique Hernandez	Turf Grass Management	2005-2006
Warren Tucker	Grain Production Entrepreneurship	2005-2006
Cinda Mattrocce	Diversified Livestock Entrepreneurship	2005-2006
Enrique Hernandez	Turf Grass Management Entrepreneur	2008-2009
Matthew Borges	Dairy Production Placement	2009-2010
Michael Valencia	Specialty Animal Production	2011-2012
Michael Valencia	Ag. Services	2012-2013

State Stars

Donald Cobb	State Star Farmer	1940-1941
Stephanie Bellew	State Star Reporter	2002-2003
Stephanie Bellew	State Star Reporter	2003-2004
Bret Theodozio	State Star Administrator	2003-2004
Enrique Hernandez Jr.	State Star Agribusiness	2009-2010
Michael Valencia	State Star Agribusiness	2011-1012

National Proficiency Winners

John Sousa, Jr	Ag. Mechanics	1983
Bruno Pelanconi, Jr.	Crop Production	1961-1962
Michael Valencia	Specialty Animal Production	2012

State Nominating Committee

Shirley Jones	*1935-1936*
Bill Spillane	*1938-1939*
Pete Laborde	*1939-1940*
Dino Petrucci	*1948-1949*
Dominic Bettini	*2009-2010*
Matthew Borges	2010-2011

Band, Chorus Participants

Joseph Lilles, Jr.	National Chorus	1956-1957
Nicholas Lilles	State Chorus	2000-2001
Michael Croxen	State Band	2002-2003
Michael Croxen	National Band	2003-2004
Jorge Mendoza	State Band	2011-2012
Sukhvir Singh	State Band	2011-2012

Honorary American Farmer

Warren Smith	1950
L.M. Dodd	1951
Dino Petrucci	1966
Jim Bomprezzi	2007

Past Regional FFA Officers

Robert Crawford	President	1934-1935
Eugene Foust	Secretary	1936-1937
Ray Thomas	President	1941-1942
Dino Petrucci	President	1947-1948
Tom Westing	Reporter	1953-1954
Joe Stasulat	Secretary	1960-1961
Dan Chatman	Reporter	1961-1962
Wallace Emmert	President	1963-1964
Ralph Pistoresi	President	1969-1970
Roger Evans	Treasurer	1971-1972
Beth Boysen	Secretary	1972-1973
Beth Boysen	Vice President	1973-1974
John Koretoff	Sentinel	1977-1978
Shana ValAlen	Vice President	1992-1993
Kyle Prosperi	Secretary	2000-2001
Megan Matteucci	Vice President	2005-2006
Zac Pruitt	Treasuer	2006-2007
Mika Petrucci	Reporter	2007-2008
Tiffany O'Haro	Vice President	2008-2009
Jessica Sidney	Treasurer	2008-2009
Dominic Bettini	Treasurer	2009-2010
Taylor Helton	Vice President	2012-2013
Virat Kang	Reporter	2013-2014

Past State FFA Officers

Walter Ficklin	President	1930-1931
Calvin Jones	Vice President	1931-1932
Dino Petrucci	President	1948-1949
John Deniz	President	1949-1950
William Justice	Secretary	1952-1953
Tom Westing	Reporter	1954-1955
Dan Chatman	Secretary	1962-1963
Dan Chatman	Vice President	1963-1964
Larry Hirahara	President	1967-1968
David Loquaci	Secretary	1967-1968

Past National Convention Delegates

Dino Petrucci	1947-1948
Dino Petrucci	1948-1949
Dino Petrucci	1949-1950
Dan Chatman	1962-1963
Dan Chatman	1963-1964
Shana Van Alen	1991-1992
Michael Gomes	1992-1993
Monica Williams	1993-1994
Nicole Greci	1993-1994
Tommy Greci	1994-1995
Lenny Edlebacher	1995-1996
Tommy Greci	1995-1996
Shane Geist	1995-1996
Lisa McKinley	1996-1997
Manuel Marin	1997-1998
Stacey Visscher	1998-1999
Kyle Prosperi	1998-1999
Chris Britton	1998-1999
Kyle Prosperi	1999-2000
Megan Matteucci	2005-2006
Cinda Mattrocce	2006-2007
Mika Petrucci	2007-2008
Vincent Urena	2007-2008
Jessica Sidney	2008-2009
Matthew Borges	2010-2011
Michael Valencia	2011-2012
Taylor Helton	2011-2012
Taylor Helton	2012-2013

State FFA Degrees

Walter Ficklin	1929-1930
J.S. Davis	1931-1932
Robert Albonico	1932-1933
William Gong	1936-1937
Donald Cobb	1940-1941
Avery Overgarrd	1940-1941
Raymond Thomas	1941-1942
Henry Janzen	1945-1946
John Mallory	1945-1946
Roy Mallory	1945-1946
Calvin Martin	1945-1946
Nat Morris	1945-1946
Dino Petrucci	1945-1946
Paul Toschi	1945-1946
Donald Bare	1946-1947
Bob Diebert	1946-1947
Raymond Dolio	1946-1947
William Eua	1946-1947
Richard Jensen	1946-1947
Dick Johnson	1946-1947
Gerald Montgomery	1946-1947
Travis Passmore	1946-1947
Don Tolladay	1946-1947
Aladino Unti	1946-1947
Charles Cox	1947-1948
Harvey Dane	1947-1948
Dale Evans	1947-1948
Pat Kennedy	1947-1948
Doyle Mascus	1947-1948
Earl Vanderburgh	1947-1948
Wayne Rogers	1947-1948
Travis Wisener	1947-1948
Douglas A. Wood	1947-1948
Mitsugyoshi Aoki	1948-1949
Johnny Deniz	1948-1949
Stephen Erickson	1948-1949
Don Fortune	1948-1949
Joe Galliano	1948-1949
Johnny Martin	1948-1949
Ray Whitacker	1948-1949

Raymond Dorn	1949-1950
Daniel Leach	1949-1950
Gene Lynch	1949-1950
Doyle Martin	1949-1950
Glenn Mays	1949-1950
Marvin Schmall	1949-1950
Dave Sesock	1949-1950
Frank Garner	1950-1951
Ronald Gruenwald	1950-1951
William Jantzen	1950-1951
Carl Simmons, Jr	1950-1951
Rocky Valorosi	1950-1951
Nello L. Bomprezzi	1951-1952
Duane L. Garner	1951-1952
Rudolph Gutierrez	1951-1952
William A. Justice	1951-1952
Michael S. Simmons	1951-1952
Leon LaMattina	1952-1953
Tommy Westing	1952-1953
Cliff Davis	1953-1954
Tommy Kenefick	1953-1954
Mike Ylarregui	1953-1954
Harold Ashton	1955-1956
Casey Campbell	1955-1956
William Dickey	1955-1956
Paul Martines	1955-1956
Charles Mays	1955-1956
Jerry Siebert	1955-1956
Mike Allred	1957-1958
Melvin Aoki	1957-1958
Richard Dolio	1957-1958
Larry Jantzen	1957-1958
Ken Seibert	1957-1958
Ronald Smith	1957-1958
Robert Tate	1957-1958
Richard Williams	1957-1958

State FFA Degrees Continued

Bob Prosperi	1957-1958
Wakao Aoki	1958-1959
James Chandler	1958-1959
Louis Contreras	1958-1959
Harold Giomi	1958-1959
Carl Janzen	1958-1959
Daryl Chlumbohm	1958-1959
John Stasulat	1958-1959
Bruno Pelanconi Jr,	1959-1960
Robert Houlding	1960-1961
Robert Saulsbury	1960-1961
Harvey Aoki	1961-1962
Dan Chatman	1961-1962
Terry Cheek	1961-1962
Stan Hirahara	1961-1962
Dick McCollister	1961-1962
Robert McCollister	1961-1962
Carl Schroeder	1961-1962
Don Sellai	1961-1962
Richard E. Smith	1961-1962
Bobby Tate	1961-1962
Joe Camarillo	1962-1963
George Crafton	1962-1963
Wallace Emmert	1962-1963
Larry King	1962-1963
Frank Massetti	1962-1963
Marcell Monticello	1962-1963
Steve Sampaulesi	1962-1963
Doug Sordi	1962-1963
Steve Tomachoff	1962-1963
Terrel West	1962-1963
Phil Albonico	1963-1964
David Giomi	1963-1964
Steve Gist	1963-1964
Evert Plumb	1963-1964
Greg Desmond	1964-1965
Don Weins	1964-1965
Chester Andrew	1965-1966
Kenneth Aoki	1965-1966
Larry Hirahara	1965-1966
Roger Leach	1965-1966
David Loquaci	1965-1966
Victor Sahatdjian	1965-1966
Ray Seibert	1965-1966
Albert Lam	1966-1967
Norman Lincoln	1966-1967
Gary Bursery	1967-1968
Ronald Kelley	1967-1968
Walter Nelson	1967-1968
Ronald Pistoresi	1967-1968
Robert Rubottom	1967-1968
John Bese	1968-1969
Michael Camarillo	1968-1969
Lester Eddy	1968-1969
Mike Elliot	1968-1969
Paul Ely	1968-1969
Steve Emmert	1968-1969
Steve Grant	1968-1969
Dan Johnson	1968-1969
Gifford Johnson	1968-1969
Leslie Loquaci	1968-1969
Larry Moore	1968-1969
James Osterman	1968-1969
Frank Morgan	1968-1969
Ralph Pistoresi	1968-1969
Dan Prosperi	1968-1969
John Simpson	1968-1969
Mark Carlson	1969-1970
Randall Chase	1969-1970
Jeff Coulthard	1969-1970
Pat Kirby	1969-1970
Eddie Martinazzi	1969-1970
Jerry Payne	1969-1970
Jim Pistoresi	1969-1970
Denis Prosperi	1969-1970
Douglas Row	1969-1970
Conrad Bitter	1970-1971
Roger Evans	1970-1971

State FFA Degrees Continued

Donald Parkey	1970-1971
Randy Belflower	1971-1972
Bob Creamer	1971-1972
Gene Ferretti	1971-1972
Sandy Konkol	1971-1972
Rick Osterman	1971-1972
Robert Simpson	1971-1972
Robery Bishel	1972-1973
Betsy Boysen	1972-1973
Mark Freeman	1972-1973
Randy Freeman	1972-1973
David Galleano	1972-1973
Rick Logoluso	1972-1973
LeRoy Marklund	1972-1973
Sandie McDonald	1972-1973
Linda Galleano	1973-1974
Jeff Joines	1973-1974
Henry Oyler	1973-1974
Stephen Schafer	1973-1974
Marilyn Whiton	1973-1974
James Cavallero	1975-1976
Henry Contreras	1975-1976
Luanna James	1975-1976
Brad McDonald	1975-1976
Vince Petrucci	1975-1976
Mike Schafer	1975-1976
Greg Agajanian	1976-1977
John Koretoff	1976-1977
Kevin Peters	1976-1977
Kurt Peters	1976-1977
Cheryl Schafer	1976-1977
Randall Armstrong	1977-1978
John Arnold	1977-1978
Darrel Bishel	1977-1978
Mark Doig	1977-1978
Rusty Jensen	1977-1978
Barbar Keller	1977-1978
Kevin Mercer	1977-1978
Kevin Richardson	1977-1978
Robyn Harper	1978-1979

Bill Anderson	1979-1980
Lorna Gunter	1979-1980
Lisa Peterson	1979-1980
Karla Stockli	1979-1980
Bob Hall	1981-1982
Sam Weis	1982-1983
Edward Correa	1983-1984
Kurt Fick	1983-1984
Phillip Montagna	1983-1984
Raymond Montagna	1983-1984
John Gray	1984-1985
Kevin Miles	1984-1985
Doug Reed	1984-1985
Jim Bell	1985-1986
Rhonda Long	1985-1986
Derek Sambueso	1985-1986
Brian Cox	1986-1987
Howard Eledge	1986-1987
Todd Fischer	1986-1987
Erin McCracken	1986-1987
Jeff Miles	1986-1987
Roy Morris	1986-1987
Heather Parks	1986-1987
Cathy Trautman	1986-1987
Kevin Bier	1987-1988
Mike Ervin	1987-1988
Miguel, A. Flores	1987-1988
Jeffrey Pacini	1987-1988
Suzanne Stretch	1987-1988
Terry Brand	1988-1989
Scott Jackson	1988-1989
Shanon Blackmore	1990
Diane Hench	1990
Shawn Johnson	1990
Craig Waag	1990
Kris Garzone	1992
Angelo Gomes	1992
Javier Guerra	1992
Sherry Lee	1992

State FFA Degrees Continued

Shawn Moore	1992
Frank Reddell	1992
Shana VanAlen	1992
Kris Detjen	1993
Alana Cervantes	1993
Michael Gomes	1993
LeAnn McPeters	1993
Daniel Ogan	1993
Steven Sesock	1993
Timothy Carter	1994
Jodi Hibdon	1994
Carson Farino	1994
Bryon Jones	1994
Brian Fitzgerald	1994
Stephanie Garzone	1994
Ryan Logoluso	1994
Travis Harris	1994
Stacy Redding	1994
Monica Williams	1994
Alan Deniz	1995
Mark Kazynski	1995
Mitch Robinson	1995
Daniel Sesock	1995
Paulette Sesock	1995
Deanna Ogan	1995
Andrew Perreira	1995
Bryan Perreira	1995
Steven Clement	1996
Shane Geist	1996
Frank Lourenco	1996
Jeff Perreira	1996
Kathy Sesock	1996
Tyler Berry	1996
Jenny Edelbacher	1996
Leon Prichard	1996

Matt Redding	1996
Melissa Redding	1996
Julie Hallam	1997
Colleen Miller	1997
Heather Todisco	1997
Lisa McKinley	1997
Lisa McPeters	1997
Matt Beechinor	1998
Scott Bursey	1998
Stacy Cook	1998
Renee Crawford	1998
Keri Jackson	1998
Robbie Loquaci	1998
Manuel Marin	1998
Jeffrey Riddle	1998
Susan Riddle	1998
Steven Rodrīguez	1998
Alyson Seibert	1998
Sarah Stutler	1998
Shawn Liles	1999
Steve Calderon	1999
Bryan Rodriguez	1999
Shanna Rodriguez	1999
Rene Gonzalez	1999
Jennifer Tune	1999
Stacey Visscher	1999
Jason Erickson	2000
Audrey Estabrook	2000
Antionette Francher	2000
Andrea Hench	2000
Laura Del Bianco	2001
Erick Buckley	2001
Jesse Croxen	2001
Robert Fahey	2001
Cassie McKienly	2001

State FFA Degrees Continued

Jessica Miller	2001
Colin Rock	2001
Loriann Sesock	2001
Jason Wara	2001
Alyson Padgett	2002
Trevor Meyers	2002
Monica Medina	2002
Jennifer Mansell	2002
Brian Schafer	2002
Brandon Visscher	2002
Kevin Willet	2002
Stephanie Bellew	2003
Donald Doyle	2003
Lee Erickson	2003
Resse Fahey	2003
Amanda Hallam	2003
Garret Mattrocce	2003
Giana Toschi	2003
Cody Waltz	2003
Garth Wara	2003
Michael Croxen	2004
Adam Pistoresi	2004
Melissa Alley	2005
Jessica Alcorn	2005
Howard Beach	2005
Amy Bonander	2005
Gabriel Garcia	2005
Landon Gill	2005
Cory Padgett	2005
Megan Mettucci	2005
Brett Martinazzi	2005
Christopher Rippee	2005
Andrea Bartley	2006
Margarito Cervantes	2006
Thomas Lovelady	2006

Cinda Mattrocce	2006
Jeffrey Moosios	2006
Cody Ogletree	2006
Steve Pistoresi	2006
William Thornton	2006
Warren Tucker	2006
Alexandria Wara	2006
Kendra Willet	2006
Jose Farias	2007
Michael Fincher	2007
Glen Gil	2007
Kaysy Hopson	2007
Jacob Maggiore	2007
Mika Petrucci	2007
Bobby Sholler	2007
Anthony Tates	2007
Vincent Urena	2007
Victoria Barros	2008
Matthew Chavira	2008
Alonzo hernandez	2008
Tori Isaac	2008
Hector lopez	2008
Ritchie Lopez	2008
Tiffany O'haro	2008
Rodolfo Pineda	2008
Ramiro Sanchez	2008
Jessica Sidney	2008
Nicole Sidney	2008
Dominic Bettini	2009
Megan Christiansen	2009
Caleb Hatfield	2009
Enrique Hernandez	2009
Melissa Hubbard	2009
Riley Lovelady	2009
Sierra Meyers	2009

State Degrees Continued

Wesley Ogletree	2009
Gabriel Sanchez	2009
Scott Thornton	2009
Henry Bales	2010
Taylor Bese	2010
Matthew Borges	2010
Veronica Cervantes	2010
Gustavo Contreras	2010
Jerry Cook	2010
Jonathan Costa	2010
Santiago DeLaCruz	2010
Spencer Deniz	2010
Amy Evans	2010
Whitney Laymon	2010
Jordan Lyons	2010
Alejandro Madrigal	2010
John McClure	2010
Benjamin Salazar	2010
Shannon Sumpter	2010
Adam Taylor	2010
Cody Ward	2010
Shelby Caraway	2011
Matthew Cavallero	2011
Matthew Cavaletto	2011
Leo Cervantes	2011
Amy Dierberger	2011
Jorge Garcia	2011
Luis Mancillas	2011
Shelby Moit	2011
David Nino	2011
Norrin Pecarrovich	2011
Magali Rodriguez	2011
Santiago Santos	2011
Lindsay Tasos	2011
Alex Teran	2011
Jessica Trembley	2011
Michael Valencia	2011
Alexis Aguilar	2012
Rochelle Brewer	2012
Scott Bullis	2012
Jessica Davila	2012
Emily Fernandez	2012
Dalice Garcia	2012
Molly Gilbert	2012
Kasey Griffin	2012
Taylor Helton	2012
Carla Johnson	2012
Luz Lopez	2012
Chris Melikian	2012
Jevan Grewal	2012
Crystal Bazante	2013
Jimmy Beavers	2013
Jaime Cuevas	2013
Vanessa Duarte	2013
Brianna Gagliardi	2013
Rostia Galindo	2013
Marcelina Gonzalez	2013
Allison Helton	2013
Alexus Hernandez	2013
Cody Knott	2013
Kayla Melikian	2013
Jacqueline Morales	2013

State Degrees Continued

Dominique Ortega	2013
Jamie Oyler	2013
Eduardo Rodriguez	2013
Joalex Sanchez	2013
Sukhvir Singh	2013
Spenser Smith	2013
Whitney Swengel	2013
Hailey Wilberg	2013

2012 State Degrees

Past American FFA Degrees

Raymond Thomas	1945-1946
Dino Petrucci	1948-1949
Johnny Deniz	1951-1952
Robert Prosperi	1960-1961
Joe Stasulat	1962-1963
Larry Hirahara	1968-1969
Roger Leach	1968-1969
Gary Lee Agajanian	1978-1979
John Koretoff	1978-1979
Karla J. Stockli	1984-1985
Samuel K. Weis	1984-1985
Angela Gomes	1993
Carson Farino	1995
Brian Fitzgerald	1995
Michael Gomes	1995
Ryan Logoluso	1995
LeAnn Iva McPeters	1995
Steven Sesock	1995
Shana Van Alen	1995
Nicole Greci	1996
Monica Denise Williams	1996
Shane Geist	1999
Tomas Greci	1999
Brandon Rodriquez	1999
Kathy Sesock	1999
Paulette Sesock	1999
Matt Beechinor	2000
Matt Redding	2000
Lisa McPeters	2000
Steve Rodriquez	2000
Julie Hallum	2001

Robbie Loquaci	2001
Manuel Marin	2001
Lisa McKinley	2001
Alyson Seibert	2001
Jason Erickson	2002
Kyle Prosperi	2002
Brian Davis	2003
Nick Davis	2003
Laura McGee	2003
Loriann Sesock	2003
Jason Wara	2003
Robert Fahey	2004
Casandra McKinley	2004
Jessica Miller	2004
Michael Croxen	2005
Lee Erickson	2005
Amanda Hallum	2005
Garrett Mattrocce	2005
Brian Schafer	2005
Cody Waltz	2005
Garth Wara	2005
Megan Matteucci	2007
Melissa Alley	2007
Cory Padgett	2007
Jessica Alcorn	2007
Steve Pistoresi	2007
Brett Martinazzi	2007
Ross Dellaualle	2007
Thomas Lovelady	2008
Christopher Rippee	2008
Kendra Willet	2008
Alex Wara	2008

Past American FFA Degrees

Continued

Cinda Mattrocce	2008
Glen Gil	2009
William Thornton	2009
Michael Fincher	2009
Mika Petrucci	2009
Matthew Chavira	2009
Margarito Cervantes	2009
Anthony Tates	2009
Enrique Hernandez	2010
Alonzo Espinoza	2010
Brittany Cavaletto	2011
Gabriel Sanchez	2011
Dominic Bettini	2011
Sierra Meyers	2011
Matthew Borges	2012
John McClure	2012
David Nino	2012
Scott Thornton	2012
Shannon Sumpter	2012

State Winning Teams

Trees, 1933-1934
Trees, 1936-1937
Dino Petrucci, Public Speaking, 1946-47
**Livestock, 1948
Milk 1950-1951
Ag. Marketing , 1955-1956
Ag. Mechanics, 1959-1960
Ag Mechanics, 1960-1961
Agronomy, 1960-1961
Truck Crops, 1960-1961
Land, 1961-1962
Truck Crops, 1961-1962
Grapevine Judging, 1961-1962
Public Speaking- Dan Chatman, 1962-1963
Agronomy, 1962-1963
Truck Crops, 1962-1963
Cotton, 1963-1964
Grapevine Pruning, 1964-1965
Farm Power, 1965-1966
Truck Crops, 1965-1966
Grapevine Judging, 1965-1966
Livestock, 1966-1967
Public Speaking-Dave Loquaci, 1966-67
Truck Crops, 1967-1968
Grapevine Pruning, 1967-1968
Agronomy, 1968-1969
Ag. Pest Control, 1968-1969
Grapevine Judging, 1968-1969
Grapevine Pruning, 1968-1969
Tree Pruning, 1969-1970
Cotton, 1974-1975
Citrus, 1975-1976
Citrus, 1977-1978
Livestock, 1980-1981
Small Engines, 1980-1981
Small Engines, 1981-1982
Fruit Tree Pruning, 1982-1983
Grapevine Pruning, 1982-1983
Land Judging, 1984-1985
Light Horse Judging, 1984-1985
Small Engines, 1986-1987
Small Engines, 1987-1988
Small Engines, 1988-1989
Fruit Tree Pruning-1989-90
Small Engines- 1990-91
Grapevine Pruning- 1992-93
Fruit Tree Pruning- 1992-93
Grapevine Pruning- 1993-94
Fruit Tree Pruning-1993-94
Grapevine Judging – 1993-1994
Farm Power and Machine, 1995-1996
Grapevine Pruning- 1995-96
Fruit Tree Pruning- 1996-1997
Fruit Tree Pruning- 1997-1998
Small Engines- 1999-2000
Floriculture- 2001-2002
Small Engines, 2002-2003
Best Informed Greenhand- 2004-2005
Best Informed Greenhand- 2006-2007
Best Informed Greenhand-2007- 2008
Small Engines- 2007-2008
Meats- 2007-2008
Vine Pruning -2009- 2010
Vine Pruning—2010-2011
Best Informed Greenhand—2010-2011
Floriculture—2010-2011
Best Informed Greenhand- 2011-2012
Vine Pruning—2012-2013
Meats Judging—2012-2013
Best Informed Greenhand -2012-2013

Madera FFA Calendar 2013-2014

Use the following pages to see the opportunities available to you as an FFA member or community member who would like to get more involved.

July 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8 Jaime'S Bday ROLC, San Luis	9	10	11	12	13
14	15 Madera FFA Officer Retreat, Shaver	16	17	18	19	20
21	22	23	24	25	26	27 Jorge's Bday
28 SJR FFA Officer Meeting	29	30 District Catering	31			

August 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4 Jimmy's Bday	5	6	7	8	9 Sectional Officer Leadership Conf.	10 →
11	12 1ST Day Of School	13	14	15	16 SJR FFA Boot camp SCICON	17 →
18	19 Drive Thru Tix Out	20	21 Welcome Back Activity Mtg 6-8 Pm	22	23	24 Madera Fair Horse Show
25 Madera Fair Horse Show	26	27	28 COLC and CATA Mtg, Clovis, 5pm	29	30	31

September 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Labor Day, No School	3 Madera County Fair	4	5	6	7
8	9	10 WFM Blackbeard's Activity	11	12	13	14
15	16	17	18 Mud Volley Ball 5-7pm	19	20 Drive Thru BBQ 5-7 pm *Greenhand Apps Out*	21
22	23	24 National Conv. Delegate Training	25	26 Madera Cotton Contest	27 *Greenhand Apps Due*	28
29	30					

October 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 Greenhand Officer Interviews 3:15 pm	3	4 Greenhand Officer Voting	5
6	7	8	9 *Clayton;s Bday*	10	11 Ag Lit Work Day After School 3:15	12 *Corcoran Cotton*
13	14 *Columbus Day*	15 Ag Literacy Day's →	16	17	18 *No School*	19
20	21	22	23 FFA Meeting 6-8 pm	24 *Greenhand Conference Clovis*	25	26 *Modesto Cotton*
27	28 *National Convention* →	29	30	31		

November 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 No School *National Convention* →	2 →
3	4	5	6	7 *Hanford Cotton, 7pm*	8	9 *Cotton State Finals*
10 *SJR FFA Officer Meeting*	11 No School *Veterans Day*	12	13 *Opening and Closing 5pm, Madera*	14	15 *SJR CATA Roadshow Bass Lake*	16 *SJR CATA Meeting Bass Lake*
17	18 **Greenhand/ Chapter Degree Apps Out**	19	20 FFA Meeting 5:30-7:30 pm	21	22	23
24	25 *Thanksgiving Break* → **Record Book Work Day**	26	27	28 *Thanksgiving*	29 →	30

December 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 Greenhand/Chapter Degree Apps Due	7
8	9	10	11 **Fall Banquet**	12	13	14
15 *SJ FFA Officer Meeting*	16	17	18	19	20 Officer XMAS Party Atwater	21
22	23	24	25 *Christmas*	26	27	28 **Sarah's Bday**
29	30	31				

January 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 *New Years Day*	2	3	4
5	6	7	8	9 Record Book Work Day	10	11 *St. Helena Vine Pruning*
12	13 *School Starts*	14	15 *Recordbook Scoring Madera, 5pm*	16	17	18 *Dinuba Vine Pruning*
19	20 *Martin Luther King Day*	21	22 *BIG and Banking Contest, Central*	23 **Skate Night Mtg TBD**	24 SJR FFA Officer Apps Due	25 *Reedley Vine Pruning*
26	27	28	29 EFM/WFM Record Book-Kingsburg 5pm	30	31 **Michael's BDAY**	

February 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 **Madera FFA Alumni Dinner** Winter State Finals -Fresno State
2 *SJR FFA Officer Meeting*	3	4	5 *WFM Manuscripts*	6	7 *Bowl-A-Thon* →	8 →
9	10 *No School* *SJR Proficiency Scoring-Fresno*	11 Farm Show Day *World Ag Expo* →	12 *WFM CoOp-Laton 5pm* →	13 →	14 *SJR Interviews MFE/ALA, Visalia* →	15 →
16	17 *No School* *Presidents Day*	18 *FFA Week* →	19 *WFM Speaking-Caruthers 4pm* →	20 **FFA Mtg 5-7 pm** →	21 *Lunchtime Activity* →	22 *SJR FFA/CATA Meeting-Lemoore*
23	24	25	26	27	28	

March 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 *Chico Field Day*
2	3	4 *SLE-Sacramento*	5	6	7 *UC Davis Parli Pro*	8 *UC Davis Field Day*
9	10	11	12 WFM Parli Pro-Sierra	13 **FFA Mtg** **5-7 pm**	14	15 *Merced College FD*
16 *SJR State Officer Candidate Training-*	17	18 *Sectional Johns*	19	20	21 *SJR Parli Pro-COS Tulare*	22 *Dinuba Sp. Animals*
23	24	25	26	27	28 *SJR Speaking-COS Tulare*	29 **Jenae's Bday** *Modesto Field Day*
30	31					

April 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 *State Degree Banquet*	*2*	*3*	*4*	*5* Reedley College FD Madera Weld/Engines
6	*7*	*8* **Pool Party Meeting TBD**	*9*	*10* State Speaking Finals	*11* *State Parli Pro Finals*	*12* **Fresno State Field Day** **Clovis East Weld** *FFA State Conference*
13 *State Conference* →	*14* *Spring Breaks* →	*15* →	*16*	*17*	*18*	*19* →
20 *Easter*	*21* *No School*	*22* *Chapter Apps Out*	*23*	*24*	*25* *WFM FFA Officer App Due*	*26* Madera Floral 8am *Hanford Field Day*
27. *Chowchilla Horse Show*	*28*	*29*	*30*			

May 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 *WFM Off Screening*	2	3 *State Finals-Cal Poly*
4	5	6 *Chapter Apps Due @ 3:15 pm*	7 *Chapter Officer Interviews*	8 CATA Planning/ FFA Off Elect-Kingsburg 4:30pm	9	10
11 *Mothers Day*	12 *Chowchilla Fair* →	13	14	15	16	17
18	19 *American Degree Scoring-Kingsburg*	20	21 *End Of The Year Banquet*	22	23	24
25	26 *Memorial Day*	27	28	29	30	31

June 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	*2*	*3*	*4*	*5* *Graduation*	*6*	*7*
8	*9* *Top 30 Trip*	*10*	*11*	*12*	*13*	*14*
15 *Fathers Day*	*16*	*17* *SJR FFA Officer Retreat-Morro Bay*	*18*	*19*	*20*	*21*
22	*23*	*24*	*25*	*26*	*27*	*28*
29	*30*					

Madera FFA Budget 2013-2014

Attached is the FFA Activity Budget which was developed by the officers at retreat and approved by the ASB Director and Bookkeeper on August 30, 2013.

Madera FFA Budget
2013-2014

Income	
District Lunches	$ 5,000.00
Opening and Closing	$ 1,000.00
Ag. Literacy Day	$ 2,500.00
SHARES	$ 600.00
Snack Sales	$ 12,000.00
Alumni Dinner	$ 5,000.00
Drive Thru BBQ	$ 4,000.00
TOTAL INCOME	*$ 30,100.00*

Expenses	
Banquet Awards and Décor	$ 2,000.00
Banquet Food	$ 700.00
Bowl A Thon Bus	$ 350.00
Casino Night	$ 200.00
Chapter Meetings	$ 1,000.00
Hotels for Field Days	$ 1800.00
COLC	$ 120.00
District Lunches	$ 2,000.00
Field Day Entries	$ 2,000.00
Fall Banquet	$ 500.00
Fall and Spring Regional FFA Meeting	$ 250.00
Greenhand Conference	$ 450.00
Grub Down	$ 200.00
Homecoming Float	$ 200.00
Officer Polos and Retreat	$ 800.00
Opening and Closing Food	$ 675.00
POA Printing	$ 150.00
Pumpkin Festival Supplies	$ 1,900.00
Scrapbook Stuff	$ 200.00
Skating Meeting	$ 450.00
Snack Sale	$ 5,000.00
Top 30 Tickets	$ 1,200.00
Tri Tip BBQ	$ 4,000.00
TOTAL EXPENSES	*$ 26,145.00*

NET INCOME	*$ 3,955.00*

Community Service

At Madera FFA we feel community service is not a service at all. As community members we feel it is our duty to step in and help when it is needed; whether it is making sure community members have food at Thanksgiving or making sure children have a present to open on Christmas morning. Madera FFA is there and willing to help when the community needs it.

Ag. Literacy Day- We host a two day activity in which we recognize the importance of Agriculture to the youth within our community.

Bowling-4-Kids- Sectional Bowl-A-Thon is an event awarded to those individuals who help raise money for Children's Hospital.

Can Food Drive- We will host a food drive during the Christmas season, working with local community shelters to distribute the food to the less fortunate in our community.

Old Timer's Parade- FFA members clean up the parade route.

Farm Bureau Scholarship Event- FFA members serve as event staff parking cars, serving, busing tables, and cleaning up.

Relay for Life- FFA members help in the fight against cancer at the Madera Relay for Life where they participate in painting luminary bags and setting up the relay course.

Toys for Tots- FFA members partner with the Toys for Tots organization to provide children with a gift during the holiday season.

Top 30: Point Awards

The following is used to determine what students attend the Top 30 trip at the End of the Year, students fill out forms monthly with the information and a running spreadsheet is maintained.

Top Thirty Trip

Top Seller Trip

Throughout the year, Madera FFA members are given the opportunity to help raise money for our chapter. The money raised goes towards numerous events and activities that take place in our FFA chapter. For example, Madera FFA plans a minimum of one activity per month during our school year that is free of charge to our students. These activities include skating, bowling, and movie night just to name a few. In order to fund these trips, we put on different fundraising events throughout the year. This year we carry on the traditional fundraisers such as the Drive thru BBQ, Snack Sales in the Fall and Spring, and our Alumni Dinner Dance. If a member has sold a total of 40 tickets or items at the end of the last fundraiser, he or she will be invited to the Top Seller Trip at the end of the year. The Top Seller Trip is designed to give every student in our department the opportunity to receive a free trip to a designated theme park.

Top Thirty Trip

As mentioned above, Madera FFA members are given numerous opportunities to participate in FFA activities. Throughout the year we give students points for attending and participating in FFA activities, events, and contests. For example, the top thirty students are announced at the annual end of the year banquet and then those students are taken on an achievement trip to Magic Mountain. The students fill out point award sheets at the end of each month and a running total is kept until the end of the year. The winner of the Top Thirty Trip is announced at the chapter banquet.

I.	Leadership		
	A.	Greenhand Degree (December of each year awarded)	50
	B.	Chapter FFA Degree (December of year awarded)	75
	C.	State FFA Degree	100
	D.	Star State Farmer (In addition to degree)	125
II.	Offices (Points awarded in May)		
	A.	Chapter Officer	100
	B.	Committee members	75
	C.	Sectional Officer	100
	D.	Regional Officer	100
III.	Meetings/Conferences		
	A.	Attend Chapter FFA Meetings/Activities/Banquets	50
	B.	Attend Sectional/Regional Meeting or Activity	75
	C.	Attend State Convention	100
	D.	Attend One Day State Convention	25
	E.	Attend National Convention	150
	F.	Delegate for conferences	50
	G.	Chapter, Section, Region Banquets	50
	H.	Greenhand, MFE, ALA, SLE, or WLC	75

Top Thirty Trip

IV.	Community/Service		
	A.	Ag. Literacy Day (each day)	25
	B.	8th Grade Visitation	50
	C.	Canned Food Drive	50
	D.	Bowl-a-Thon	50
	E.	Love Madera	50
	F.	Other Activities as Developed	50
Fundraisers			
	A.	Tri Tip and Alumni Dinner Ticket Sales	1pt per $
	B.	Snack Bags	1pt per$
	C.	Other Activities as Developed	1pt per $
VI.	Other FFA Activities		
	A.	Purchase FFA T-Shirt/Sweatshirt	20
	B.	Purchase FFA Jacket	50
VII.	Supervised Agriculture Experience		
	A.	Approved Enterprise: (Each project)	
		Large Mechanics, Market Beef, Dairy, Sheep, Swine, and Goats	50
		2. Small Mechanics, Market Poultry, and Rabbits	30
		3. Breeding Projects	75
	B.	Exhibit at Shows and Fairs: Mechanics, Landscape, Floral, and Animal Projects	
		1. First Award	25
		2. Second Award	20
		3. Third Award	15
		4. Fourth Award – tenth award	10
		5. Round Robin Participant	
		1st	50
		2nd	40
		3rd	30
		4th	25
		5th	20
		6th	15
		7th	10
		6. Best of Show (Ag Mech., Land, Floral)	50
		7. Outstanding Exhibitor (any species)	50

C. Animal Projects: Market or Breeding

1.	Grand Champion	50
2.	Reserve Grand Champion	35
3.	FFA Champion	25
4.	FFA Reserve Champion	20
5.	Breed Champion	15
6.	Reserve Breed Champion	10

D. S.A.E. Hours

1. 1 point per hour worked (must be proved by record book)

VIII. Proficiency Awards

A.	Applicant	20
B.	Sectional Winner	25
C.	Regional Winner	50
D.	State Winner	75
E.	National Winner	100

IX. Contests

A.	Participation	15
B.	Placement	
1.	Individual and Team Placing	
a.	First High Overall	25
b.	Second High Overall	20
c.	Third High Overall	15
d.	Fourth High Overall	10
e.	Fifth High Overall	5

The above points for a State Finals Contest are doubled!
The above points for a National Finals Contest are tripled!

Constitution and Bylaws for Madera FFA

The rules and standards to run Madera FFA. Last modification was May 2, 2005.

Madera FFA Constitution and Bylaws

Article I. Name and Purposes

Section A. The name of this organization shall be the Madera FFA Chapter. The letters "FFA" will be used to designate the chapter, its activities, and its members.

Section B. The purpose for which this chapter is formed by is as follows:

1. To develop agricultural leadership skills among all members.
2. To develop a global awareness of agriculture.
3. To bestow confidence among agricultural students and the work.
4. To promote agriculture career opportunities through hands-on training.
5. To develop competencies in communication, human relations, and social abilities.
6. To build cooperative attitudes among agricultural students.
7. To encourage improvement in scholastics.
8. To provide organized recreational activities for agriculture students.

Article II. Organization

Section A. The Madera FFA Chapter is a chartered local entity of the West Fresno - Madera Section of the California Association, made up of local members.

Section B. This chapter accepts in full, the provision in the constitution and bylaws of the California Association of the Future Farmers of America as well as those of the National FFA Organization.

Article III. Membership

Section A. Membership is limited to students enrolled in Agriculture Education at Madera South-High School.

Section B. Membership of graduates is limited to students that were active members in high school.

Section C. The Madera FFA is a 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

Section D. No student may participate in any FFA activities unless they are members in good standing with the FFA. In order to be in good standing with the FFA a student must owe no money to the FFA, and their name must not appear on the ineligible list.

Section E. The FFA advisors at their own discretion have the right to dismiss any members from the FFA organization at anytime with approval of the administration.

Section F. Membership in this chapter shall be of three kinds:

1. Active - Any student enrolled in an agriculture education program.
2. Alumni - Any person who has formerly been enrolled in an agriculture education program or in other ways interested in supporting the FFA.
3. Honorary - Any person who has helped to advance agriculture education and the FFA and who have rendered outstanding service may be elected to honorary membership.

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

Section H. Honorary membership in the chapter shall be limited to the Honorary FFA Degree.

Section I. There shall be four levels of active degree attainment in the Madera FFA Chapter.

The Greenhand FFA Degree

1. All Greenhand Degree recipients are entitled to wear the regulation bronze emblem charm.
2. The Chapter FFA Degree
   All members holding the Chapter FFA Degree are entitled to wear the silver emblem pin.
3. The State FFA Degree
   All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm.
4. The American FFA Degree
   All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section J. Greenhand FFA Degree. Minimum qualifications for election:

1. Be enrolled in agricultural education and have satisfactory plans for a Supervised Agricultural Experience Program.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of history of the organization, chapter constitution and bylaws and the chapter Program of Activities.
6. Have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit a written application for the Greenhand FFA Degree.

Section K. Chapter FFA Degree. Minimum qualifications for election:

1. Must have received the Greenhand FFA Degree.
2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3. Participate in planning and conducting of at least three official chapter functions.
4. Have earned at least $150.00 or worked at least 45 hours and have developed plans for the growth of their SOEP.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of Procedure Law.
7. Show progress towards individual achievement in the FFA awards' programs.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section L. State FFA Degree. Minimum qualifications for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section M. American FFA Degree. Minimum qualifications for election:

1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section N. Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

Article IV. Officers

Section A. The possible FFA offices for the Madera FFA Chapter shall be as follows:

1.) President	6.) Reporter	11.) Sweetheart
2.) Vice President	7.) Sentinel	
3.) Second Vice President	8.) Historian	
4.) Secretary	9.) Chaplain	
5.) Treasurer	10.) Parliamentarian	

Section B. The Officers shall be elected or confirmed by a majority vote of the active members.

* The advisors and current chapter officers have the right to operate outside of the constitution for special circumstances not addressed.

Section C. If more than one student desires the office of president, the candidates ranking 1, 2, & 3 by vote for office of chapter president shall be elected as president, vice president, and 2nd vice president, respectively.

Section D. The nominating committee shall be composed of the 12th grade chapter officers and the FFA advisors, others to be appointed if necessary. Upon reviewing officer applications for chapter office, students will be slated as candidates on the ballot.

Section E. All officer vacancies, during the term of office, shall be filled by a majority vote of the chapter officers with the exception of the president. The 1st Vice-President shall fill vacancy. The president shall nominate candidates for the committee's consideration.

Section F. Officers Eligibility. Minimum qualifications to run for chapter office:

1. Must be academically eligible to run for a FFA office.
2. For offices of President and Vice President, the applicant must have already completed at least three years of Agriculture classes, and/or hold the Chapter FFA Degree.
3. Other offices require that they have completed a year of an Ag class, and hold the Greenhand Degree.
4. Must enroll in the agriculture leadership class.

Section G. Officer Probation due to academic ineligibility

Any officer who becomes academically ineligible during their term of office will be put on a one-time probationary six-week suspension. At the end of six weeks a grade check will be due to the advisors. While officers are on probation they will not participate in any FFA affiliated activities. If the student meets grade requirements they will be immediately reinstated. If the officer remains academically ineligible they will be immediately removed from office.

* Grades will be based on quarter report cards and grade checks
* Officer participation during the probationary period will be at the advisors discretion.

Article V. Impeachment of Officers

Section A. Immediate Impeachment.

The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

Section B. Steps of Impeachment.

1. Any FFA chapter officer not fulfilling the duties of the office as described by this constitution will be required to meet with fellow officers and advisors to discuss a plan for improvement.
2. A written plan for improvement will be drawn up by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice President, and the officer in question.
3. If the officer in question still does not fulfill his/her duties, then a 2/3 vote of the executive committee will remove that officer from office.

Article VI. Executive Committee

Section A. *Executive Meetings shall be held as needed.*

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

Section C. Hats shall not be worn in the meeting room.

Section D. Poor conduct will result in that member being dismissed from the meeting room.

Section E. Delegates go through an application process headed by the Ag staff to be able to represent the chapter at the State Convention. The delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.

Article VII. Dues

Section A. As long as Incentive Grant funds are available dues shall be paid for all members through that source.

Article VIII. Eligibility

Section A. Eligibility of members exhibiting at fairs and shows will be based on the advisors discretion.

Section B. Members must be academically eligible to participate above the chapter level.

Section C. See rules of article IV section G of the Madera FFA Chapter

Article IX. Amendments

Section A. To amend the constitution, a majority vote of the Executive Committee is required.

Article X. Ratification of the Constitution

Section A. This constitution shall become effective when passed by the executive committee and advisors.

Awards Section

The rules and standards to run Madera FFA. Last modification was May 2, 2005.

FFA Awards Offered to You

Madera FFA holds a fall and spring banquet where degrees and the following awards are given out.

Degrees

- Greenhand Degree: For 1st year Ag students.
- Star Greenhand: Most Outstanding 1st year Ag student.
- Chapter FFA Degree: For 2nd year Ag students.
- Chapter Star Farmer: Most Outstanding 2nd year Ag student
- Chapter Star in Agribusiness: Most Outstanding 3rd or 4th year Ag students.
- State FFA Degree: For 3rd and 4th year Ag students.
- State Star Farmer: For 3rd or 4th year Ag students.
- State Star in Agribusiness: For 3rd or 4th year Ag students.
- American FFA Degree: For 5th year Ag student.
- American Star Farmer: For 5th year Ag students.
- American Star in Agribusiness: For 5th year Ag students.

Judging Team Awards – See Career Development Event Pages

Students who competed in any Career Development Events offered by Madera FFA will receive a certificate and pin. State Winning teams will be awarded with special recognition.

Outstanding Ag Student Awards

This award is given to the outstanding student in each grade level based on their academic success as well as involvement in the FFA.

Outstanding Herdsmen Award

This award is presented to a student in each specie category. The student must show great dedication and commitment to their animal project to even be considered for this award. This time spent with their specie includes at the farm as well as at livestock fairs and shows.

Top 30 Award

FFA points are awarded for students' involvement in FFA activities throughout the entire school year. The top 30 students earn an all expenses paid trip at the end of the year.

Top Seller Award

Any student who participates in fundraising activities and sells 20 tickets or items receives a free trip at the end of the school year.

FFA Awards Offered to You

Proficiency Awards
These awards are given to students based on their SAE projects, and they are given at the Sectional, Regional, State, and National levels.

Outstanding Ornamental Horticulture Student
This award goes to a student who has a strong SAE in this project area. The student must also be enrolled in Ornamental Horticulture classes.

Outstanding Small Engines Student
For any student who shows their dedication to the Small Engines class, career development event, or SAE project.

Outstanding Ag Mechanics Student
This award is given to a student representing each grade level. The students must be enrolled in some kind of Agriculture Mechanics class, have a relating SAE, or be involved in the Ag Mechanics career development event.

Outstanding Floral Design Student
For a student who is taking any level of Floral Design classes. The recipient must have a relating SAE or career development event.

Outstanding Animal Science Student
This award goes to a student who has a strong SAE in this project area. The student must also be enrolled in Animal Science classes.

Outstanding Overall SAE Project
Presented to the student with the chapter's best SAE project. It can be from any project area.

Petrucci Participation Award
This award is given to the student who shows dedication to all areas of the Madera FFA Chapter; including classes, SAE's, career development events, fundraisers, and activities.

Teco Award
Given to a senior in the Ag Mechanics class with an outstanding SAE project.

Stockli-Weiss Award
This award is presented to a hard working individual who is devoted to the success of the chapter by involving themselves in activities outside their own projects on the school farm. The recipient of this award must be very dedicated person who is always willing to help others.

Agriculture Scholarships

Scholarship applications are available through the high school counseling office. It is your responsibility to get an application and return it by the deadline – GOOD LUCK!

Matthew Roussel Memorial

$250

This is a memorial scholarship to honor an alumni FFA member who has passed away. It is awarded to a student who has been active in our FFA Organization. The application for this scholarship is the general MHS scholarship application form. By meeting the application requirements and deadline, the school scholarship committee will select a recipient.

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Madera Agriculture Youth Association (M.A.Y.A.)

$500

The MAYA association is pleased to offer a scholarship program for those high school students pursuing a career in an agriculture related field.

Eligibility requirements:

1. A 2.5 cumulative grade point average.
2. Application must be planning to enroll as a full time student (MINIMUM 12 UNITS)
3. Must be a resident of Madera County and an active FFA member of Chowchilla, Madera, Firebaugh or Yosemite High Schools or a Madera County 4-H Club.

Friends of Madera FFA

This is a scholarship is awarded to a student who has been active in the Madera FFA Organization. The application for this scholarship is the general MSHS scholarship application form. By meeting the application requirements and deadline, the school scholarship committee will select a recipient.

Outside Organizations

Other Agricultural Community Organizations also have scholarships available to students pursuing degrees in Agriculture, check with the following organizations for specific qualifications and deadlines.

- Calcot Seitz Foundations
- California Women for Agriculture
- Madera County Farm Bureau
- California Farm Bureau Federation
- World Ag. Expo
- National FFA (Online)
- California FFA
- California State Fair
- California Table Grape Commission
- Cattleman's
- CANERS Foundation
- Chowchilla Western Stampede
- Also check with the campus' you are applying to for other scholarships.

Officers

The current years Chapter, Sectional, Regional, State and National FFA Officers

2011-2012 FFA Officer Teams

Madera FFA Chapter Officers

President	Virat Kang
Vice President	Jimmy Beavers
2nd Vice President	Jaime Cuevas
Secretary	Jenae Hansen
Treasurer	Michael Ewing
Reporter	Jorge Mendoza
Sentinel	Gabrielle Ortega
Historian	Mario Alvarez
Chaplain	Sarah Reece
Parliamentarian	Clayton Sheehan

West Fresno Madera Sectional FFA Officers

President	Amber LaSalle, Firebaugh
Vice-President	Brianne LeBeau, Fresno Central
2nd Vice President	Kellen Habib, Caruthers
Secretary	Mackenzie Meek, Central West
Treasurer	Sean Pimentel, Central West
Reporter	Kiana Peter, Chowchilla
Sentinel	Jimmy Beavers, Madera
Historian	Brandon Miller, Central West
Chaplin	Llimy Garcia, Mendota
Parliamentarian	Jacob Quinteros, Firebaugh

San Joaquin Regional FFA Officers

President	Dipak Kumar, Tulare
East Fresno/Madera VP	Emilie Gambril, Clovis East
Tulare Kings VP	Hattie Jameson, Golden Valley
Sequoia VP	Bailey Minday,Tulare
South Valley VP	Madion Zittle, Frontier
Kern VP	Joseph Agular
WF/M VP	Amber LaSalle, Firebaugh
Secretary	Evie Starich,Hanford
Treasurer	Brant Hall, O'neals Minarets
Reporter	Virat Kang, Madera
Sentinel	Kristyin Fletcher, Sierra
Advisor	Charles Parker

California State FFA Officers

President	Riley Nelson
Vice President	Valerie Canas
Secretary	Gabrielle Franke
Treasurer	Gage Willey
Reporter	Sheldon Overton
Sentinel	Hunter Berry
Advisor	Bob Hueval

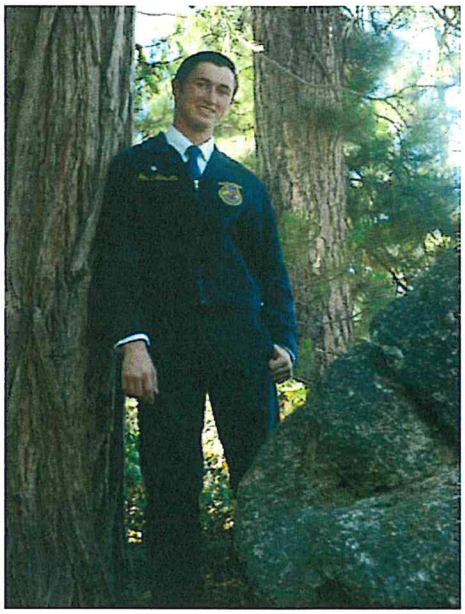
National FFA Officers

President	Clay Sapp, Florida
Secretary	Katie Hall, Georgia
Eastern Vice-President	Joenelle Futrell, Kentucky
Central Vice-President	Brennan Costello, Nebraska
Southern Vice-President	Wiley Bailey, Alabama
Western Vice –President	Lindsey Anderson, California

2013-2014 Madera FFA Officer Info

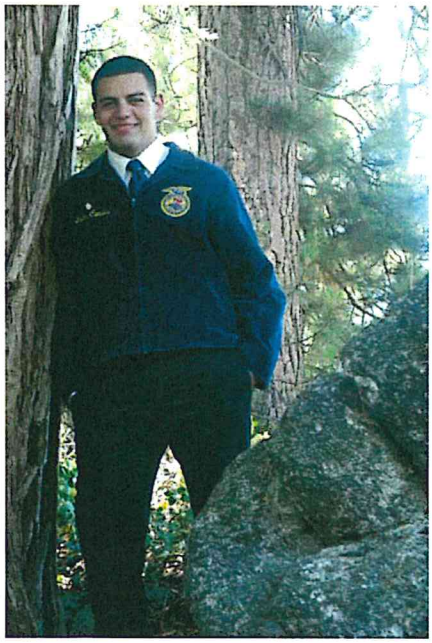
President, Virat Kang

Grade: Junior
SAE: Ag Sales, Forage Production, Dairy Replacement Heifer
CDE: Small Engines, Extemporaneous Public Speaking, Tree Pruning



Vice President, James Beavers

Grade: Senior
SAE: Dairy Replacement Heifer, Market Hogs
CDE: Vine Pruning, Extemporaneous Public Speaking



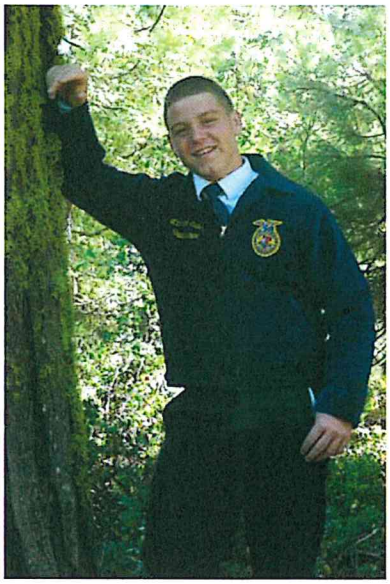
Vice President, Jaime Cuevas

Grade: Senior
SAE: Dairy Replacement Heifer
CDE: Small Engines, Extemporaneous Public Speaking

2013-2014 Madera FFA Officer Info

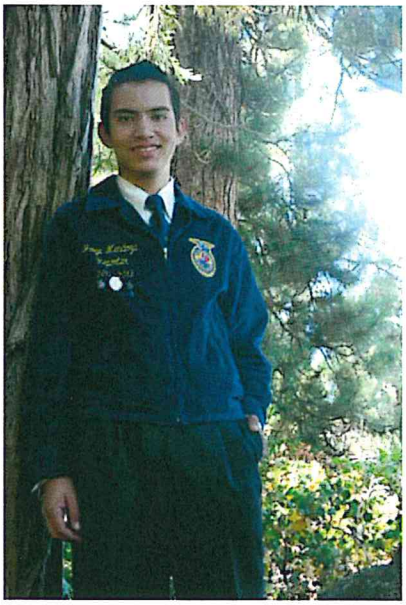
Secretary, Jenae Hansen

Grade: Junior
SAE: Dairy Replacement Heifer, Market Hogs, Viticulture
CDE: Prepared Public Speaking, Tree Pruning, Cotton Judging, Vine Judging



Treasurer, Michael Ewing

Grade: Junior
SAE: Market swine
CDE: Job interview, Vine Judging



Reporter, Jorge Mendoza

Grade: Junior
SAE: Rabbits
CDE: Parliamentary Procedure, Banking, Agronomy

2013-2014 Madera FFA Officer Info

Sentinel, Gabrielle Ortega

Grade: Sophomore
SAE: Market Sheep
CDE: Vine Pruning, Advance Parliamentary Procedure

Historian, Mario Alvarez

Grade: Sophomore
SAE: Market sheep
CDE: Banking, Impromptu Public Speaking

Chaplain, Sarah Reece

Grade: Sophomore
SAE: Market Hogs
CDE: Vine Pruning, Impromptu Public Speaking

Parliamentarian, Clayton Sheehan

Grade: Sophomore
SAE: Diary Replacement Heifer, Swine Breeding, Market Swine
CDE: Vine Pruning, Agronomy, Advance

PAST MADERA FFA CHAPTER PRESIDENTS

2001-02	Nick Davis
2002-03	Brandon Visscher
2003-04	Giana Toschi
2004-05	Megan Matteucci *
2005-06	Megan Matteucci
2006-07	Cody Ogletree
2007-08	Mika Petrucci
2008-09	Jessica Sydney
2009-10	Dominic Bettini
2010-11	Amy Evans
2011-12	Michael Valencia
2012-13	Taylor Helton
2013-14	Virat Kang

* Took over after resignation

Missions and Strategies

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

To accomplish this mission, we the FFA will:

1. Develop a competent and assertive agricultural leadership program.
2. Increase awareness of the global and technological importance of Agriculture and its contribution to our well-being.
3. Strengthen the confidence of agriculture students in themselves and their work.
4. Promote the intelligent choice and establishment of an agricultural career.
5. Encourage achievement in supervised occupational experience programs.
6. Encourage wise management of the economic, environmental, and human resources of the community.
7. Develop interpersonal skills in teamwork, communication, and human relations.
8. Build character; promote citizenship, volunteerism, and patriotism in our students and community.
9. Promote cooperation and cooperative attitudes among all people.
10. Promote healthy lifestyles.
11. Encourage excellence in scholarship.

FFA Emblem, Official Colors, & FFA Motto

The National FFA emblem consists of five symbols and represents the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of the FFA and agriculture. Each element within the emblem has unique significance. THE CROSS SECTION OF THE EAR OF CORN provides the foundation of American agriculture. It is also a symbol of unity, because corn is grown in every state of our nation. THE RISING SUN signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity. THE PLOW signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength. THE EAGLE is a national symbol, which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture. THE OWL, long recognized for its wisdom, symbolizes the knowledge required to be successful in the agriculture industry. The words "AGRICULTURE EDUCATION" and "FFA" are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

Colors

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors of "NATIONAL BLUE and CORN GOLD" give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

Motto

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

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

The FFA Creed

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.

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.

Career Development Events

The following list are CDE teams and competitions you can get more involved in check with the Ag. Teacher for more Information.

Agriculture Welding

To evaluate the contestant's manipulative skills, general knowledge and professional presentation as these correlate to his/her preparation for employment in the broad field of welding (agricultural, industrial, or other). *Coach*: Mr. Deniz

Banking

Members complete a written test made up of financial standings, such as checks and bank statements. You will be expected to know the different rates of credit that may be given to you. *Coach: Mrs. McKenna*

Best Informed Greenhand

This contest is for freshmen FFA students only. Members on this team complete a written test on their knowledge of the FFA. *Coach:* Mrs. Sheehan

Cooperative Marketing

This contest is designed to create an awareness and understanding of the basic elements of farm product marketing and farmer cooperation in marketing, purchasing, bargaining, and service. *Coach: Mr. Williams*

Cotton Judging

This contest is made up of a three-member team. Members are required to take a written exam of their knowledge of cotton. Members will also be required to judge and score different types of cotton. *Coach: Ms. Gilles*

Creed Speaking

This contest is for freshmen FFA students only. Students memorize and recite the FFA Creed written by E.M. Tiffany and answer three oral questions from a panel of judges. *Coach: Mr. George*

Dairy Products

In this contest students learn about the Milk Industry through a test. In addition students verify whether dairy products are real vs. artificial, know different cheese varieties and are able to identify off flavors in milk. *Coach: Ms. Luera*

Extemporaneous Public Speaking

Members deliver a speech on one of three agricultural topics after they are given thirty minutes to prepare a four-to-six minute speech. At the conclusion of the speech, the judges may question the speaker for five-minutes. Decisions are based on factors similar to the prepared event. *Coach: Miss. Luera*

Floriculture

Members demonstrate proficiency in plant identification, judgment of floral and foliage arrangements, problem solving, and skills that include flower arranging and corsage construction. *Coach: Ms. Gilles*

Career Development Events

Impromptu Speaking

Members are required to learn about many agriculture topics, and will be given 1 minute to think about a topic they draw and then deliver a 1-2 minute speech from memory. There is a question and quote round. *Coach: Mrs. McKenna*

Job Interview

Members are required to create a cover letter and resume prior to participating in a job interview. You are evaluated and placed according to your resume, cover letter, and interview scores. *Coach: Mr. Deniz*

Meats

Members complete a written test; evaluate beef carcasses in terms of quality and yield grades; and judge and place beef, lamb and pork classes. Members also complete a meat formation problem and cooperatively fulfill a beef carcass order. *Coach: Mr. George*

Nursery/Landscape

The Nursery/Landscape contest prepares students for careers in the nursery and landscaping. Topics include plant identification, plant physiology, soil science, plant reproduction, and nursery production, as well as landscaping design, installation, and maintenance. *Coach: Mrs. McKenna*

Opening/Closing

This contest is made up of a six-person team. Each member of the team is responsible for memorizing one officer part of the opening and closing ceremonies and reciting it at the sectional contest. *Coach: All Ag. Teachers*

Prepared Public Speaking

The member that chooses this speaking contest is to write and memorize a six-eight-minute speech on a major agriculture issue. The individual will be scored on his or her ability to speak and also on how well they can answer questions on the topic they choose. *Coach: Mr. Williams*

Parliamentary Procedure

The team consists of six members. One member of the six person team serves as the chair and another as the secretary. Participants enter a room and have one minute to study a card that has five motions on it. The card also has a main motion on the card that the members must debate. In order to score top points from the judges the team must perform the five motions on the card and five more motions that are not listed on the card. Each team member will also debate the main motion four times each. A round in Parliamentary Procedure is timed for ten minutes and thirty seconds. At the end of the round judges ask the team questions relating to Parliamentary Procedure. There is also a twenty five question written test. *Coach: Novice, Ms. Luera Advanced: Mrs. Sheehan*

Scrapbook

The Nursery/Landscape contest prepares students for careers in the nursery and landscaping. Topics include plant identification, plant physiology, soil science, plant reproduction, and nursery production, as well as landscaping design, installation, and maintenance. *Coach: Mrs. McKenna*

Career Development Events

Small Engines

A team is made up of three members. Members are tested on identification, theory, problem solving and troubleshooting related to small engine repair. They are required to fix an engine and take a written test. *Coach: Mr. Williams*

Vine Judging

The teams consist of three of four members. There are four classes of pruned vines that will be judged by each member of the team for twenty minutes apiece. The member will then give oral reasons for each class of vines. *Coach: Mr. Williams and Mrs. McKenna*

Vine Pruning

Members prune three classes of grapevines ranging from table grapes to wine grapes. The contest consists of a timed pruning and a written exam. The contest may include questions from the judges after a participant is done pruning it. *Coach: Mr. Williams and Mrs. McKenna*

Last years State Winning Vine Pruning, Best Informed Greenhand and Meats Evaluation

Here is an example of the Exhibitors Contract Signed by members a carbon copy sheet must be obtained by a project advisor.

Madera FFA Exhibitors Contract

As a member of the Madera FFA chapter, I realize that there are certain obligations on my part in order to assure a successful project. As part of my obligations, I agree that the following expectations will help me to complete my animal project. This contract shall begin on _____ and terminate on _____.

All students shall be respectful to parents, advisors, staff and students.

All students shall be in good standing, a current member of the FFA, and maintain a 2.0 GPA throughout the duration of the project.

No students shall show/exhibit an animal project as a member of the Madera FFA without an Exhibitors Contract signed by 1) the exhibitor, 2) parents/guardians, 3) chapter advisor and 4) the vice principal.

All school rules, district, and California State rules and the specific rules pertaining to the show in question shall be upheld by the exhibitor.

Throughout the term of the project all exhibitors are to follow the directions and advice given to them by the designated advisor for that species.

All exhibitors will be responsible for the care, feeding, exhibiting and marketing of their animals.

- All students will participate in showmanship and 80% of the scheduled showmanship practices prior to the fair.
- All students will show in the "Official FFA Show Uniform" 1) white pants, 2) white collared shirt, 3) FFA jacket and 4) FFA Tie/Scarf.
- No students shall be on the fairgrounds after 9:00 PM without the written permission from the parents/guardians or supervised Ag. Staff.
- Student may transport themselves and siblings with written approval from 1) Parents/Guardians, 2) School Administration (Permission in writing from the vice principal and parents/guardians and given to the advisor prior to the event.
- No student shall leave the fairgrounds at anytime without the supervision of his/her parent/guardian, designated district chaperone or chapter advisor.
- FFA members are required to obtain their homework from all of their teachers in advance of missing school for attending fairs.
- Each exhibitor must read and understand the rules and regulations in the fair's premium book.
- Each exhibitor is required to serve barn duties as assigned and specified by the project advisor.

All students will participate in the moving in and (Loading and setting-up) and removal (clean-up and removal of equipment from the show).

ALL Students shall be responsible for completing the following prior to their premium or market check being issued: 1) A complete & up-dated record book, 2) thank-you letters to buyers, award donors and add-on bids 3) all bills paid in full and 4) all hours worked at the farm.

Failure to comply with any of the above obligations due to extenuating circumstances must be approved by the advisor. Failure to do so is in violation of the contract and will result in the loss of showing privileges effective immediately.

_____	_____
Student	**Date**
_____	_____
Parent/Guardian	**Date**
_____	_____
Advisor	**Date**
_____	_____
School of Ag Vice Principal	**Date**

Here is an example of the Farm Policy signed by members a carbon copy sheet must be obtained by a project advisor.

Madera South High School Farm Laboratory Policy Regarding Use

Project Owner:_____

Type of Project:_____ Advisor:_____

The sole purposes of the Madera High School Farm Laboratory are to provide a laboratory for hands-on instruction in a vocational agriculture class and to allow the students enrolled in vocational agriculture to conduct Supervised Agricultural Experience Projects (SAE).

1. Only a student currently enrolled in a vocational agriculture class or FFA program at Madera South High School shall have the privilege of using the School Farm Lab.
2. The School Farm Lab is part of the campus of Madera South High School; therefore, all Madera South High School and Madera Unified School District policies apply to the School Farm Lab.
3. The responsibility of the project owner (student) includes but is not limited to keeping all gates to the School Farm Lab locked, feeding, grooming, pen clean-up and maintenance, hauling feed/manure and other supplies, planting, irrigation, weeding, harvest, selling, and any care necessary to maintain the health and/or aesthetics of animals at the School Farm Lab.
4. The Madera Unified School District and its employees are NOT responsible for the loss, theft, disappearance, or death of any animal. The students are responsible for all personal equipment or materials of any kind.
5. No person shall drive or operate any vehicle on the School Farm Lab without prior permission or supervision from a Madera South High School vocational agriculture instructor.
6. School Farm Lab hours shall be 7:00 am to 9:00 pm. No one shall conduct any activity on the school Farm Lab during closed hours without prior permission from the advisor. ONLY current FFA members are allowed on the school farm grounds.
7. In the event of an emergency, if services of a veterinarian are utilized the fees of the services are the responsibility of the project owner (student) and/or parent/guardian. This excludes breeding projects owned by the Madera South Ag Department.
8. To assure proper care of livestock animals, animals are expected to be fed and/or checked twice daily. Morning feeding hours must occur between 7- 9 am and evening feeding hours shall be from 5-8pm.
9. A student exhibiting a project at the fair must have a signed exhibitors contract to accompany this contract.
10. Any infraction of school or district policy, any infraction of this agreement, or any lack of responsibility on the part of the student may result in the indefinite removal of the project from the School Farm Lab and/or the indefinite revoking of School Farm Lab use privileges of the students.
11. Administration and interpretation of all policies regarding use of the Madera South High School Farm Laboratory shall be the responsibility of the project advisor.

Notification or infraction of any of the aforementioned policies shall inherent the following disciplinary actions:

1st offense:	A written warning
2nd offense:	A written warning, letter sent home and phone call to parents
3rd offense:	Removal of student project from school farm

Upon receipt of second offense, the student will have 1 week to remove his/her animal from the farm. The project must be paid, in full, prior to removal. Projects are not paid for in full will become school property. Projects will then be sold. Proceeds from the sale of the project will be credited to the student's financial obligations.

I have read and understand the policy of the Madera South High School Farm Laboratory and hereby comply in agreement with all aspects of this policy.

_____ _____
Parent/Guardian Signature Date

_____ _____
Student Signature Date

_____ _____
Advisor Signature Date

J. Copy Of Board Approved Policy Statement Pertaining To FFA As An Integral Part Of The Ag Program

AGENDA ITEM
MADERA UNIFIED SCHOOL DISTRICT

Date: October 10, 2013

Subject: Request approval of Madera FFA Program of Activities

Responsible Staff: **Dr. Ed Gonzalez, Superintendent**

Agenda Placement: Information/Reports

Background/ rationale:

- FFA Program of Activities
- Annually the FFA Program of Activities is presented to MUSD Board of Trustees. The purpose of the Program of Activities (POA) is to inform all stakeholders of the program plan for Madera FFA. The POA is updated annually by the Madera FFA Officer team and submitted to the Regional FFA Supervisor for approval, it also must be presented to the Board of Trustees for review.
- Madera FFA Chapter Officers will make a 5-10 minute presentation

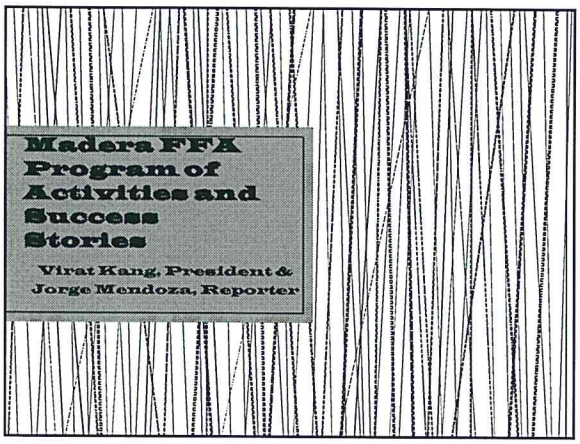
Financial impact:

- "none."

Superintendent's recommendation:

Supporting documents attached:

- 16 copies of the Madera FFA Program of Activities



Calendar and Budget
Pages:24-38

- We have been busy this year and our calendar is full until, as you look through the calendar we invite you to come to any event that you think looks interesting and that you would like to attend.

Madera FFA Goals
Page 5

- Madera FFA team goals:
- Advertise meetings by fliers, posters, and slideshows done 2 weeks prior to the meeting.
- Meet at least one new member a month and keep in touch with them.
- Have presentations for meetings done 1 week before FFA meeting.
- Officers must maintain a GPA of over 3.0 and have at least a B in their AG class.
- Madera FFA chapter goal: In the upcoming year we will strive to increase chapter participation by having at least one of our monthly meetings with 40% of our membership in attendance.
- Madera FFA theme: Small acts impact beyond belief.

Community Service
Page 39

- Community service is an important component to our FFA chapter. Community service activities are usually directed by our community service committee and are open to all members.
- Ag Literacy Day (1600 MUSD students in attendance), Bowl-a thon(Raises money for Children's Hospital), Canned food drive, Old Timer's Day Parade, Coats for Kids, Farm Bureau Scholarship night.

Madera FFA History
Pages 7-23

- Madera FFA was one of the first 20 Chapters started in 1928.
- This section covers Proficiency Award winners, State Champion Teams and Degree Recipients.
- Proficiencies are awards received by students who are proficient in their S.A.E. projects.
- These are available at the sectional, regional, state, and national levels.

Incentives for Participation
Pages 40-43

- The Madera FFA Chapter encourages active participation among its members.
- To offer incentive for participation, we have developed a point awards and top seller system.
- We give points for meetings, fairs, contests and fundraisers which are updated monthly
- At the end of the year, the top thirty most active members and top salespersons are awarded with an expense paid trip to Six Flags Magic Mountain

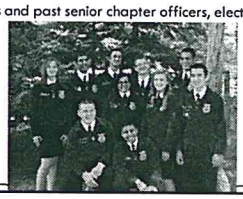
Madera FFA Constitution and Bylaws
Pages 44-49

- Was drafted to establish the principles and rules of the Madera FFA chapter. Rules that we follow.
- Article I. Name and Purposes
- Article II. Organization
- Article III. Membership
- Article IV & V. Officers and their impeachment.
- Article VI. Executive Committee
- Article VII & VIII. Dues and Eligibility
- Article IX &X. Amendments and Ratification of Constitution

- **(Official calendar attached pgs. 24-36)**

Chapter Officers
Pages 57-60

- Student leaders who are responsible for planning, organizing and running meetings and chapter events.
- Required to have:
  - Supervised Agriculture Experience
  - Career Development Event
  - Public Speaking Event
- Slated by advisors and past senior chapter officers, elected by student vote.



FFA Awards offered to you
Pages 51,52

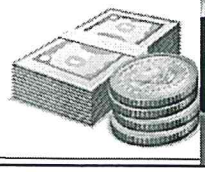
- Multiple degrees are available for different levels of students in the organization.
- Awards are offered for various successes at and above the chapter level.

Career Development Events
Pages 64-66

- Career Development Events are used to give FFA members experience in a field of their interest.
- There are approximately 15 field days/CDE competitions per year which the Madera FFA attends
- Some of these locations include UC Davis, Fresno State, Cal Poly SLO and Reedley
- CDEs can focus on public speaking, hands-on/technical skills, Ag business, and plant or animal science.

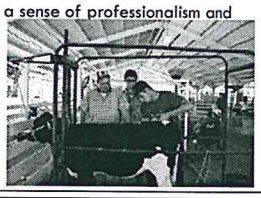
Agriculture Scholarships
Page 53

- Our FFA chapter and its partners and former members offer a variety of scholarships to senior members. Here are just a few
- Matthew Roussel Memorial: $250
- California Women for Agriculture: $250
- Madera Agriculture Youth Association: $500
- CALCOT: $3000



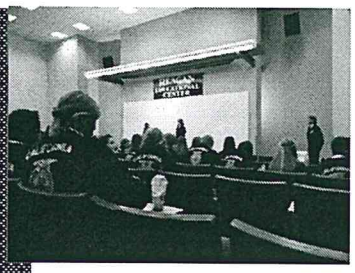
Exhibitor Contracts
page 67&68

- Before entering into an S.A.E. project, members must sign a contract amongst themselves, their parents, and their agricultural advisors
- These contracts specify the rules and expectations of the particular S.A.E. project
- They are meant to maintain a sense of professionalism and responsibility for members



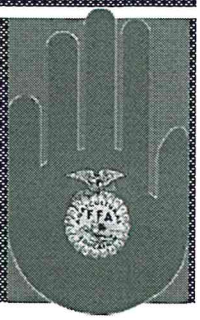
Chapter Officer Leadership Conference

- Clovis East High school
- All 10 officers attended
- 1 Madera FFA Officer lead a workshop



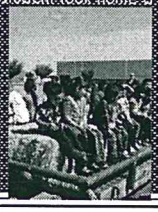
What's Ahead This Semester

- Casino Night Meeting
- Plant Sale
- Regional Meeting
- Opening and Closing
- Canned Food Drive
- Greenhand Banquet
  - December 11, 2013, 6PM MSHS Cafeteria



Ag Literacy Day

- Over 1,600 Kindergarden and 1st Grade Students from MUSD
- 80 MSHS Ag. Students to coordinate event
- Stations this year: Storytime, The Apples Journey, Plant a Pumpkin, Petting Zoo.
- Each student took home a Pumpkin



National Convention 2013

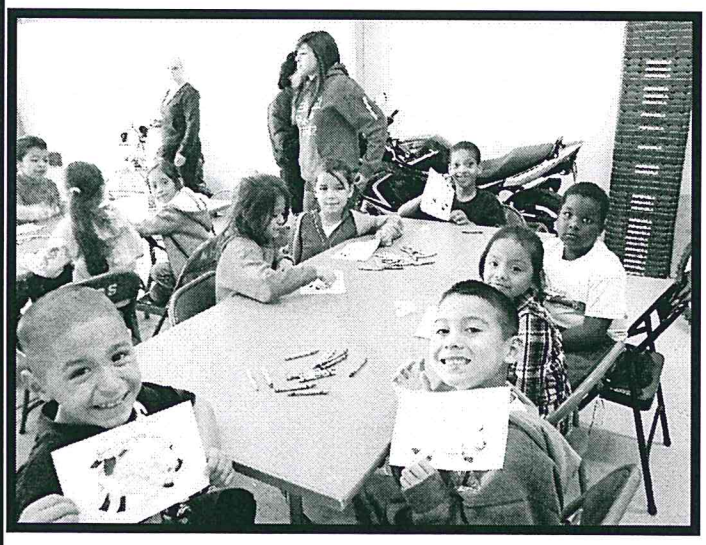
- This year Madera FFA had a very successful National convention.
- Michael Valencia was the National champion in the Ag services Proficiency. 2 years in a row.
- The Best Informed Greenhand team Placed 2nd.
- The Meats Evaluation & Technology team placed 6th.

K. Recruitment Program

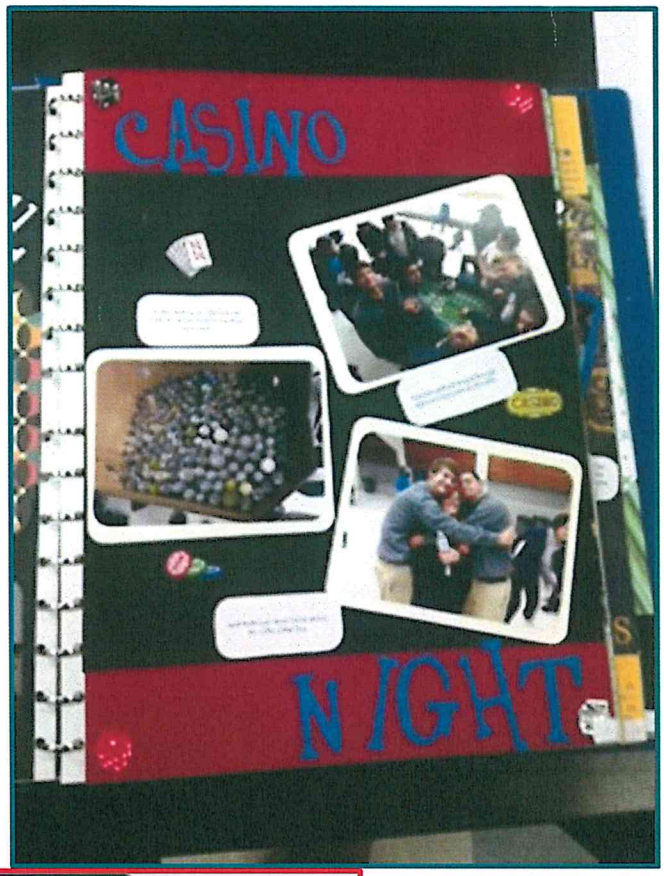
Madera FFA Recruitment

Madera FFA goes to our feeder middle schools, on the day they get to register for their classes in the spring each year. Two-three officers, go in uniform, with the advisor to present the attached PowerPoint and talk about the opportunities Madera FFA offers. We have a table set up with the scrapbook and other student projects, for the students, along with a brochure that students can take home with them. There are also 2 country schools that are supposed to go to Madera North, but we go and do the same presentation to them with the hope of them doing a Career School transfer and come to Madera South High School for the Ag. program.

Each year we also have a pumpkin festival where 2,000 Kindergarten and 1st grade students from all schools in Madera Unified, come to the school farm to learn about agriculture. I am always amazed by how many of our incoming Freshmen remember this activity and how much of an impact it made on them. So although it is not intended as a recruitment activity, it does help us in recruitment.



L. Chapter Scrapbook


CASINO
NIGHT

CONVE

TRADITION
American FFA Degree
Blue Values
NTION

M. Summer Activities Schedule

July 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 New Years	5	6
7	8 Work with Dairy Kids	9 Pick Up Jaime's Heifer	10 Work in Shop	11 Work In Shop	12	13
14	15 Madera FFA Officer Retreat, Shaver	16	17	18	19	20
21	22	23 Vacation	24	25	26	27
28 SJR FFA Officer Meeting	29	30 District Catering	31			

August 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 SAE Visists →	2 →	3
4 Jimmy's Bday	5 Work with students at school →	6 →	7 →	8 →	9 Sectional Officer Leadership Conf.	10 →
11	12 1ST Day Of School	13	14	15	16 SJR FFA Boot camp SCICON →	17 →
18	19 Drive Thru Tix Out	20	21 Welcome Back Activity Mtg 6-8 Pm	22	23	24 Madera Fair Horse Show
25 Madera Fair Horse Show	26	27	28 COLC and CATA Mtg, Clovis, 5pm	29	30	31

N. Sample Of Vo-Ag Follow –Up Survey

Madera South High School
Agriculture Department
705 W. Pecan
Madera, CA 93637
(559)675-4475

Madera South Agriculture Graduate Follow Up System

Madera South High School calls all graduates in August and September following graduation to find out they key information for the R-2. We keep their contact information and if we cannot get a hold of the student, we call the parent. The questions asked include:

- Name
- Address
- Phone Number
- What are you doing now?
    - * Attending School?
        - ♦ Full Time or Part Time
        - ♦What School
        - ♦Major
    - *Working?
        - ♦Full Time or Part Time
        - ♦ What type of business or industry are you involved in?
        - ♦Job Title or Description
        - ♦What skills from MSHS Ag. are you using in your job?
    - *Military or Other
- What experiences in Ag. and FFA were most valuable for you?
- Any other comments?!?

O. Up-To-Date file On Status Of Graduates

Graduate Follow-up Report

Filing Year=2013

CA0141 Madera - Madera South
Madera South HS
705 West Pecan
Madera, CA 93637

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Total Seniors (Year=2012):	135
Total Seniors having completed 3 or more years of Ag Instruction:	71
Program Completer Status	
Two Year College Ag Major	14
Two Year College Non-Ag Major	23
Four Year College Ag Major	5
Four Year College Non-Ag Major	6
Employed - Parttime Ag Job	4
Employed - Parttime Non-Ag Job	2
Employed - Fulltime Ag Job	8
Employed - Fulltime Non-Ag Job	4
Military	3
Location or Position Unknown	2

Graduate Follow-up

CA0141 Madera - Madera South
Madera South HS
705 West Pecan
Madera, CA 93637

Graduates for Spring: 2013 Go

Last Name	First Name	Graduate Status
[redacted]	Marco A	Military-
[redacted]	Jose G	Two Year College-Non-Ag Major
[redacted]	Juan D	Employed - Fulltime-Ag Job
[redacted]	Rosita	Four Year College-Non-Ag Major
[redacted]	Dominique R	Two Year College-Non-Ag Major
[redacted]	Taylor B	Four Year College-Ag Major
[redacted]	Marcos G	Two Year College-Non-Ag Major
[redacted]	Cristian	Two Year College-Ag Major
[redacted]	Blake	Two Year College-Non-Ag Major
[redacted]	Brooklynn A	Four Year College-Ag Major
[redacted]	Crystal	Four Year College-Ag Major
[redacted]	Stanley	Two Year College-Ag Major
[redacted]	Jessica	Four Year College-Ag Major
[redacted]	Miguel A	Two Year College-Ag Major
[redacted]	Juan E	Two Year College-Non-Ag Major
[redacted]	Matthew C	Two Year College-Ag Major
[redacted]	Arthur R	Two Year College-Non-Ag Major
[redacted]	Valentin	Two Year College-Ag Major
[redacted]	Jose A	Two Year College-Non-Ag Major
[redacted]	Renee A	Employed - Fulltime-Ag Job
[redacted]	Hailey L	Military-
[redacted]	Amado S	Employed - Parttime-Ag Job
[redacted]	Whitney A	Four Year College-Non-Ag Major
[redacted]	Alexander	Two Year College-Non-Ag Major
[redacted]	Cody C	Location or Position Unknown-
[redacted]	Pedro A	Two Year College-Ag Major
[redacted]	Dalice J	Two Year College-Ag Major
[redacted]	Alexus R	Four Year College-Ag Major
[redacted]	Marcelina	Two Year College-Non-Ag Major
[redacted]	Luis	Employed - Fulltime-Non-Ag Job
[redacted]	Anna O	Four Year College-Non-Ag Major
[redacted]	Brandon	Employed - Fulltime-Non-Ag Job
[redacted]	Matthew T	Employed - Fulltime-Ag Job

[redacted]	Maximilion	Four Year College-Non-Ag Major
[redacted]	Rochelle	Two Year College-Non-Ag Major
[redacted]	Spenser M	Two Year College-Non-Ag Major
[redacted]	Mikayla S	Two Year College-Non-Ag Major
[redacted]	JoAlex	Two Year College-Ag Major
[redacted]	Christopher M	Two Year College-Non-Ag Major
[redacted]	Ricardo E	Two Year College-Non-Ag Major
[redacted]	Christopher M	Two Year College-Ag Major
[redacted]	Erik	Two Year College-Non-Ag Major
[redacted]	Ivan	Two Year College-Non-Ag Major
[redacted]	Leonel	Employed - Fulltime-Ag Job
[redacted]	Garon	Two Year College-Ag Major
[redacted]	Esperanza	Employed - Fulltime-Non-Ag Job
[redacted]	Eduardo	Employed - Fulltime-Ag Job
[redacted]	Federico	Employed - Fulltime-Ag Job
[redacted]	Jacqueline	Two Year College-Non-Ag Major
[redacted]	Erika	Two Year College-Non-Ag Major
[redacted]	Jose	Employed - Fulltime-Ag Job
[redacted]	Ana	Two Year College-Non-Ag Major
[redacted]	Timothy	Two Year College-Non-Ag Major
[redacted]	Adrian	Employed - Fulltime-Non-Ag Job
[redacted]	Luis	Employed - Parttime-Ag Job
[redacted]	Enrique	Employed - Parttime-Ag Job
[redacted]	German	Two Year College-Ag Major
[redacted]	Rebekah F	Two Year College-Ag Major
[redacted]	Elmer	Employed - Parttime-Non-Ag Job
[redacted]	Isac A	Two Year College-Non-Ag Major
[redacted]	Ivette	Employed - Parttime-Non-Ag Job
[redacted]	Ezequiel	Military-
[redacted]	David O	Four Year College-Non-Ag Major
[redacted]	Antoinette V	Two Year College-Non-Ag Major
[redacted]	Luis F	Two Year College-Ag Major
[redacted]	Martin	Two Year College-Non-Ag Major
[redacted]	Tyra	Two Year College-Ag Major
[redacted]	Sebastian	Employed - Fulltime-Ag Job
[redacted]	Sergio	Employed - Parttime-Ag Job
[redacted]	Adrian	Four Year College-Non-Ag Major
[redacted]	Scott	Location or Position Unknown-

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Count: 71

P. Comprehensive Program

Comprehensive Program Plan
Table of Contents

A. Job Market Descriptions

B. Targeted Occupations

C. Total Program Goals and Objectives

D. Program (s) Description of Included Courses, SAE, and Leadership Development

E. Program (s) and/or Course Subject Matter Content Outlines

F. Program Completion Standards

G. Description of Major Facilities and Equipment

H. Five (5) Year Facility and Equipment Acquisition Schedule

I. Staff Assignments

J. FFA Program of Activities

K. School and/or Department Policies Pertaining to:

- Student Eligibility to Participate in Out-of-Class Activities
- Leadership Development Integration into Program
- SOE Integration into Program and other Policies

L. Proficiency Standards for Program Completers

M. Teacher Data Sheets for each Teacher

N. Roster of Agriculture Advisory Committee

O. Advisory Committee Minutes

P. Current Year Budget

Q. Signed Articulation Agreement and/or Evidence of Articulation

R. Graduate Follow-up System

S. List of Active Placement Sites

T. Recruitment Activities and Materials

U. Staff In-service Record

V. Staff Minutes

W. Department Inventory

X. List of Courses that Qualify for Alternative Credit

Y.

Z.

100 Top Paying Jobs in *Madera County*

Occupation Title	2009 Median Wage	
	Hourly	Annual
Chief Executives	$78.00	$162,234
Lawyers	$74.75	$155,463
Dentists, General	$64.24	$133,624
Pharmacists	$60.80	$126,464
Legal Occupations	$60.68	$126,228
Engineering Managers	$56.92	$118,406
Construction Managers	$48.91	$101,725
Medical and Health Services Managers	$48.14	$100,116
General and Operations Managers	$47.18	$98,120
Industrial Engineers	$46.03	$95,735
Managers, All Other	$45.71	$95,085
Computer and Information Systems Managers	$44.61	$92,773
Computer Software Engineers, Systems Software	$44.14	$91,814
Clinical, Counseling, and School Psychologists	$43.27	$90,006
Industrial Production Managers	$42.55	$88,510
Physician Assistants	$42.31	$87,995
Civil Engineers	$39.88	$82,950
Financial Managers	$38.41	$79,905
Management Occupations	$37.88	$78,780
Occupational Therapists	$37.72	$78,462
Dental Hygienists	$37.44	$77,894
Social and Community Service Managers	$36.31	$75,511
Healthcare Practitioners and Technical Workers, All Other	$35.85	$74,578
Registered Nurses	$35.81	$74,495
Computer Programmers	$35.72	$74,306
Physical Therapists	$35.31	$73,449
Market Research Analysts	$34.75	$72,294
Diagnostic Medical Sonographers	$34.35	$71,448

Management Analysts	$33.86	$70,422
Protective Service Occupations	$33.24	$69,139
Sales Representatives, Services, All Other	$33.18	$69,002
Healthcare Practitioners and Technical Occupations	$32.90	$68,440
Teachers and Instructors, All Other	See Footnote	$67,949
Paralegals and Legal Assistants	$32.44	$67,486
Medical and Public Health Social Workers	$32.36	$67,317
Speech-Language Pathologists	$32.26	$67,097
First-Line Supervisors/Managers of Non-Retail Sales Workers	$32.13	$66,843
Sales Managers	$31.75	$66,044
Librarians	$31.70	$65,927
Transportation, Storage, and Distribution Managers	$31.52	$65,562
Network and Computer Systems Administrators	$30.78	$64,028
Postmasters and Mail Superintendents	$30.71	$63,881
Network Systems and Data Communications Analysts	$30.32	$63,060
Environmental Scientists and Specialists, Including Health	$30.29	$63,005
Dietitians and Nutritionists	$30.16	$62,726
Radiologic Technologists and Technicians	$29.83	$62,052
Accountants and Auditors	$29.56	$61,492
Administrative Services Managers	$29.11	$60,555
Architecture and Engineering Occupations	$29.09	$60,497
Rehabilitation Counselors	$28.99	$60,281
Computer Systems Analysts	$28.88	$60,073
Farm, Ranch, and Other Agricultural Managers	$28.88	$60,071
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	$28.82	$59,954
Computer and Mathematical Occupations	$28.77	$59,852
Employment, Recruitment, and Placement Specialists	$28.36	$58,992
First-Line Supervisors/Managers of Construction	$28.18	$58,607

Trades and Extraction Workers		
Legal Secretaries	$28.14	$58,544
Police and Sheriff Patrol Officers	$28.05	$58,338
Postal Service Mail Sorters, Processors, and Processing Machine Operators	$27.62	$57,459
Urban and Regional Planners	$27.38	$56,940
First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand	$27.31	$56,790
Human Resources, Training, and Labor Relations Specialists, All Other	$27.03	$56,218
Postal Service Clerks	$26.80	$55,749
Elementary School Teachers, Except Special Education	See Footnote	$54,819
Cost Estimators	$26.32	$54,746
Water and Liquid Waste Treatment Plant and System Operators	$26.04	$54,170
Purchasing Agents, Except Wholesale, Retail, and Farm Products	$25.84	$53,766
First-Line Supervisors/Managers of Mechanics, Installers, and Repairers	$25.84	$53,763
Business and Financial Operations Occupations	$25.70	$53,456
Electricians	$25.67	$53,395
Structural Iron and Steel Workers	$25.57	$53,182
Architectural and Civil Drafters	$25.51	$53,061
Clergy	$25.36	$52,740
Loan Officers	$25.25	$52,506
Business Operations Specialists, All Other	$24.87	$51,730
Life, Physical, and Social Science Occupations	$24.81	$51,591
First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	$24.69	$51,360
Postal Service Mail Carriers	$24.67	$51,312
Compensation, Benefits, and Job Analysis Specialists	$23.91	$49,738
Emergency Medical Technicians and Paramedics	$23.67	$49,232
Social Workers, All Other	$23.64	$49,172

First-Line Supervisors/Managers of Production and Operating Workers	$23.31	$48,472
First-Line Supervisors/Managers of Office and Administrative Support Workers	$23.21	$48,277
Roofers	$23.14	$48,125
Operating Engineers and Other Construction Equipment Operators	$22.99	$47,815
Stonemasons	$22.95	$47,732
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	$22.94	$47,714
Education, Training, and Library Occupations	$22.68	$47,176
Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation	$22.47	$46,751
Tile and Marble Setters	$22.26	$46,300
Computer Support Specialists	$22.23	$46,239
Production, Planning, and Expediting Clerks	$22.16	$46,085
First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	$22.08	$45,922
Maintenance Workers, Machinery	$21.98	$45,712
Education Administrators, Preschool and Child Care Center/Program	$21.69	$45,110
Lodging Managers	$21.65	$45,028
Police, Fire, and Ambulance Dispatchers	$21.62	$44,972
Licensed Practical and Licensed Vocational Nurses	$21.61	$44,933
Community and Social Services Occupations	$21.59	$44,896
Construction and Building Inspectors	$21.52	$44,768

(1) For some occupations, workers may not work full-time all year-round. For these occupations it is not feasible to calculate an hourly wage.

Top 100 Fastest Growing Occupations in *Madera County*, 2006-2016

Occupation Title	Employment 2006	Employment 2016	Percent Change
Control and Valve Installers and Repairers, Except Mechanical Door	30	50	66.7%
Personal and Home Care Aides	590	890	50.8%
Amusement and Recreation Attendants	80	120	50.0%
Hotel, Motel, and Resort Desk Clerks	80	120	50.0%
Network Systems and Data Communications Analysts	40	60	50.0%
Pharmacy Technicians	170	240	41.2%
Correctional Officers and Jailers	880	1,240	40.9%
First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	50	70	40.0%
Health Educators	50	70	40.0%
Retail Salespersons	650	900	38.5%
First-Line Supervisors/Managers of Correctional Officers	190	260	36.8%
Medical Assistants	280	380	35.7%
Home Health Aides	170	230	35.3%
Medical Records and Health Information Technicians	30	40	33.3%
First-Line Supervisors/Managers of Police and Detectives	30	40	33.3%
Gaming and Sports Book Writers and Runners	30	40	33.3%
Bill and Account Collectors	90	120	33.3%
Customer Service Representatives	270	360	33.3%
Network and Computer Systems Administrators	30	40	33.3%
Vocational Education Teachers, Postsecondary	30	40	33.3%
Vocational Education Teachers, Secondary School	30	40	33.3%
Environmental Scientists and Specialists, Including Health	60	80	33.3%
Cost Estimators	60	80	33.3%
Appraisers and Assessors of Real Estate	30	40	33.3%
Automotive Body and Related Repairers	30	40	33.3%

Slaughterers and Meat Packers	60	80	33.3%
Paving, Surfacing, and Tamping Equipment Operators	30	40	33.3%
Helpers--Carpenters	30	40	33.3%
Construction and Building Inspectors	30	40	33.3%
Taxi Drivers and Chauffeurs	30	40	33.3%
Service Station Attendants	60	80	33.3%
Maids and Housekeeping Cleaners	310	410	32.3%
Gaming Dealers	130	170	30.8%
Special Education Teachers, Preschool, Kindergarten, and Elementary School	100	130	30.0%
Pharmacists	100	130	30.0%
Landscaping and Groundskeeping Workers	370	480	29.7%
First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	70	90	28.6%
Kindergarten Teachers, Except Special Education	140	180	28.6%
Computer Support Specialists	70	90	28.6%
Management Analysts	70	90	28.6%
Tire Repairers and Changers	70	90	28.6%
First-Line Supervisors/Managers of Retail Sales Workers	340	430	26.5%
Receptionists and Information Clerks	190	240	26.3%
First-Line Supervisors/Managers of Personal Service Workers	40	50	25.0%
Medical Transcriptionists	40	50	25.0%
Emergency Medical Technicians and Paramedics	80	100	25.0%
Detectives and Criminal Investigators	40	50	25.0%
Dental Assistants	120	150	25.0%
Computer Software Engineers, Applications	80	100	25.0%
Industrial Production Managers	40	50	25.0%
Lodging Managers	40	50	25.0%
Probation Officers and Correctional Treatment Specialists	160	200	25.0%

Coaches and Scouts	40	50	25.0%
Food Batchmakers	40	50	25.0%
Industrial Machinery Mechanics	40	50	25.0%
Painters, Transportation Equipment	40	50	25.0%
Elementary School Teachers, Except Special Education	1,030	1,280	24.3%
Automotive Service Technicians and Mechanics	170	210	23.5%
Police and Sheriff Patrol Officers	130	160	23.1%
Physicians and Surgeons, All Other	90	110	22.2%
First-Line Supervisors/Managers of Mechanics, Installers, and Repairers	90	110	22.2%
Human Resources Assistants, Except Payroll and Timekeeping	50	60	20.0%
First-Line Supervisors/Managers of Production and Operating Workers	250	300	20.0%
First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	50	60	20.0%
Bakers	50	60	20.0%
Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	50	60	20.0%
Dental Hygienists	50	60	20.0%
Interpreters and Translators	50	60	20.0%
Middle School Teachers, Except Special and Vocational Education	150	180	20.0%
Mental Health and Substance Abuse Social Workers	50	60	20.0%
Social and Community Service Managers	50	60	20.0%
Pharmacy Aides	50	60	20.0%
Slot Key Persons	150	180	20.0%
Gaming Service Workers, All Other	50	60	20.0%
Bartenders	100	120	20.0%
Security Guards	310	370	19.4%
Maintenance and Repair Workers, General	360	430	19.4%
Packaging and Filling Machine Operators and Tenders	160	190	18.8%
Lawyers	110	130	18.2%
Farm, Ranch, and Other Agricultural Managers	840	990	17.9%

Education Administrators, Elementary and Secondary School	240	280	16.7%
Child, Family, and School Social Workers	60	70	16.7%
Merchandise Displayers and Window Trimmers	60	70	16.7%
Dentists, General	60	70	16.7%
Social and Human Service Assistants	120	140	16.7%
First-Line Supervisors/Managers of Food Preparation and Serving Workers	180	210	16.7%
Gaming Cage Workers	60	70	16.7%
Recreation Workers	60	70	16.7%
Counter and Rental Clerks	180	210	16.7%
First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand	60	70	16.7%
Bus Drivers, School	180	210	16.7%
Helpers--Installation, Maintenance, and Repair Workers	60	70	16.7%
Food Preparation Workers	250	290	16.0%
Child Care Workers	450	520	15.6%
Registered Nurses	1,280	1,480	15.6%
Gaming Change Persons and Booth Cashiers	130	150	15.4%
Executive Secretaries and Administrative Assistants	390	450	15.4%
Combined Food Preparation and Serving Workers, Including Fast Food	530	610	15.1%
Secondary School Teachers, Except Special and Vocational Education	600	690	15.0%
Welders, Cutters, Solderers, and Brazers	200	230	15.0%

Search by Topic
Search by Keyword

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *A*

Occupation	Occupation
Abdominal Sonographers	Amusement and Recreation Attendants
Account Executives	Anesthesiologists
Account Managers	Animal Breeders
Account Representatives	Animal Control Workers
Account Services Representatives	Animal Trainers
Accountants and Auditors	Announcers
Accounting Assistants	Anthropologists and Archeologists
Accounting Associates	Anthropology and Archeology Teachers, Postsecondary
Accounting Clerks	Anthropology/Archeology Teachers, Postsecondary
Accounting Managers	Apartment Managers
Accounting Representatives	Application Developers
Accounting Technicians, and Audit Clerks.	Application Integration Engineers
Accounts Payables Clerks	Applications Developers
Accounts Receivable Clerks	Applications Programmers and Systems Programmers.
Acoustical Carpenters	Appointment Clerks
Acoustical Installers	Appraisers
Activities of Daily Living Specialists	Appraisers and Assessors of Real Estate
Activity Coordinators	Arbitrators, Mediators, and Conciliators
Activity Directors	Arc Cutters
Actors	Arc Welders
Actuaries	Architects, Except Landscape and Naval
Addictions Counselor Assistants	Architectural Coatings Finishers
Addictions Nurses	Architectural Inspectors
Administrative Aides	Architectural and Civil Drafters
Administrative Assistants	Architecture Teachers, Postsecondary
Administrative Associates	Archivists, Curators, and Museum Technicians
Administrative Clerks	Area and Ethnic Studies Teachers, Postsecondary
Administrative Coordinators	Area, Ethnic, and Cultural Studies Teachers, Postsecondary
Administrative Law Judges and Hearing	Armored Car Guards, and Store Detectives.

Officers
Administrative Law Judges, Adjudicators, and Hearing Officers
Administrative Secretaries
Administrative Services Assistants.
Administrative Services Managers
Administrative Support Assistants
Administrative Technicians
Adobe Layers
Adoption Specialists
Adult Literacy and GED Teachers
Adult Literacy, Remedial Education, and GED Teachers and Instructors
Advertising Layout Workers
Advertising Sales Agents
Advertising and Promotions Managers
Advocates
Aerospace Engineering and Operations Technicians
Aerospace Engineers
Agents and Business Managers of Artists, Performers, and Athletes
Agricultural Engineers
Agricultural Equipment Operators
Agricultural Inspectors
Agricultural Microbiologists
Agricultural Sciences Teachers, Postsecondary
Agricultural and Food Science Technicians
Agricultural and Food Scientists
Air Traffic Control Specialists
Air Traffic Controllers
Air Traffic Controllers (Enroute Option)
Air Traffic Controllers (Tower Option)
Aircraft Assemblers
Art Directors
Art Teachers
Art, Drama, and Music Teachers, Postsecondary
Artists, Performers, and Athletes Agents/Managers
Assembly Line Workers
Assembly Operators
Assembly Technicians
Assistant Designers
Assisted Living and Senior Housing Managers
Associate Attorneys
Associates
Assurance Managers
Assurance Seniors
Astronomers
Astronomers and Physicists
Athletes and Sports Competitors
Athletic Trainers
Atmospheric and Space Scientists
Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary
Atmospheric/Space Sciences Teachers, Postsecondary
Attorney Assistants.
Attorneys
Attorneys at Law
Audio and Video Equipment Technicians
Audio-Visual Collections Specialists
Audiologists
Auditors-in-Charge
Auditors.
Auto Brake Mechanics

Aircraft Cargo Handling Supervisors

Aircraft Mechanics and Service Technicians

Aircraft Structure, Surfaces, Rigging, and Systems Assemblers

Airfield Operations Specialists

Airline Pilots, Copilots, and Flight Engineers

Airport Tower or Terminal Controllers

Ambulance Drivers and Attendants

Ambulance Drivers and Attendants, Except Emergency Medical Technicians

Auto Technicians

Auto Transmission Specialists.

Automotive Air-Conditioning Repairers

Automotive Body and Related Repairers

Automotive Glass Installers and Repairers

Automotive Service Technicians and Mechanics

Avionics Technicians

Real Estate Appraisers and Assessors

Standard Occupational Classification (SOC) Code Groups

Click on a job family below to see detailed occupations:

11-0000	Management Occupations
13-0000	Business and Financial Operations Occupations
15-0000	Computer and Mathematical Occupations
17-0000	Architecture and Engineering Occupations
19-0000	Life, Physical, and Social Science Occupations
21-0000	Community and Social Services Occupations
23-0000	Legal Occupations
25-0000	Education, Training, and Library Occupations
27-0000	Arts, Design, Entertainment, Sports, and Media
29-0000	Healthcare Practitioners and Technical Occupations
31-0000	Healthcare Support Occupations
33-0000	Protective Service Occupations
35-0000	Food Preparation and Serving Related Occupations
37-0000	Building, Grounds, and Maintenance Occupations
39-0000	Personal Care and Service Occupations
41-0000	Sales and Related Occupations
43-0000	Office and Administrative Support Occupations
45-0000	Farming, Fishing, and Forestry Occupations
47-0000	Construction and Extraction Occupations
49-0000	Installation, Maintenance, and Repair Occupations
51-0000	Production Occupations
53-0000	Transportation and Material-Moving Occupations
55-0000	Military Specific Occupations

Search by Topic
Search by Keyword

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *B*

Occupation	Occupation
Backhoe Operators	Bodyguards
Bacteriologists	Boilermakers
Baggage Porters and Bellhops	Bookbinders
Baggers	Bookkeepers
Bailiffs	Bookkeeping, Accounting, and Auditing Clerks
Bakers	Bouncers
Bakery Delivery Persons	Boxers
Bank Tellers	Brake Repairers
Banquet Cooks, and Dinner Cooks.	Bread Distributors
Banquet Directors	Breast Sonographers
Barbers	Bricklayers
Bartenders	Brickmasons and Blockmasons
Beauticians	Bridge Painters
Beauty Operators, and Stylists.	Bridge and Lock Tenders
Bench Stamping Die Makers	Broadcast Technicians
Bench Tool Makers	Broiler Cooks
Bicycle Repairers	Brokerage Clerks
Bill and Account Collectors	Budget Analysts
Billing and Posting Clerks and Machine Operators	Building Maintenance Repairer
Billing and Posting Workers	Bus Drivers, School
Bindery Workers	Bus Drivers, Transit and Intercity
Biochemists and Biophysicists	Bus and Truck Mechanics
Biological Science Teachers, Postsecondary	Bus and Truck Mechanics and Diesel Engine Specialists
Biological Scientists	Business Analysts
Biological Scientists, All Other	Business Consultants
Biological Technicians	Business Management Analysts
Biology Teachers	Business Systems Analysts
Biomedical Engineers	Business Teachers, Postsecondary
Blocklayers	Butchers and Meat Cutters

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *C*

Occupation	Occupation
CAT Scan Operators	Combined Food Preparation and Serving Workers
Cabinet Assemblers	Combined Food Preparation and Serving Workers, Including Fast Food
Cabinet Builders	Commercial Carpenters
Cabinet Installers	Commercial Divers
Cabinet Makers	Commercial Interior Designers
Cabinetmakers and Bench Carpenters	Commercial Pilots
Cafeteria Managers	Commercial Trailer Truck Drivers.
Cafeteria Supervisors	Commercial and Industrial Designers
Calibration Laboratory Technicians	Communications Teachers, Postsecondary
California Highway Patrol (CHP) Officers	Community Dietitians
Call Center Representatives	Community Liaisons
Camera Operators, Television, Video, and Motion Picture	Community Managers
Camera Operators, Television, and Motion Picture	Community Services Officers
Camera and Photographic Equipment Repairers	Companions
Campus Security Officers	Compensation and Benefits Managers
Cancer Registrars	Compensation and Job Analysis Specialists
Captains, Mates, and Pilots of Water Vessels	Compensation, Benefits, and Job Analysis Specialists
Cardiac Sonographers	Compliance Officers, Except Agriculture
Cardiac Technicians	Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation
Cardiac and Vascular Nurses	Computer Control Programmers
Cardiographers	Computer Hardware Engineers
Cardiology Technologists	Computer Operators
Cardiopulmonary Technologists	Computer Programmers
Cardiovascular Technologists and Technicians	Computer Science Teachers, Postsecondary
Cargivers	Computer Security Specialists
Cargo and Freight Agents	Computer Software Engineers, Applications
	Computer Software Engineers, Systems

Carpenters
Carpet Installers
Cartographers and Photogrammetrists
Case Aides
Case Managers
Casework Specialists
Caseworkers
Cashiers
Catalog Illustrators
Caterers
Catering Managers.
Ceiling Installers
Cell Biologists
Cement Masons and Concrete Finishers
Cementing and Gluing Machine Operators and Tenders
Cementing and Gluing Machine Workers
Ceramic Tile Installers
Certified Kitchen Designers
Certified Medical Assistants (CMA)
Certified Nurse Assistants
Certified Nurse Midwives
Certified Ophthalmic Technicians
Certified Personal Chefs.
Certified Pharmacy Technicians
Certified Professional Controllers
Certified Public Accountants (CPA)
Certified Public Health Microbiologists
Certified Registered Dental Assistants
Certified Registered Nurse Anesthetists
Certified Therapeutic Recreation Specialists
Software
Computer Support Specialists
Computer Systems Analysts
Computer Technicians
Computer Tomography (CT) Technologists.
Computer and Information Scientists, Research
Computer and Information Systems Managers
Computer and Office Machine Repairers
Computer, Automated Teller, and Office Machine Repairers
Computer-Aided Design (CAD) Programmers
Computer-Aided Manufacturing (CAM) Programmers
Computer-Controlled Machine Tool Operators
Computer-Controlled Machine Tool Operators, Metal and Plastic
Concierges
Concrete Finishers
Concrete Floor Installers
Condominium Managers
Conservation Scientists
Consolidators
Construction Foremen
Construction Laborers
Construction Managers
Construction Supervisors
Construction Trades Supervisors
Construction Workers
Construction and Building Inspectors
Consultant Dietitians
Continuous Mining Machine Operators
Contract Specialists
Control and Valve Installers and Repairers, Except Mechanical Door

Charge Nurse Specialists
Charge Nurses
Chefs and Head Cooks
Chemical Engineers
Chemical Equipment Operators and Tenders
Chemical Equipment Workers
Chemical Plant and System Operators
Chemical Technicians
Chemistry Teachers, Postsecondary
Chemists
Chief Electrician.
Chief Executives
Chief Operating Officers (COO)
Chief Operations Officers.
Child Care Workers
Child Protective Services Specialists
Child Welfare Workers
Child, Family, and School Social Workers
Childhood Development Teachers
Chiropractor Assistants
Chiropractors
Choreographers
City Police Officers
City Route Drivers.
Civil Attorneys
Civil Engineering Technicians
Civil Engineers
Claims Adjusters, Examiners, and Investigators
Claims Agents
Claims Analysts
Claims Representatives
Claims Specialists
Classroom Teachers
Control and Valve Workers, Except Mechanical Door
Conveyor Operators and Tenders
Cooks, Fast Food
Cooks, Institution and Cafeteria
Cooks, Private Household
Cooks, Restaurant
Cooks, Short Order
Cooling and Freezing Equipment Operators and Tenders
Cooling and Freezing Equipment Workers
Corporate Lawyers
Correctional Officer Supervisors
Correctional Officers and Jailers
Correspondence Clerks
Cost Accountants
Cost Estimators
Costume Attendants
Costume Designers
Counselors, All Other
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop
Counter Attendants, Concession, and Coffee Shop
Counter and Rental Clerks
Couriers and Messengers
Court Clerks
Court Reporters
Court, Municipal, and License Clerks
Courtesy Clerks
Crane and Tower Operators
Credit Analysts
Credit Authorizers, Checkers, and Clerks
Credit Reporting Clerks.
Criminal Justice Teachers, Postsecondary
Criminal Justice and Law Enforcement Teachers, Postsecondary
Criminal Lawyers

Cleaners of Vehicles and Equipment

Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders

Cleaning, Washing, and Pickling Equipment Workers

Clergy

Clerk Typists

Client Services Representatives

Clinical Assistants

Clinical Data Specialists

Clinical Dietetic Technicians

Clinical Dietitians

Clinical Directors

Clinical Microbiologists

Clinical Nurse Specialists

Clinical Pharmacists

Clinical, Counseling, and School Psychologists

Coaches and Scouts

Coating, Painting, and Spraying Machine Setters, Operators, and Tenders

Coating, Painting, and Spraying Machine Workers

Coil Winders, Tapers, and Finishers

Coin, Vending, and Amusement Machine Servicers and Repairers

Coin, Vending, and Amusement Machine Workers

Collection Clerks

Colorists

Combination Welders

Critical Care Nurses

Crossing Guards

Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders

Crushing, Grinding, and Polishing Machine Workers

Curators

Curb Builders

Custody Assistants.

Custom Furriers

Customer Account Technicians

Customer Care Specialists

Customer Service Associates (CSA)

Customer Service Representatives

Customer Support Analysts

Cutters and Trimmers

Cutters and Trimmers, Hand

Cutting Torch Operators

Cutting and Slicing Machine Setters, Operators, and Tenders

Cutting and Slicing Machine Workers

Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic

Cutting, Punching, and Press Machine Workers

Cytologists

First-Line Supervisors/Managers of Construction Trades and Extraction Workers

First-Line Supervisors/Managers of Correctional Officers

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *D*

Occupation	Occupation
Dancers	Dietary Assistants
Data Entry Keyers	Dietary Managers
Data Processing Managers	Dietary Supervisors
Database Administrators	Dietetic Technicians
Delivery Persons	Dietitians and Nutritionists
Demonstrators and Product Promoters	Digital Artists
Dental Assistants	Dining Room and Cafeteria Attendants and Bartender Helpers
Dental Hygienists	Dining Room, Cafeteria, and Bartender Helpers
Dental Laboratory Technicians	Directors of Application Development
Dentists	Directors of Data Operations
Dentists, General	Directors of Health Services
Department Secretaries	Directors of Nursing
Deputy Jailers	Directors of Operations
Deputy Sheriffs	Directors, Religious Activities and Education
Derrick Operators, Oil and Gas	Dishwashers
Designers	Dispatchers, Except Police, Fire, and Ambulance
Designers, All Other	Dispensary Attendants
Desktop Publishers	Doctors of Pharmacy
Desktop Support Technicians	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers
Detectives and Criminal Investigators	Door-to-Door Sales Workers
Detention Deputies	Drafters, All Other
Detention Officers	Dredge Operators
Diagnostic Medical Sonographers	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic
Diagnostic Radiologic Technologists	Drilling and Boring Machine Workers
Die Casting and Plastic Molding Mold Makers	Driver/Sales Workers
Die Finishers	Drug Clerks
Die Sinkers	Drywall Finishers
Diesel Mechanics	Drywall Hangers
Diet Consultants	Drywall and Ceiling Tile Installers
Diet Technicians Registered (DTR)	Drywall-Lathers
Dietary Aides	

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *E*

Occupation	Occupation
EKG Technicians	Elevator Installers and Repairers
EMTs	Eligibility Interviewers, Government Programs
Early Childhood Teachers	Embalmers
Earth Drillers, Except Oil and Gas	Emergency Management Specialists
Echocardiographers	Emergency Medical Technicians and Paramedics
Economics Teachers, Postsecondary	Emergency or Trauma Nurses
Economists	Employment Programs Analysts
Editors	Employment, Recruitment, and Placement Specialists
Education Administrators	En Route Controllers
Education Administrators, All Other	Engine Performance Technicians.
Education Administrators, Elementary and Secondary	Engine and Other Machine Assemblers
Education Administrators, Elementary and Secondary School	Engineering Managers
Education Administrators, Postsecondary	Engineering Teachers, Postsecondary
Education Administrators, Preschool and Child Care	Engineering Technicians, All Other
Education Administrators, Preschool and Child Care Center/Program	Engineering Technicians, Except Drafters, All Other
Education Teachers, Postsecondary	English Language Teachers, Postsecondary
Educational, Vocational, and School Counselors	English Language and Literature Teachers, Postsecondary
Educators	English Teachers
Electric Motor, Power Tool, and Related Repairers	Entertainment Lawyers
Electrical Engineers	Environmental Engineering Technicians
Electrical Inspectors	Environmental Engineers
Electrical Mechanical Technicians	Environmental Lawyers
Electrical Power-Line Installers and Repairers	Environmental Microbiologists
Electrical Sign Servicer	Environmental Science Teachers, Postsecondary
Electrical Technicians	Environmental Science and Protection Technicians, Including Health

Electrical and Electronic Engineering Technicians

Electrical and Electronic Equipment Assemblers

Electrical and Electronics Drafters

Electrical and Electronics Installers and Repairers, Transportation Equipment

Electrical and Electronics Repairers, Commercial

Electrical and Electronics Repairers, Commercial and Industrial Equipment

Electrical and Electronics Repairers, Powerhouse

Electrical and Electronics Repairers, Powerhouse, Substation, and Relay

Electrical and Electronics Workers, Transportation

Electricians

Electro-Mechanical Technicians

Electrocardiograph Technicians

Electromechanical Equipment Assemblers

Electronic Data Processing (EDP) Auditors

Electronic Data Processing (EDP) Systems Engineers.

Electronic Equipment Installers and Repairers, Motor Vehicles

Electronic Equipment Workers, Motor Vehicles

Electronic Home Entertainment Equipment Installers and Repairers

Electronic Home Entertainment Equipment Workers

Electronics Engineers, Except Computer

Electronics Technicians

Elementary Education Teachers

Elementary School Teachers, Except Special Educ

Elementary School Teachers, Except Special Education

Environmental Scientists and Specialists, Including Health

Environmental Scientists, Including Health

Environmental Technicians, Including Health

Epidemiologists

Estate Lawyers

Etchers and Engravers

Examination Proctors

Excavating and Loading Machine Operators

Excavating and Loading Machine and Dragline Operators

Excavator Operators

Executive Administrative Assistants

Executive Assistants

Executive Chefs

Executive Secretaries

Executive Secretaries and Administrative Assistants

Expediters

Explosives Workers

Explosives Workers, Ordnance Handling Experts, and Blasters

Exterminator Helpers

Exterminators

Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic

Extruding and Drawing Machine Workers

Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers

Extruding and Forming Machine Workers

Extruding, Forming, Pressing, and

Elementary Teachers

Elevator Inspectors

Compacting Machine Setters, Operators, and Tenders

Extruding, Forming, and Pressing Machine Workers

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *F*

Occupation	Occupation
Construction Trades Supervisors	First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators
Correctional Officer Supervisors	Fiscal Technicians
Fabric Menders, Except Garment	Fish and Game Wardens
Fabric and Apparel Patternmakers	Fishers and Related Fishing Workers
Fabricators	Fitness Coordinators
Facilities Painters	Fitness Directors
Fallers	Fitness Instructors
Family Development Specialists	Fitness Technicians
Family Lawyers	Fitness Trainers and Aerobics Instructors
Family Practice Physician Assistants	Flatbed Truck Drivers
Family Preservation Caseworkers	Fleet Mechanics
Family Self-Sufficiency Specialists	Flight Attendants
Family Service Caseworkers	Flight Paramedics
Family and General Practitioners	Flight Service Specialists
Farm Equipment Engine Mechanics	Floor Layers, Except Carpet, Wood, and Hard Tiles
Farm Equipment Mechanics	Floor Sanders and Finishers
Farm Labor Contractors	Floral Designers
Farm and Home Management Advisors	Fluoroscopy Radiologic Technologists
Farm, Ranch, and Other Agricultural Managers	Food Batchmakers
Farmers and Ranchers	Food Cooking Machine Operators and Tenders
Farming, Fishing, and Forestry Supervisors	Food Preparation Workers
Farming, Fishing, and Forestry Supervisors	Food Preparation and Serving Worker Supervisors
Farmworkers and Laborers, Crop and Nursery	Food Scientists and Technologists
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	Food Servers, Nonrestaurant
Farmworkers, Farm and Ranch Animals	Food Service Managers
Fashion Advisors	Food Service Supervisors
Fashion Designers	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders

Fast Food Service Managers
Fence Erectors
Fiberglass Laminators and Fabricators
Field Adjusters
Field Installers
Field Technicians.
File Clerks
Film and Video Editors
Financial Analysts
Financial Auditors
Financial Examiners
Financial Managers
Financial Services Sales Agents
Fine Artists, Including Painters and Sculptors
Fine Artists, Including Painters, Sculptors, and Illustrators
Fire Engineers
Fire Fighter First Responders
Fire Fighters
Fire Fighting and Prevention Workers Supervisors
Fire Inspectors
Fire Inspectors and Investigators
Fire Investigators
Firefighters and EMTs
Firefighters and Paramedics
Firefighters/EMTs
Firefighters/Paramedics
First-Line Construction Supervisors
First-Line Supervisors/Managers of Construction Trades and Extraction Workers
First-Line Supervisors/Managers of Correctional Officers
First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers
Food and Tobacco Workers
Foreign Language Teachers, Postsecondary
Foreign Language and Literature Teachers, Postsecondary
Foremen
Forensic Science Technicians
Forest Fire Fighters
Forest Fire Inspectors
Forest Fire Inspectors and Prevention Specialists
Forest Ranger Technicians, and Foresters.
Forest and Conservation Technicians
Forest and Conservation Workers
Foresters
Forestry and Conservation Science Teachers, Postsecondary
Forestry and Conservation Teachers, Postsecondary
Forging Machine Setters, Operators, and Tenders, Metal and Plastic
Forging Machine Workers
Foster Care Social Workers
Foundry Mold and Coremakers
Frame Builders
Front Desk Clerks
Front Desk Receptionists
Fuel Injection Servicers
Fumigators.
Funeral Attendants
Funeral Directors
Furnace Converters
Furnace Liners
Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders
Furnace, Kiln, Oven, Drier, and Kettle Workers
Furniture Finishers

First-Line Supervisors/Managers of Fire Fighting and Prevention Workers

First-Line Supervisors/Managers of Food Preparation and Serving Workers

First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand

First-Line Supervisors/Managers of Housekeeping and Janitorial Workers

First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers

First-Line Supervisors/Managers of Mechanics, Installers, and Repairers

First-Line Supervisors/Managers of Non-Retail Sales Workers

First-Line Supervisors/Managers of Office and Administrative Support Workers

First-Line Supervisors/Managers of Personal Service Workers

First-Line Supervisors/Managers of Police and Detectives

First-Line Supervisors/Managers of Production and Operating Workers

First-Line Supervisors/Managers of Retail Sales Workers

Helpers, Laborers, and Material-Moving Supervisors

Housekeeping and Janitorial Supervisors

Landscaping and Groundskeeping Supervisors

Mechanics, Installers, and Repair Supervisors

Non-Retail Sales Supervisors

Office Support Supervisors

Personal Service Worker Supervisors

Police and Detective Supervisors

Production and Operating Supervisors

Retail Sales Supervisors

Securities, Commodities, and Financial Services Sales Agents

Transportation and Material-Moving Supervisors

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *G*

Occupation	Occupation
Gaming Cage Workers	Geriatric Social Workers
Gaming Change Persons and Booth Cashiers	Gerontological Nutrition Dietitians
Gaming Dealers	Gift Wrappers
Gaming Managers	Glass Glaziers
Gaming Service Workers, All Other	Glazier Apprentices
Gaming Supervisors	Glaziers
Gaming Surveillance Officers and Gaming Investigators	Grader Operators
Gaming Surveillance Officers and Investigators	Graders and Sorters, Agricultural Products
Gaming and Sports Book Writers and Runners	Graduate Teaching Assistants
Gas Compressor and Gas Pumping Station Operators	Granite Setters
Gas Furnace Installers	Graphic Artists
Gas Line Installers	Graphic Designers
Gas Plant Operators	Greeters
Gas Welders	Grinding and Polishing Workers
General Accountants	Grinding and Polishing Workers, Hand
General Managers	Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic
General and Operations Managers	Grinding, Polishing, and Buffing Machine Workers
Geographers	Grounds Maintenance Workers, All Other
Geography Teachers, Postsecondary	Group Exercise Instructors
Geological and Petroleum Technicians	Group Fitness Instructors
Geoscientists, Except Hydrologists and Geographers	Gynecologic Sonographers
Geriatric Aides	Gynecology Nurses

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *H*

Occupation	Occupation
First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand	Helpers--Installation, Maintenance, and Repair Workers
First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons
HVAC Technicians	Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters
HVACR Technicians	Helpers--Production Workers
Hairdressers, Hairstylists, and Cosmetologists	Helpers--Roofers
Hardwood Floorlayers	High School Teachers
Hazardous Materials Removal Workers	Highway Maintainers
Head Designers	Highway Maintenance Crew Workers
Head Start Teachers	Highway Maintenance Workers
Head Teachers.	Highway Painters
Health Care Administrators	Highway Workers
Health Educators	Histocompatibility Laboratory Directors
Health Information Administrators	Historians
Health Information Analysts	History Teachers, Postsecondary
Health Information Coders	Hoist and Winch Operators
Health Information Management Specialists	Holistic Nurses.
Health Information Management Technicians	Home Appliance Repairers
Health Information Specialists	Home Attendants.
Health Information Systems Technicians	Home Care Workers
Health Insurance Adjusters	Home Economics Teachers, Postsecondary
Health Specialties Teachers, Postsecondary	Home Health Aides
Health and Safety Engineers, Except Mining Safety	Home Health Care Nurses
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	Home Health Care Providers.
Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	Home Health Directors
Heat Treating Equipment Workers	Home Health Nurses
Heating and Air-Conditioning Technicians and Installers	Home Inspectors
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Home Visitors

Heating, Air-Conditioning, and Refrigeration Technicians and Installers
Heating, Ventilating, and Air Conditioning Sheet Metal Installers
Heating, Ventilating, and Air Conditioning Technicians
Heating/Air Conditioning and Refrigeration Workers
Heavy Equipment Operators
Heavy Truck Drivers
Help Desk Analysts or Technicians
Helpers, Brickmasons and Tile Setters
Helpers, Carpenters
Helpers, Construction Trades, All Other
Helpers, Electricians
Helpers, Extraction Workers
Helpers, Installation and Repair Workers
Helpers, Laborers, and Material-Moving Supervisors
Helpers, Painters, Paperhangers, and Plasterers
Helpers, Pipelayers, Plumbers, and Pipefitters
Helpers, Production Workers
Helpers, Roofers
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters
Helpers--Carpenters
Helpers--Electricians
Helpers--Extraction Workers
Homemaker Health Aides
Hospital Attendants
Hospital Directors
Hospital Nurses
Hospital Pharmacists
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop
Hosts, Hostesses, Restaurant, and Coffee Shop
Hot Water Heater Installers
Hotel, Motel, and Resort Desk Clerks
House Painters
House Wirer
Housekeeping and Janitorial Supervisors
Human Resources Assistants
Human Resources Assistants, Except Payroll and Timekeeping
Human Resources Managers
Human Resources Managers, All Other
Human Resources and Labor Specialists, All Other
Human Resources, Training, and Labor Relations Specialists, All Other
Human Services Program Specialists
Human Services Workers.
Hydrologists
Truck Drivers, Heavy and Tractor-Trailer

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *I*

Occupation	Occupation
Immunologists	Instructional Assistants.
Independent Living Specialists	Instructional Coordinators
Industrial Analysts	Instrumentation Technicians.
Industrial Engineering Technicians	Insulation Workers
Industrial Engineers	Insulation Workers, Floor, Ceiling, and Wall
Industrial Machinery Mechanics	Insulation Workers, Mechanical
Industrial Microbiologists	Insulators
Industrial Painters	Insurance Appraisers
Industrial Production Managers	Insurance Appraisers, Auto Damage
Industrial Therapists	Insurance Attorneys
Industrial Truck and Tractor Operators	Insurance Auditors
Industrial-Organizational Psychologists	Insurance Claims and Policy Processing Clerks
Infection Control Specialists	Insurance Sales Agents
Information Systems Consultants	Insurance Underwriters
Information Systems Directors	Intellectual Property Lawyers
Information Technology (IT) Specialists	Interior Decorators
Information Technology (IT) Specialists, Managers, or Directors	Interior Design Consultants
Information Technology Directors	Interior Design Coordinators.
Information Technology Managers	Interior Designers
Information Technology Systems Directors	Internal Auditors
Inside Sales Persons	Internists, General
Inspectors, Testers, Sorters, Samplers, and Weighers	Interpreters and Translators
Inspectors, Testers, Sorters, and Weighers	Interviewers, Except Eligibility and Loan
Installment Agents.	Iron Cutters
Instructional Aides	

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *J*

Occupation	Occupation
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	Judges, Magistrate Judges, and Magistrates
Janitors and Cleaners, Except Maids/Housekeeping	Judicial Assistants
Jewelers and Precious Stone and Metal Workers	

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *K*

Occupation	Occupation
Kindergarten Teachers, Except Special Education	

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *L*

Occupation	Occupation
First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	Licensed Physical Therapy Assistants
Laborers	Licensed Practical Nurses
Laborers and Freight, Stock, and Material Movers, Hand	Licensed Practical and Licensed Vocational Nurses
Laborers and Material Movers	Licensed Vocational Nurses
Landlords	Life Coaches
Landscape Architects	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers
Landscaping and Groundskeeping Supervisors	Lifeguards, Ski Patrol, and Other Service Workers
Landscaping and Groundskeeping Workers	Light Truck Drivers
Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	Line Haul Drivers
Lathe and Turning Machine Workers	Litigation Examiners
Lathers	Loader Operators
Laundry and Dry-Cleaning Workers	Loading Machine Operators, Underground Mining
Law Clerks	Loan Counselors
Law Enforcement Officers	Loan Interviewers and Clerks
Law Secretaries	Loan Officers
Law Teachers, Postsecondary	Local Area Network (LAN) or Wide Area Network (WAN) Administrators.
Lawyers	Local Truck Drivers
Lay-Out Workers, Metal and Plastic	Locker Room, Coatroom, and Dressing Room Attendants
Layout Artists	Locker, Coat, and Dressing Room Attendants
Lead Teachers	Locksmiths and Safe Repairers
Leasing Managers	Locomotive Engineers
Legal Administrative Assistants	Locomotive Engineers and Operators
Legal Counselors.	Locomotive Firers
Legal Document Assistants	Lodging Managers
Legal Investigators	Log Graders and Scalers
Legal Secretaries	Logging Equipment Operators

Legislators
Librarians
Library Assistants, Clerical
Library Science Teachers, Postsecondary
Library Technicians
Licensed Attendants
Licensed Clinical Social Workers
Logisticians
Logistics Analysts
Logistics Engineers
Logistics Planners
Long Haul Truck Drivers
Long-Term Care Nurse Managers
Truck Drivers, Light or Delivery Services

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *M*

Occupation	Occupation
First-Line Supervisors/Managers of Mechanics, Installers, and Repairers	Medical Stenographers
Machine Feeders and Offbearers	Medical Transcribers
Machinists	Medical Transcriptionists
Machinists Tool and Die	Medical and Clinical Laboratory Technicians
Magnetic Resonance Imaging (MRI) Technologists	Medical and Clinical Laboratory Technologists
Maids and Housekeeping Cleaners	Medical and Health Services Managers
Mail Clerks and Mail Machine Operators, Except Postal Service	Medical and Public Health Social Workers
Mail Workers, Except Postal Service	Medium and Heavy Truck Mechanics
Mainframe Programmers	Meeting and Convention Planners
Maintenance Machinists and Experimental Machinists.	Member Service Representatives
Maintenance Mechanic.	Member Services Representatives
Maintenance Painters	Member Services Representatives.
Maintenance Welders	Mental Health Counselors
Maintenance Workers, Machinery	Mental Health Technicians
Maintenance and Repair Workers, General	Mental Health and Substance Abuse Social Workers
Makeup Artists, Theatrical and Performance	Merchandise Displayers and Window Trimmers
Mammographic Radiologic Technologists	Metal Framers
Management Analysts	Metal Welders
Management Consultants	Metal-Refining Furnace Operators and Tenders
Management Dietitians	Meter Readers, Utilities
Management Information Systems Directors	Microbiologists
Management Information Systems Managers.	Middle School Teachers, Except Special Education
Manicurists and Pedicurists	Middle School Teachers, Except Special and Vocational Education
Manufactured Building and Mobile Home Installers	Mildly Disabled Student Special Education Teachers
Marble Finishers	Military Lawyers
Marine Engineers and Naval Architects	Milk Route Deliverers

Market Research Analysts

Marketing Associates.

Marketing Managers

Marriage and Family Therapists

Masons

Massage Therapists

Material Planners

Material Planning Clerks

Materials Engineers

Materials Scientists

Math Teachers

Mathematical Science Teachers, Postsecondary

Mathematical Scientists, Miscellaneous

Mathematical Technicians

Mathematicians

Meat and Dairy Driver/Sales Workers

Meat, Poultry, and Fish Cutters and Trimmers

Mechanical Door Repairers

Mechanical Drafters

Mechanical Engineering Technicians

Mechanical Engineers

Mechanical Inspectors

Mechanics, Installers, and Repair Supervisors

Medical Appliance Technicians

Medical Assistants

Medical Directors

Medical Equipment Preparers

Medical Equipment Repairers

Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic

Milling and Planing Machine Workers

Millwrights

Mine Cutting and Channeling Machine Operators

Mini Shifters

Mining Machine Operators, All Other

Mining and Geological Engineers, Including Mining

Mining and Geological Engineers, Including Mining Safety Engineers

Miscellaneous Mathematical Scientists

Mixing and Blending Machine Setters, Operators, and Tenders

Mixing and Blending Machine Workers

Mobile Heavy Equipment Mechanics, Except Engines

Mobile Home Park Managers

Model Makers and Patternmakers, Wood

Model Makers, Metal and Plastic

Model Makers, Wood

Models

Molders, Shapers, and Casters

Molders, Shapers, and Casters, Except Metal and Plastic

Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic

Molding, Coremaking, and Casting Machine Workers

Motion Picture Projectionists

Motor Grader Operators

Motorboat Mechanics

Motorboat Operators

Motorcycle Mechanics

Multi-Media Artists and Animators

Multimedia Specialists.

Medical Microbiologists

Medical Office Assistants

Medical Record Technicians

Medical Records and Health Information Technicians

Medical Scientists

Medical Scientists, Except Epidemiologists

Medical Secretaries

Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic

Multiple Machine Tool Workers

Museum Technicians and Conservators

Music Directors and Composers

Musical Instrument Repairers and Tuners

Musicians and Singers

Mycologists

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *N*

Occupation	Occupation
First-Line Supervisors/Managers of Non-Retail Sales Workers	Nuclear Power Reactor Operators
Natural Sciences Managers	Nuclear Technicians
Network Consultants, Engineers, Technicians, or Managers	Numerical Control Programmers
Network Control Operators	Numerical Tool Programmers
Network Engineers, Administrators, Specialists, or Managers	Numerical Tool and Process Control Programmers
Network Security Administrators	Nurse Administrators
Network Systems and Data Communications Analysts	Nurse Aides
Network and Computer Systems Administrators	Nurse Assistants
Networking Systems and Distributed Systems Engineers.	Nurse Educators
Neurosonographers	Nurse Practitioners
New Accounts Clerks	Nurse Supervisors
News Analysts, Reporters and Correspondents	Nursery School Teachers
Newspaper Delivery Drivers	Nursing Aides, Orderlies, and Attendants
Non-Retail Sales Supervisors	Nursing Instructors and Teachers, Postsecondary
Nonfarm Animal Caretakers	Nursing Technicians
Nuclear Engineers	Nutrition Technicians
Nuclear Medicine Technologists	

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *O*

Occupation	Occupation
First-Line Supervisors/Managers of Office and Administrative Support Workers	Operating Engineers and Other Construction Equipment Operators
Obstetric Sonographers	Operating Room Nurses
Obstetricians and Gynecologists	Operations Managers
Occupational Health and Safety Specialists	Operations Research Analysts
Occupational Health and Safety Specialists and Technicians	Ophthalmic Assistants.
Occupational Health/Safety Specialists/Technicians	Ophthalmic Laboratory Technicians
Occupational Social Workers.	Ophthalmic Sonographers
Occupational Therapist Aides	Opticians, Dispensing
Occupational Therapist Assistants	Optometric Assistants
Occupational Therapists	Optometrists
Office Administrators	Order Clerks
Office Assistants	Order Fillers
Office Clerks, General	Orthodontic Assistants.
Office Coordinators	Orthopedic Physician Assistants
Office Machine Operators, Except Computer	Orthotists and Prosthetists
Office Managers	Outdoor Power Equipment Mechanics
Office Managers.	Outdoor Power Equipment and Other Small Engine Mechanics
Office Nurses	Outside Sales Representatives
Office Support Supervisors	Over the Road Drivers
Office Systems Coordinators	Owner Operators
On-Site Managers.	

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *P*

Occupation	Occupation
First-Line Supervisors/Managers of Personal Service Workers	Pile-Driver Operators
First-Line Supervisors/Managers of Police and Detectives	Pipelayers
First-Line Supervisors/Managers of Production and Operating Workers	Pizza Delivery Drivers
Package Makers	Plasterers and Stucco Masons
Packaging and Filling Machine Operators and Tenders	Plastic Fixture Builders
Packaging and Filling Machine Workers	Plastic Tool Makers
Packers and Packagers	Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic
Packers and Packagers, Hand	Plating and Coating Machine Workers
Painters and Decorators	Plumbers, Pipefitters, and Steamfitters
Painters, Construction and Maintenance	Plumbing Inspectors
Painters, Transportation Equipment	Podiatrists
Painting, Coating, and Decorating Workers	Police and Detective Supervisors
Paper Goods Machine Setters, Operators, and Tenders	Police and Sheriff Patrol Officers
Paper Goods Machine Workers	Police, Fire, and Ambulance Dispatchers
Paperhangers	Political Science Teachers, Postsecondary
Paraeducators	Political Scientists
Paralegal Secretaries	Postal Service Clerks
Paralegals and Legal Assistants	Postal Service Mail Carriers
Paraprofessionals	Postal Service Mail Processors
Parking Enforcement Workers	Postal Service Mail Sorters, Processors, and Processing Machine Operators
Parking Lot Attendants	Postmasters and Mail Superintendents
Partners	Pourers and Casters, Metal
Parts Salespersons	Power Distributors and Dispatchers
Pastry Chefs, and Sous Chefs.	Power Plant Operators
Patient Care Orderlies	Pre-Kindergarten Teachers
Patient Care Technicians	Precision Instrument Repairers, All Other
Patient Escorts.	Precision Instrument and Equipment Repairers, All Other
Patternmakers, Metal and Plastic	Precision Machine Operators

Patternmakers, Wood
Pavement Stripers
Paving, Surfacing, and Tamping Equipment Operators
Payment Collectors
Payroll and Timekeeping Clerks
Peace Officers
Pediatric Clinical Dietitians
Pediatric Nurses
Pediatric Physical Therapists
Pediatric Physician Assistants
Pediatricians, General
Perfusionists
Personal Attendants.
Personal Banking Representatives
Personal Chefs
Personal Financial Advisors
Personal Injury Lawyers
Personal Secretaries.
Personal Service Worker Supervisors
Personal Trainers
Personal and Home Care Aides
Pest Control Technicians
Pest Control Workers
Pesticide Handlers, Sprayers, and Applicators, Vegetation
Pesticide Sprayers and Applicators, Vegetation
Petroleum Engineers
Petroleum Pump System Operators, Refinery Operators, and Gaugers
Petroleum Pump System Workers
Pharmaceutical Care Associates
Pharmacist Assistants
Pharmacist Assistants.
Pharmacist Technicians
Pharmacists
Prepress Technicians and Workers
Preschool Special Education Teachers
Preschool Teachers, Except Special Education
Prescription Clerks
Prescriptionists
Pressers, Textile, Garment, and Related Materials
Prevention Specialists.
Primary Teachers
Printing Machine Operators
Prison Guards
Private Chefs
Private Detectives and Investigators
Private Trainers.
Probate Lawyers
Probate Paralegals
Probation Officers and Correctional Treatment Specialists
Probation Officers and Treatment Specialists
Procurement Clerks
Procurement Specialists
Producers and Directors
Product Engineering Technicians
Production Assistants
Production Control Clerks
Production Dispatchers
Production Line Workers
Production Machinists
Production Planners
Production Scheduling Clerks
Production and Operating Supervisors
Production, Planning, and Expediting Clerks
Program Management Analysts
Programmer Analysts
Programmers

Pharmacists in Charge.
Pharmacy Aides
Pharmacy Clerks
Pharmacy Consultants
Pharmacy Laboratory Technicians
Pharmacy Technicians
Pharmacy Technologists
Philosophy and Religion Teachers, Postsecondary
Photographers
Photographic Process Workers
Photographic Processing Machine Operators
Physical Therapist Aides
Physical Therapist Assistants
Physical Therapists
Physician Assistant Certified Assistants
Physician Assistants
Physician's Assistants
Physicians and Surgeons
Physicians and Surgeons, All Other
Physicists
Physics Teachers, Postsecondary
Physiotherapists.
Pick Up Drivers
Pick Up Truck Drivers
Programmers.
Proofreaders and Copy Markers
Property and Community Association Managers
Property, Real Estate, and Community Association Managers
Prototype Machinists
Psychiatric Aides
Psychiatric Nurses
Psychiatric Technicians
Psychiatrists
Psychologists, All Other
Psychology Teachers, Postsecondary
Public Address System and Other Announcers
Public Health Administrators
Public Health Nurses
Public Relations Managers
Public Relations Specialists
Public Works Inspectors
Publishing Systems Analysts
Pulmonary Physical Therapists
Pump Operators, Except Wellhead Pumpers
Purchasing Agents and Buyers, Farm Products
Purchasing Agents, Except Wholesale, Retail, and Farm Products
Purchasing Agents, Except Wholesale, Retail/Farm
Purchasing Managers

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *Q*

Occupation	Occupation
Quality Assurance Analysts	Quality Control Technicians
Quality Assurance Inspectors	Quality Control Testers
Quality Assurance Specialists	Quality Inspectors
Quality Control Analysts	Quality Technicians
Quality Control Inspectors	

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *R*

Occupation	Occupation
Appraisers and Assessors of Real Estate	Registered Diagnostic Sonographers
First-Line Supervisors/Managers of Retail Sales Workers	Registered Dietitians
Radiation Therapists	Registered Health Information Technicians (RHIT)
Radio Mechanics	Registered Medical Assistants
Radio Operators	Registered Nurses
Radio and Television Announcers	Registered Pharmacists
Radiographers	Rehabilitation Counselors
Radiologic Technologists and Technicians	Rehabilitation Engineers
Rail Car Repairers	Rehabilitation Therapists
Rail Yard Engineers	Reinforcing Iron and Rebar Workers
Rail Yard Engineers, Dinkey Operators, and Hostlers	Reporters and Correspondents
Rail-Track Laying and Maintenance Equipment Operators	Research Chefs and Supermarket Chefs.
Rail-Track Laying and Maintenance Workers	Research Electricians
Railroad Brake, Signal, and Switch Operators	Reservation and Transportation Ticket Agents
Railroad Conductors and Yardmasters	Reservation and Transportation Ticket Agents and Travel Clerks
Reading Recovery Teachers	Resident Assessment Specialists
Real Estate Appraisers and Assessors	Residential Advisors
Real Estate Brokers	Residential Carpenters
Real Estate Clerks.	Resource Program Teachers
Real Estate Lawyers	Respiratory Therapists
Real Estate Paralegals	Respiratory Therapy Technicians
Real Estate Sales Agents	Restaurant Managers
Receiving Clerks	Retail Managers
Receiving Managers	Retail Sales Supervisors
Receptionists and Information Clerks	Retail Salespersons
Recreation Therapists	Retail Store Managers
Recreation Workers	Retail Supervisors and Managers
Recreation and Fitness Studies Teachers, Postsecondary	Revenue Tax Specialists.

Recreation and Fitness Teachers, Postsecondary

Recreational Therapists

Recreational Vehicle Service Technicians

Referral and Information Aides

Refractory Bricklayers

Refractory Masons

Refractory Materials Repairers, Except Brickmasons

Refuse and Recyclable Material Collectors

Regional Sales Managers.

Registered Dental Assistants (RDA)

Registered Dental Hygienists (RDH) and Hygienists.

Riggers

Rock Splitters, Quarry

Rolling Machine Setters, Operators, and Tenders, Metal and Plastic

Rolling Machine Workers

Roofers

Rotary Drill Operators, Oil and Gas

Roustabouts, Oil and Gas

Route Deliverers

Route Drivers

Route Sales Drivers

Roving Tellers

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *S*

Occupation	Occupation
Financial Services Sales Agents	Social Work Teachers, Postsecondary
Sailors and Marine Oilers	Social Workers, All Other
Sales Consultants	Social and Community Service Managers
Sales Directors	Social and Human Service Assistants
Sales Engineers	Sociologists
Sales Executives	Sociology Teachers, Postsecondary
Sales Managers	Software Analysts, Architects, Developers, Designers, or Engineers
Sales Representatives	Software Developers or Engineers
Sales Representatives, Except Technical	Software Development Engineers
Sales Representatives, Technical and Scientific	Software Engineers or Developers
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	Soil and Plant Scientists
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	Solar Panel Installers and Technicians
Salesmen	Sonographers
Saw Makers	Sound Engineering Technicians
Sawing Machine Setters, Operators, and Tenders, Wood	Spanish Teachers
Sawing Machine Workers	Special Education Aides
Scaffold Erectors.	Special Education Teachers, Elementary School
Schedule Clerks	Special Education Teachers, Middle School
Schedulers	Special Education Teachers, Preschool, Kindergarten, and Elementary School
Science Teachers	Special Education Teachers, Secondary School
Secondary School Teachers, Except Special Educ	Specialty Carpenters.
Secondary School Teachers, Except Special and Vocational Education	Specialty Cooks
Secondary Teachers	Specialty Designers
Secretaries	Specification Inspectors
Secretaries, Except Legal, Medical, and	

Executive
Secretaries.
Securities, Commodities, and Financial Services Sales Agents
Security Guards
Security Officers
Security and Fire Alarm Systems Installers
Segmental Pavers
Self-Enrichment Education Teachers
Semiconductor Development Technicians
Semiconductor Processors
Separating and Filtering Machine Workers
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders
Septic Tank Servicers and Sewer Pipe Cleaners
Service Assistants (Maintenance)
Service Station Attendants
Service Technicians.
Service Unit Operators, Oil, Gas, and Mining
Set and Exhibit Designers
Severe Emotional Disorders Teachers
Sewers, Hand
Sewing Machine Operators
Shampooers
Sheet Metal Installers
Sheet Metal Layout Mechanics
Sheet Metal Mechanics
Sheet Metal Workers
Ship Engineers
Ship and Boat Captains and Operators
Shippers
Shipping Clerks.
Shipping, Receiving, and Traffic Clerks
Shipyard Painters
Shoe Machine Operators and Tenders
Speech-Language Pathologists
Sports Lawyers
Sports Physical Therapists
Sprinkling System Installers.
Staff Accountants
Staff Development Specialists
Staff Nurses
Staff Pharmacists
Staff Therapists
Stained Glass Glaziers
Stamping Die Makers
Stationary Engineers and Boiler Operators
Statistical Assistants
Statisticians
Steel Welders.
Stock Clerks and Order Fillers
Stone Derrickmen and Riggers
Stone Setters
Stonemasons
Store Managers
Store Managers.
Structural Iron and Steel Workers
Structural Metal Fabricators and Fitters
Stylists.
Substance Abuse and Behavioral Disorder Counselors
Subway and Streetcar Operators
Supervisors of Food and Nutrition Services.
Supply Chain Directors
Surgeons
Surgical Dental Assistants
Surgical Physician Assistants
Surgical Technologists
Survey Researchers

Shoe Machine Workers
Shoe and Leather Workers and Repairers
Shuttle Car Operators
Signal and Track Switch Repairers
Skin Care Specialists
Slaughterers and Meat Packers
Slot Key Persons
Social Science Research Assistants
Social Sciences Teachers, Postsecondary, All Other
Social Studies Teachers
Surveying and Mapping Technicians
Surveyors
Switchboard Operators
Switchboard Operators, Including Answering Service
Systems Administrators, Engineers, or Programmers
Systems Architects
Systems Developers.
Systems Engineers or Administrators
Systems Engineers or Programmers
Systems Integrators or Specialists

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *T*

Occupation	Occupation
First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	Therapeutic Radiologic Technologists
Heavy Truck Drivers	Therapeutic Recreation Specialists
Light Truck Drivers	Therapists, All Other
Tailors, Dressmakers, and Custom Sewers	Tile Finishers
Tank Car, Truck, and Ship Loaders	Tile Mechanics
Tap and Die Maker Technicians	Tile and Marble Installers
Tapers	Tile and Marble Setters
Tax Attorneys	Timing Device Assemblers, Adjusters, and Calibrators
Tax Examiners, Collectors, and Revenue Agents	Timing Device Workers
Tax Preparers	Tire Builders
Taxi Drivers and Chauffeurs	Tire Repairers and Changers
Teacher Aides	Title Attorneys.
Teacher Assistants	Title Examiners, Abstractors, and Searchers
Teachers	Title One Reading Teachers
Teachers of Developmentally Delayed	Tool Grinders, Filers, and Sharpeners
Teachers of Emotionally Disturbed	Tool Makers
Teachers of Hearing Impaired Students	Tool and Die Machinists
Teachers of Students with Learning and Behavior Disabilities	Tool and Die Makers
Teachers of Visually Impaired	Tour Guides and Escorts
Teaching Assistants	Tour and Travel Guides
Team Assemblers	Track Hoe Operators.
Technical Services Managers	Tractor Trailer Mechanics
Technical Writers	Traffic Managers
Telecommunications Equipment Installers and Repairers, Except Line Installers	Traffic Technicians
Telecommunications Equipment Workers, Except Line	Trainers
Telecommunications Line Installers and Repairers	Training and Development Managers
Telecommunications Managers	Training and Development Specialists
Telemarketers	Transit and Railroad Police

Telephone Operators

Teller Coordinators.

Tellers

Termite Control Technicians

Terrazzo Workers and Finishers

Testing and Regulating Technicians

Textile Bleaching and Dyeing Machine Operators and Tenders

Textile Bleaching and Dyeing Machine Workers

Textile Cutting Machine Setters, Operators, and Tenders

Textile Cutting Machine Workers

Textile Knitting and Weaving Machine Setters, Operators, and Tenders

Textile Knitting and Weaving Machine Workers

Textile Winding and Twisting Machine Workers

Textile Winding, Twisting, and Drawing Out Machine Setters, Operators, and Tenders

Theatrical Costume Designers.

Transmission Technicians

Transportation Attendants

Transportation Attendants, Except Flight Attendants and Baggage Porters

Transportation Inspectors

Transportation and Material-Moving Supervisors

Transportation, Storage, and Distribution Managers

Travel Agents

Travel Guides

Tree Trimmers and Pruners

Trim Die Makers

Truck Drivers, Heavy and Tractor-Trailer

Truck Drivers, Light or Delivery Services

Tunnel Laborers

Tunnel Miners

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *U*

Occupation	Occupation
U.S. Border Patrol and Customs Agents.	University of California (UC) and California State University (CSU) Campus Police Officers
Ultrasound Technicians	Upholsterers
Ultrasound Technologists	Urban and Regional Planners
Umpires, Referees, and Other Sports Officials	Ushers, Lobby Attendants, and Ticket Takers
Undercar Technicians	Utility Baggers
Underwater Welders.	Utility Operators.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *V*

Occupation	Occupation
Vascular Technologists	Vocational Education Teachers, Middle School
Veterinarians	Vocational Education Teachers, Postsecondary
Veterinary Assistants and Laboratory Animal Caretakers	Vocational Education Teachers, Secondary School
Veterinary Assistants/Laboratory Animal Caretakers	Vocational Rehabilitation Specialists
Veterinary Microbiologists	

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *W*

Occupation	Occupation
Waiters and Waitresses	Wholesale and Retail Buyers, Except Farm Products
Warehouse Workers	Window Glaziers
Watch Repairers	Wire Drawing Die Makers
Water and Liquid Waste Treatment Plant Workers	Wood Machinists.
Water and Liquid Waste Treatment Plant and System Operators	Woodworking Machine Setters, Operators, and Tenders, Except Sawing
Web Application Developers.	Woodworking Machine Workers, Except Sawing
Web Programmers	Word Processors and Typists
Weighers, Measurers, Checkers, and Samplers	Work Station Support Specialists.
Weighers, Measurers, Checkers, and Samplers, Recordkeeping	Workers' Compensation Examiners
Welders, Cutters, Solderers, and Brazers	Writers and Authors
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *X*

Occupation	Occupation
X-ray Technicians.	

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *Y*

Occupation	Occupation
Youth Correctional Counselors	Youth Correctional Officers

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Occupations with the title starting with *Z*

Occupation	Occupation
Zoologists and Wildlife Biologists	

SCHOOL OF AGRICULTURE, SCIENCE AND ENGINEERING

The school of Agriculture, Science and Engineering prepares students for modern careers in the agriculture, environmental science and AG engineering industries. Both new and traditional methods in these fields are fully explored which provides students with a strong foundation for future college coursework or entry into a career field.

Only a small percentage of jobs in the agriculture industry are directly involved in traditional agriculture. This school provides academic training and hands-on coursework, preparing students to enter engineering, agribusiness, horticulture, communications, science and research, processing and distribution, marketing and sales, food processing and dozens of other occupations which serve the agricultural industry.

Instructions in the School of Agriculture, Science & Engineering provide a personal approach and work together with counselors to assist students in making academic choices to support their professional career interests and future educational goals.

Some of the careers this school prepares students for include:

Veterinarian
Geneticist
Livestock Rancher
Dairy Nutrition Specialist
Landscape Architect
Soil Scientist
Farm Appraiser
Ag Loan Officer
Wildlife Manager
Ag Inspector
Ag Construction Engineer
Diesel Mechanic
Fruit & Vine Grower
Water Engineer
Produce Buyer
Welder
Ag Lawyer
Ag Teacher

FFA teams that can assist in the pursuit of career opportunities:

Banking
Horse Evaluation
Small Engines
Vine Pruning
Public Speaking
Parliamentary Procedure
Cotton Judging
Floriculture
Livestock Evaluation
...and many more

SPECIAL FEATURES

FFA

The Madera FFA is one of California's largest FFA chapters. Active participation in FFA builds leadership skills for life, reinforces instruction, recognizes excellence and gives students opportunities to make a positive difference in their school and community. Participation in FFA helps students make connections between school, their lives and future careers.

ENGINEERING, FABRICATION AND POWER EQUIPMENT

A fully equipped, state of the art computer aided drafting lab allows School of Agriculture, Science and Engineering students to learn skills in drafting currently used in industry. The electronic classes prepare students with the foundation of electrical systems used in many different professions. The School of Agriculture, Science and Engineering combine all of this with a metal fabrication and power equipment program that is among the best in the state with new facilities that are second to none!

NEW SCHOOL FARM LABORATORY

The newly built 20-acre school farm laboratory gives students from every background the opportunity for hands-on-learning. A new greenhouse, swine barn, sheep/goat barn, beef/dairy barn and horse facility allows students the opportunity to apply what they learned in the classroom into real life applications. Students will continue to develop the school farm through special class projects.

LAB-ORIENTED INSTRUCTION AND SPECIALTY CLASSES

Students can immediately apply what they learned in the classroom through intensive labs and practical hands-on experience in nearly every career area. Technical training is provided through an Ag Mechanics program which is a four-year course of study emphasizing welding, construction and small engines work. Landscape/Horticulture offers hands-on application of the theories of landscaping. This provides students with a variety of skills to carry to the world of work. Animal Care and Veterinary Aide is designed to prepare students to work in animal care facilities at all levels of expertise.

Cal Grant GPA Information Release Form

Students, please complete this form and return it to the high school counselor so that the school will release your GPA information to the California Student Aid Commission for use in the Cal Grant awards.

Do not send this form to the Commission.

Please print your **full name as it appears on your social security card:**

Student's **last** name

Student's **first** name

M.I.

MM - DD - YYYY Student's **Date of Birth**

Permanent Mailing Address

Number and Street

City

State

Zip Code

Student's Social Security Number

- -

Month and year of high school graduation

-

(Example: 06-2008)

Spring School Code - if you are enrolled for Spring classes, enter school code.

0 5 1 8 7 4

By signing this release form, I authorize the release of my high school Cal Grant GPA information and social security number to the California Student Aid Commission, for use in the Cal Grant application process.

Student Signature **Date**

I am the parent or legal guardian of the above named minor, and I authorize the release of this minor's high school GPA information and social security number to the California Student Aid Commission for use in the Cal Grant application process.

Parent/Legal Guardian Signature (required if student is under 18) **Date**

School Use Only

SSN	H.S. GPA	School Code	HS GPA Flag	H. S. Grad Date	Spring School Code

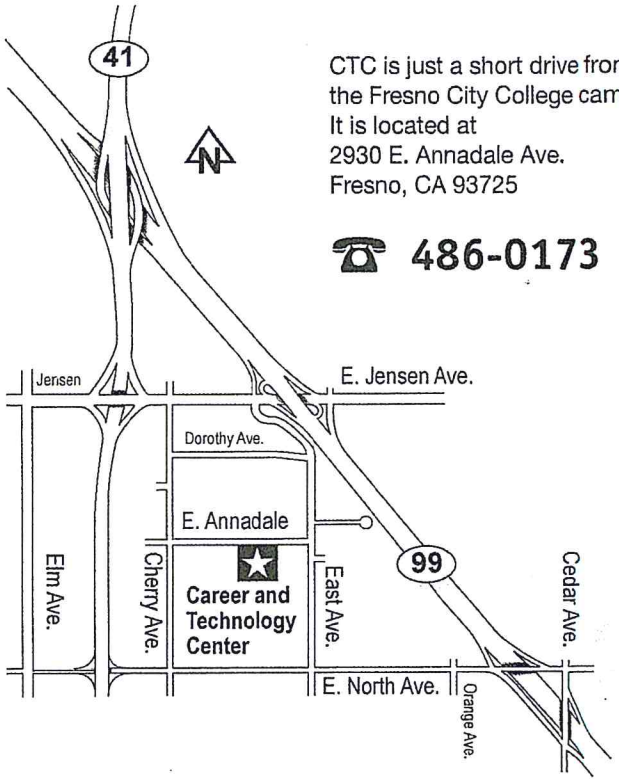
G-28 (09/04)

CTC — Continued

Opening Doors To Employment

The Career & Technology Center offers support for individuals committed to improving themselves. The unique, hands-on programs offer:

- Open entry
- Low Cost
- Financial aid
- Year-round registration
- Industry specific training
- Classes at all levels of academic achievement



CTC is just a short drive from the Fresno City College campus. It is located at
2930 E. Annadale Ave.
Fresno, CA 93725

☎ 486-0173

CTC Programs

Auto Collision Repair
30-week program. Sheet metal repair, power tools, plastic body fillers, fiberglass, painting and refinishing.

Engine Performance/ Electrical/Heating & AC
30-week program. Computer controlled vehicles, driveability, electrical, fuel injection and sensor diagnosis. Troubleshooting and repairing, plus working with portable test equipment, engine oscilloscopes and computerized emission control engine analyzer. Diagnose and repair AC systems.

Engine Repair
20-week program. Practical and theoretical training in engine diagnosis, heads, valves, engine block, lubrication and cooling.

Fire Academy
20- or 31-week program. Extensive hands-on training. Strong emphasis on physical training and testing. HazMat FRO, Confined Space, I-100 and I-200, Auto Extrication, Fire Control 3, Low Angle Rope Rescue, and CDF Wildland certification.

Fire Technology
Associate degree program in Fire Technology. Emergency Medical Technician 1 training. California State Fire Marshall Fire Officer certification classes, specialized courses preparing students for advancement in the Fire Service.

Maintenance Mechanic
30-week program. Theory, application, troubleshooting and repair in welding, hydraulics and pneumatics, machining and electrical fundamentals.

Warehouse & Distribution Careers
12-week program. Forklift training, inventory control, blueprint reading, computer and math literacy.

California Higher Education Opportunities

	CALIFORNIA COMMUNITY COLLEGES	CALIFORNIA STATE UNIVERSITY	UNIVERSITY of CALIFORNIA	ASSOCIATION OF INDEPENDENT COLLEGES and UNIVERSITIES
WEB SITE	**www.cccco.edu**	**www.csumentor.edu**	**www.ucop.edu/pathways**	**www.aiccumentor.org**
NUMBER OF CAMPUSES	**109**	**23**	**10**	**77**
NATURE OF PROGRAMS AND CURRICULUM	Two-year colleges: 1 - Career and job entry majors 2 - Transfer coursework 3 - A.A. and A.S. degrees 4 - Vocational certificates 5 - English as a Second Language 6 - General education 7 - Lifelong learning	Four-year colleges with graduate programs: 1 - Various majors and programs, depending on the campus 2 - Pre-professional programs 3 - B.A. and B.S. degrees 4 - M.A. and M.S. degrees 5 - Teaching credentials 6 - Independent and joint doctoral degrees offered at some campuses (e.g. Ed.D./Ph.D) 7 - Certificate programs 8 - Lifelong learning	Four-year colleges with graduate and professional schools: 1 - Various majors and programs, depending on the campus 2 - Pre-professional studies 3 - B.A. and B.S. degrees baccalaureate and advanced 4 - M.A. and M.S. degrees 5 - Teaching credentials 6 - Doctoral and professional degrees (medicine, law, etc.)	AICCU institutions range from large world-renowned universities, to regional liberal arts, specialized institutions, and professional schools. Most grant baccalaureate and advanced degrees; however a few grant two-year associate degrees. Various majors, programs and degree levels offered.
INSTRUCTIONAL EDUCATION DEGREE EMPHASIS	**Education Emphasis:** Theoretical and applied career/ vocational, general education, associate degree, and transfer preparation to a 4-year university and college	**Education Emphasis:** Theoretical and applied teacher preparation, career employment and graduate school	**Education Emphasis:** Theoretical research and preparation for graduate school	**Education Emphasis:** Varies by campus
APPLICATION AND COURSE OFFERINGS	Open year round. Semester and quarter systems, depending on the campus.	Most open for fall and spring. Semester and quarter systems, depending on the campus. Priority filing period: FALL: Oct 1 - Nov 30 SPRING: Aug 1-31	Most open fall only. Mostly quarter system, but depends on campus.	Open for fall and spring with a few open for summer. Most campuses are on the semester or quarter systems, many offer flexible schedules for working adults.
FEES AND TUITION	Currently, $20 a semester unit for California residents, no cap. ($780/yr for 15 units a semester)	$3,137 per year approximately	$6,780 per year approximately $670 health insurance	Average tuition 2005-06 was $21,787 Average fees $400
TOTAL ESTIMATED COSTS*	*Includes fees and tuition, books and supplies, room and board, personal and transportation (fees subject to change)			
· ON CAMPUS **· OFF CAMPUS**	$13,000 (approximate) $11,703 (approximate)	$16,146 $16,970	$22,150 $20,380	Average $32,909 Average $33,949
FRESHMAN ENTRANCE REQUIREMENTS **1 - SUBJECT AND GPA**	No subject or degree requirement prior to enrollment.	CSU A-G requirements A - Social science - 2 years B - English - 4 years C - Math - 3 years D - Laboratory science - 2 years (1 biological, 1 physical science) both w/lab E - Foreign language - 2 years F - Visual and performing arts - 1 year in a single course. G - College prep electives - 1 year	UC A-G requirements A - Social science - 2 years B - English - 4 years C - Math - 3 years D - Laboratory science - 2 years E - Foreign language - 2 years F - Visual and performing arts - 1 year G - College prep electives - 1 year	Wide variety of requirements. Most have requirements comparable to the CSU/UC. Check with the individual campus for specific test and subject requirements.
2 - TEST REQUIREMENTS	• None required; English and math assessment for placement purposes.	• Below 3.0 GPA requires SAT or ACT • A minimum 2.0 GPA in A-G subjects	• A minimum 2.8 GPA in A-G subjects • SAT or ACT and 2 SAT II Subject Tests	• Most require or recommend the SAT or ACT.

Everyone should get financial aid

Cal Grant

Money for College

Cal Grant Awards guaranteed for students who qualify

College is now more affordable than ever for students with good grades and financial need. The best part is that Cal Grants cost nothing to apply for and do not have to be repaid!

Students who meet the following criteria are guaranteed grants:

Cal Grant A Entitlement Awards
Requirements include financial and basic eligibility (see box lower right), and a minimum 3.0 grade point average (GPA). Students must apply by March 2nd either the year they graduate from high school or the following year. This Entitlement Award provides for fees at the California State University and the University of California, as well as tuition support at private California colleges and universities.*

Cal Grant B Entitlement Awards
Requirements include financial and basic eligibility and a minimum 2.0 GPA. Students must apply by March 2nd either the year they graduate from high school or the following year. This Entitlement Award provides up to $1,551 for books and living expenses for students in their first year of college.

For the second and subsequent years, the award also helps pay for tuition and fees at the California State University and the University of California, as well as tuition support at private California colleges and universities.*

California Community College Transfer Entitlement Awards
Students who meet financial and basic eligibility requirements, have a minimum 2.4 GPA from a California Community College, were California residents when they graduated from high school, and graduate from high school July 1, 2000, or later are eligible for this award when transferring from a community college to a four-year institution. This Entitlement Award is offered to California Community College students who were not awarded a Cal Grant within a year of graduating from high school, but meet certain eligibility requirements at the time of transfer from a California Community College to most four-year colleges or universities in California.

Basic Cal Grant eligibility requirements

All Cal Grant applicants must:

- Be California residents
- Be U.S. citizens or eligible non-citizens
- Meet U.S. Selective Service requirements
- Attend a qualifying California postsecondary institution
- Be enrolled at least half-time
- Maintain satisfactory academic progress as defined at the school of attendance
- Have family income and assets below the established ceilings
- Not be in default on any student loan
- Not owe any federal or state grant refund

*Students attending a California Community College may have their fees waived through the Board of Governor's Fee Waiver Program (BOGFW). Contact your local community college financial aid office for more information.

THERE IS FREE HELP AVAILABLE

WWW.FAFSA.ED.GOV

ONLINE

"Help" buttons on every page of the online application will take you to additional help. You can also click the "Live Help" button to chat with a customer service representative directly online between the hours of 8 a.m. and midnight Eastern time.

BY PHONE

For help toll-free between the hours of 8 a.m. and midnight Eastern time, call 1-800-4-FED-AID (1-800-433-3243) or 1-800-730-8913 (TTY) for the hearing impaired.

IN PERSON

Talk with your high school counselor or contact the financial aid office at your college or career school.

INFORMATION

Go to the online version of *Funding Education Beyond High School: The Guide to Federal Student Aid* at www.studentaid.ed.gov/guide. This guide covers financial aid topics from preparing for college to repaying student loans.

START HERE

Apply for financial aid! You must complete and submit a *Free Application for Federal Student Aid* (FAFSA) to apply for federal student aid for college or career school and for most state and institutional aid. The quickest way to apply is online using FAFSA on the Web at www.fafsa.ed.gov.

GO FURTHER

Financial aid offices use information from the FAFSA to determine if you are eligible to receive federal student aid from grants, loans and work-study programs. So be sure to fill out a FAFSA even if you think you won't qualify.

WWW.FAFSA.ED.GOV

START HERE
GO FURTHER
FEDERAL STUDENT AID

I have to work

You aren't alone. Many high school students work part-time and still manage to get good grades. In college, that won't change. You'll find that many college students work and carry a full load of classes. Tip: Look for a school that offers flexibility, such as online classes, night classes, weekend classes and part-time study.

My friends aren't planning to go to college

That's too bad! Maybe they will change their minds. In the meantime, don't let your friends discourage you. Getting an education is the right thing for you. Follow your own dreams—not someone else's.

I have a baby

You won't be the only one. Many college students juggle school and family obligations, but they keep going because they want to make a better life for themselves and their children. Look for a college that provides day care and other assistance—many do.

Look at Your Options

Going to college doesn't have to mean living in a dorm at a state university. You have many options for higher education—including options for where you live.

Community colleges

Community colleges offer two-year degree and certificate courses. They're usually flexible in admissions policies, so if you haven't done well in high school, they can offer you a fresh start. Some states are introducing new programs that offer automatic acceptance into a university if you've succeeded at a community college.

Another plus: Community colleges are cheaper. You can complete your first two years of study at a community college, and then transfer your credits to a four-year college or university to obtain your bachelor's degree.

Four-year colleges or universities

A four-year college or university will offer you more advanced classes and may have a more challenging environment. If you want to pursue a graduate degree, you may be able to go straight from your bachelor's courses to master's level courses at the same university.

Live at home or on campus

You'll also have to look ahead and decide if you want (or need) to live at home during college. Often, you'll find that colleges near home offer some great programs. Just make sure that your local college has the classes you need. One other thing to consider: While it probably will be less expensive to live at home during college, you may miss out on some of the social life and experiences that come with living on campus.

Another Option:
Career or Technical Schools

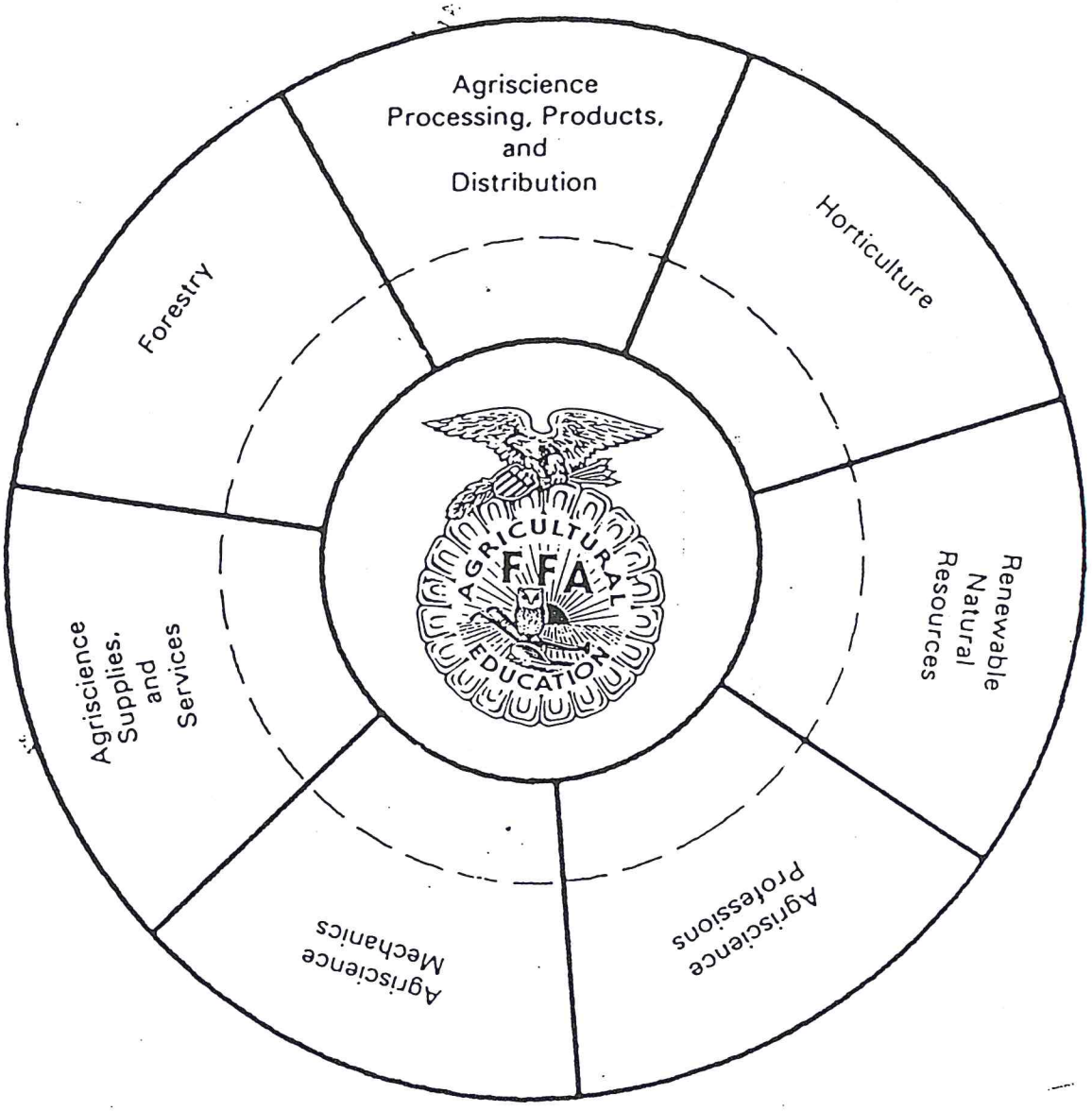
If your dream job requires technical training, you may want to go to a career or technical school. As with any college, it's important to check out a technical school's curriculum, credentials and job-placement success to ensure it meets your goals.

B

See B

School of Agriculture and Natural Resources

Career Wheel



B

Supplies, and Services

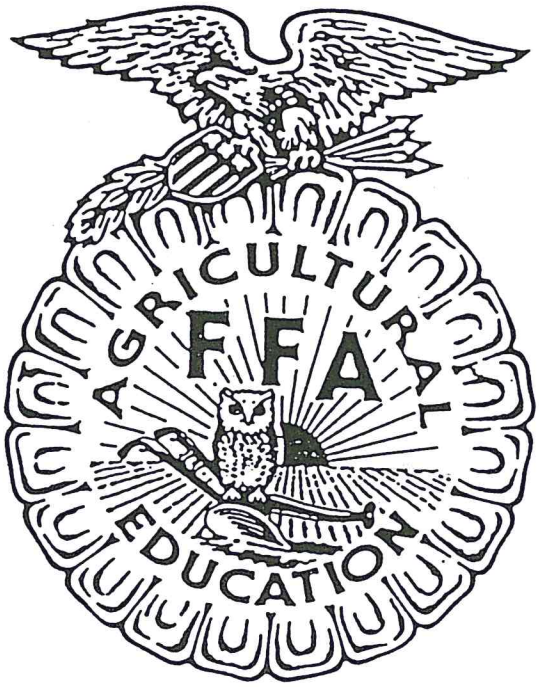
Aerial Crop Duster
Ag Aviator
Ag Chemical Dealer
Ag Equipment Dealer
Animal Groomer
Animal Health Products Distributor
Animal Inspector
Animal Keeper
Animal Trainer
Artificial Breeding Distributor
Artificial Breeding Technician
Artificial Inseminator
Biostatician
Chemical Applicator
Chemical Distributor
Computer Analyst
Computer Operator
Computer Programmer
Computer Salesperson
Custom Operator
Dairy Management Specialist
Dog Groomer
Farm Appraiser
Farm Auctioneer
Farrier
Feed Mill Operator
Feed Ration Developer & Analyst
Fertilizer Plant Supervisor
Fiber Technologist
Field Inspector
Field Sales Representative, Agricultural Equipment
Field Sales Representative, Animal Health Products
Field Sales Representative, Crop Chemicals, Machinery
Harness Maker
Harvest Contractor
Horse Trainer
Insect & Disease Inspector
Kennel Operator
Lab Technician
Meteorological Analyst
Pest Control Technician
Pet Shop Operator
Poultry Field Service Technician
Poultry Hatchery Manager
Poultry Inseminator
Sales Manager
Salesperson
Service Technician
Sheep Shearer

Renewable Natural Resources

Animal Behaviorist
Animal Ecologist
Animal Taxonomist
Environmental Conservation Officer
Environmentalist
Fire Warden
Forest Fire Fighter/Warden
Forest Ranger
Game Farm Supervisor
Game Warden
Ground Water Geologist
Park Ranger
Range Conservationist
Resource Manager
Soil Conservationist
Trapper
Water Resources Manager
Wildlife Manager

Mechanics

Ag Construction Engineer
Ag Electrician
Ag Equipment Designer
Ag Plumber
Ag Safety Engineer
Diesel Mechanic
Equipment Operator
Hydraulic Engineer
Irrigation Engineer
Land Surveyor
Machinist
Parts Manager
Research Engineer
Safety Inspector
Soil Engineer
Welder



Madera South High School
Agriculture Department
705 W. Pecan
Madera, CA 93637
(559)675-4475

Madera South Program Goals and Objectives

Goal: The goal of the MSHS Agriculture Department is to increase participation in all SAE's and develop a work experience program for students to participate in.

Objective(s):

- Incorporate innovative SAE opportunities for members, by utilizing all 7 kinds of SAE.
- Develop a career day with industry representatives to come and talk to the FFA members.
- Take the officers to local businesses during the summer to see what is happening in Madera County.

Course Title: **Advanced Animal Science**
Department: Agriculture
Career School: Agriculture
Grade Level: 10-12
Fulfills Requirement: CSU Elective Requirement
Prerequisite: Must have completed Ag Science I and II, or Completed Biology

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Livestock Breeding and Genetics *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. D5.3 Research and discuss current technology used to measure desirable traits. D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair. D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics. *C7.0Students understand basic animal genetics:* C7.1Differentiate between genotype and phenotype, and describe how dominant and recessive genes function. C7.2Compare genetic characteristics among cattle, sheep, swine, and horse breeds. C7.3Understan how to display phenotype and genotype ratios (e.g., by using a Punnett Square). C7.4 Understand the fertilization process. C7.5 Understand the purpose and processes of mitosis and meiosis.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on genetic material. Labs and farm use with real animals and DNA.	5 wks	*Identify and describe the different livestock breeding systems *Explain the difference between genotype and phenotype *Define general and specific terminology associated with genetics *Complete and comprehend single and double allele genetics problems/heritability trial problems *Describe both the male and female role in livestock breeding *Explain the difference between mitosis and meiosis	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. -Anatomy and Physiology of Farm Animals, R.D. Frandson, Leo and Bebiger -Livestock and Poultry Production, 5th Edition, Prentice-hall Inc. -Improving Pork Profits, Dr. Alex Hogg -Dairy Cattle Fertility and Sterility, Hoards Dairyman -The Sheepman's Production Handbook, 2nd Edition, Abegg Printing Co.

Course Title: **Advanced Animal Science**
Department: Agriculture
Career School: Agriculture
Grade Level: 10-12
Fulfills Requirement: CSU Elective Requirement
Prerequisite: Must have completed Ag Science I and II, or Completed Biology

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Livestock Feeding and Nutrition *D2.0 Students understand key principles of animal nutrition:* D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil. D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics. D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems. D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems. *C8.0 Students understand fundamental animal nutrition and feeding:* C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbs, fats/oils, water). C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems. C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on experience balancing a feed ration and understanding the effects of good and bad feed on livestock.	5 wks	*Identify and explain the importance of the major feed nutrients *Visually identifies 40 major feedstuffs *Explain the difference between roughage and concentrate feed *Identify, describe, and diagram the parts of the Ruminant, Monogastric, and Avian Digestive Tracts. *Explain how the animal utilizes feedstuffs *Calculate the A.D.E. and F.C.R. of a meat species of livestock *Define terminology associated with livestock feeding and nutrition	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. -Anatomy and Physiology of Farm Animals, R.D. Frandson, Leo and Bebiger -Livestock and Poultry Production, 5th Edition, Prentice-hall Inc. -Improving Pork Profits, Dr. Alex Hogg -Dairy Cattle Fertility and Sterility, Hoards Dairyman -The Sheepman's Production Handbook, 2nd Edition, Abegg Printing Co.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Livestock Diseases and Sanitation *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. D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated. *C9.0 Students understand basic animal health:* C9.1 Assess the appearance and behavior of a normal, healthy animal. C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior. C9.3 Understand the causes and control of common animal diseases.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on prevention of diseases at the farm by vaccinating and treating diseased animals.	4 weeks	*Research and report on 5 specific livestock diseases *Differentiate between a contagious and non-contagious disease *Explain the difference between a prevention program and a treatment program *List the basic vaccines, antibiotics, pharmaceuticals, and sulfa drugs and explain their uses *Outline a basic vaccination program for a species of livestock *Diagnose a case study when given a scenario and list of disease symptoms	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. -Anatomy and Physiology of Farm Animals, R.D. Frandson, Leo and Bebiger -Livestock and Poultry Production, 5th Edition, Prentice-hall Inc. -Improving Pork Profits, Dr. Alex Hogg -Dairy Cattle Fertility and Sterility, Hoards Dairyman -The Sheepman's Production Handbook, 2nd Edition, Abegg Printing Co.

Course Title: **Advanced Animal Science**
Department: Agriculture
Career School: Agriculture
Grade Level: 10-12
Fulfills Requirement: CSU Elective Requirement
Prerequisite: Must have completed Ag Science I and II, or Completed Biology

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Livestock Reproduction *D4.0 Students understand animal reproduction, including the function of reproductive organs:* D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination). D4.2 Understand the gestation process and basic fetal development. D4.3 Understand the parturition process, including the identification of potential problems and their solutions. D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on experience with the process of parturition at the farm.	4 wks	*Identify, describe, and diagram the parts of both the male and female *Dissect and I.D. both a male and female reproductive tract *Explain the normal processes associated with reproduction *List and give the functions of the hormones relations and reproduction *Draw, label, and explain the parts of a developing livestock fetus *Explain how to recognize/correct an abnormal birth presentation in livestock	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. -Anatomy and Physiology of Farm Animals, R.D. Frandson, Leo and Bebiger -Livestock and Poultry Production, 5th Edition, Prentice-hall Inc. -Improving Pork Profits, Dr. Alex Hogg -Dairy Cattle Fertility and Sterility, Hoards Dairyman -The Sheepman's Production Handbook, 2nd Edition, Abegg Printing Co.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Artificial Insemination and Embryo Transfer *D4.0 Students understand animal reproduction, including the function of reproductive organs* D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on activities with actual artificial insemination equipment and animals.	3 weeks	*Define terminology associated with artificial insemination and embryo transfer *Identify and explain the use of tools and equipment *Explain the processes associated with Artificial insemination and embryo transfer *Practice insemination technique on live dairy cows *Explain how these processes affect the female reproductive tract	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. -Anatomy and Physiology of Farm Animals, R.D. Frandson, Leo and Bebiger -Livestock and Poultry Production, 5th Edition, Prentice-hall Inc. -Improving Pork Profits, Dr. Alex Hogg -Dairy Cattle Fertility and Sterility, Hoards Dairyman -The Sheepman's Production Handbook, 2nd Edition, Abegg Printing Co.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Livestock Anatomy and Physiology *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.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on activities with animal organs.	8 weeks	*Identify and describe the functions of the following body systems: circulatory, respiratory, nervous, urinary, skeletal, muscle *Dissect and ID the parts of the following organs: heart, lungs, kidney, brain *Visually identifies the major bones of an animal skeleton. * Draw and label the major muscles of a horse/meat animal	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. -Anatomy and Physiology of Farm Animals, R.D. Frandson, Leo and Bebiger -Livestock and Poultry Production, 5th Edition, Prentice-hall Inc. -Improving Pork Profits, Dr. Alex Hogg -Dairy Cattle Fertility and Sterility, Hoards Dairyman -The Sheepman's Production Handbook, 2nd Edition, Abegg Printing Co.

Course Title: **Advanced Animal Science**
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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Livestock Production Records and Evaluation *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.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and farm experience with evaluation of livestock and the animals actual Expected Progeny Differences.	5 weeks	*Define terminology used in livestock production record keeping systems *Explain the difference between production and progeny testing *Calculate/evaluate pertinent data to make management decisions *Collect data on live animals as part of a class project *Analyze a set of production records to make a management decision	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. -Anatomy and Physiology of Farm Animals, R.D. Frandson, Leo and Bebiger -Livestock and Poultry Production, 5th Edition, Prentice-hall Inc. -Improving Pork Profits, Dr. Alex Hogg -Dairy Cattle Fertility and Sterility, Hoards Dairyman -The Sheepman's Production Handbook, 2nd Edition, Abegg Printing Co.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Meat Science and Carcass Evaluation *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 nonedible 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. D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed. D12.5 Understand how meat products and nonmeat products are marketed. D12.6 Understand the value of animal by-products to nonagricultural industries.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on activities at a meat market or butcher.	2 weeks	*Explain the difference between a quality and a yield grade *List and describe the quality and yield grades for carcasses *List the primal cuts of beef, lamb, and pork *Determine the dressing percent of a meat animal *Estimate the quality and yield grade or a live market steer *Estimate the external fat, muscle score, and USDA Grade on a live market hog *Calculate the loin eye area and external fat on a lamb carcass *Cite the estimate ranges for important carcass data	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. -Anatomy and Physiology of Farm Animals, R.D. Frandson, Leo and Bebiger -Livestock and Poultry Production, 5th Edition, Prentice-hall Inc. -Improving Pork Profits, Dr. Alex Hogg -Dairy Cattle Fertility and Sterility, Hoards Dairyman -The Sheepman's Production Handbook, 2nd Edition, Abegg Printing Co.

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***Science Skills /Acquisition** 1.2 (1.a)Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data to solve simple problems.		Laboratory exercises	~Microscope lab ~Measurement lab ~pH lab ~Lab equipment & tools lab ~Lab Safety lab	36 weeks	-Students demonstrate proficiency by using appropriate tools and technology	Microscope lab Measurement lab pH lab

Department: Agriculture
Course Title: Agricultural Biology

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
***Introduction to Biology** 1.c Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions 1.d Formulate explanations by using logic and evidence 1.f Distinguish between hypothesis and theory as scientific terms 1.j Recognized the issues of statistical variability and the need for controlled tests 1.l Analyze situations and solve problems that require combining and applying concepts from more than one area of science	Students are familiar with steps of the scientific method	Benchmark 1 Unit quizzes	~Lecture ~Group Work ~Individual Work ~Experimentation ~Modeling	2 wks	-Describe the steps of the Scientific Method. -Identify the characteristics of life. -Describe ways biology affects your life and will continue to affect it in the future.	Microscope lab Wet mount lab Scientific method worksheet Benchmark review worksheet

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***Basic Chemistry of Living Things** **CA Science Standards** 1.bDemonstrate how enzymes are proteins that catalyze biochemical reactions 1.h Student know most macromolecules in cells & organisms are synthesized from a small collection of simple precursors 4.e Students know proteins can differ from one another in number and sequence of amino acids. 5.a Students know the general structures and functions of DNA, RNA, and protein	Students know that living organism are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorous, and sulfur Students know that living organisms have many different kinds of molecules	Benchmark 2 Unit quizzes	~baking soda lab ~Illustration of an atom ~pH lab Illustrate the ph scale ~Synthesize macromolecules from precursors ~Writing chemical reactions activity	2 wks	-Describe the basic properties of matter. -Distinguish the three states of matter and their relationship to life processes. -Explain the structure of an atom. -Differentiate between ionic and covalent bonds. -Differentiate the four types of organic molecules. -Illustrate and identify most macromolecules in cells and identify how they assembled from precursors -Write a chemical reaction and label & describe the reactants and products	pH lab Benchmark review worksheet Blocks Chemical equations Periodic table

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***Cell Structure and Function** 1.a Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings 1.c Students know how prokaryotic cells, eukaryotic cells, and viruses differ in complexity and general structure 1.e Students know the role of the endoplasmic reticulum and Golgi Apparatus in the secretion of proteins 1.f Students know usable energy is captured from sunlight by chloroplast and is stored through the synthesis of sugar from carbon dioxide 1.g Student know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide	Students know the nucleus is the repository for genetic information in plant and animal cells	Benchmark 3; unit quizzes; Cell project	~Cell golf course ~Cell Organelle worksheet ~Cell organelle functions ~Cell lab ~Model cell membrane ~Diffusion lab ~Osmosis lab ~Prokaryote & eukaryote Venn diagram	2 wks	• Describe the cell theory and its history. • Identify the structure and function of the cell organelles. • Compare and contrast a plant and animal cell. • Compare and contrast a prokaryotic and eukaryotic cell. • Discuss the processes of diffusion and osmosis and their application to practical situations. • Contrast active with passive transport. • Describe hypotonic, isotonic, and hypertonic solutions and their application to cell homeostasis. Identify energy sources used by organisms	Cell models Cell lab Diffusion/ Osmosis lab Cell golf course models Benchmark review worksheet Power Presentations Media Gallery DVD

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***Cells & Energy** 1 The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organisms cells 1.f Students know usable energy is captured from sunlight by chloroplast and is stored through the synthesis of sugar from carbon dioxide 1.g Student know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide	Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.	Benchmark 4; Unit quizzes	~ATP cycle activity ~Illustrate the chloroplast and how it's components carry out photosynthesis ~Illustrate the process of cellular respiration in the mitochondria	2 weeks	- Identify ATP as an energy-carrying molecule -Identify energy sources used by organisms -Write the equation for photosynthesis and cellular respiration -Describe the process, products, and reactants of photosynthesis and cellular respiration -Compare cellular respiration with photosynthesis	Equations for photosynthesis and respiration Power Presentations Media Gallery DVD Benchmark review worksheet Power Presentations Media Gallery DVD

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*Genetics 1.d students know the central dogma of molecular biology outlines the flow of information from transcription of RNA in the nucleus to translation of proteins on ribosomes in the cytoplasm 4.a Students know general pathway by which ribosomes synthesize proteins, using tRNA's to translate genetic information in mRNA 4.b Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA 4.c Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein 5.a Students know structures, functions of DNA, RNA, and proteins 5.b Students know how to apply base-pairing rules to explain precise copying of DNA during replication and transcription	Students know DNA is contained within the nucleus of eukaryotes and is the basis of genetic information	Benchmark 5; unit quizzes; DNA model	~DNA model ~Replication, Transcription, and Translation lab ~Illustrate a nucleotide ~RNA and DNA Venn Diagram	4 wks	Students: - Describe the structure of DNA. - Differentiate between the structure of DNA and RNA. -Describe the processes of replication and protein synthesis -Describe the interaction of the four nucleotides that make up DNA -Create the three-dimensional structure of DNA -Compare transcription with replication -Differentiate between mRNA, tRNA, and rRNA -Transcribe mRNA codons into amino acids	DNA model DNA/RNA lab Amino acid chart Worksheets

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***Cell Division and Genetic Variation** 2.a Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate during cell division to produce gametes containing one chromosome of each type 2.b Students know only certain cells in a multi-cellular organism undergo meisosis 2.c Students now how random chromosome segregation explains the probability that a particular allele will be in a gamete 2.d Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes 2.e Students know why approximately half of an individual's DNA sequence comes from each parent 2.f Students know role of chromosomes in determining an individual's sex 2.g Students know how to predict possible combinations of alleles in a zygote from the genetic make-up of the parents 3.a Students know how to predict the probable outcome of phenotypes in a genetic cross from the gentoypes of the parent and mode of inheritance 3.b Students know the genetic basis for Mendel's laws of segregation and independent assortment	Students know eukaryotic cells divide to reproduce Students know that genetic make-up influences genetic variation	Benchmark 6; unit quizzes	~Meiosis shoe lab ~Illustrate and describe the process of meiosis ~Punnet Square worksheets ~Traits Lab ~Pheontype vs. Genotype lab ~Sex-determination lab	3 weeks	-Differentiate between body cells and gametes -Compare and contrast the two cell divisions of meiosis - Identify Gregor Mendel and his contributions to genetics. - Manipulate a punnett square to solve a monohybrid problem. - Identify the relationship between a chromosome and a gene. -Describe the mechanisms for sex determination and mutations in humans. -Describe how sexual reproduction create unique gene combinations -Describe and illustrate patterns of inheritance in sex-linked traits	Meiosis model Labs Punnet Square worksheets Benchmark Review worksheet

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* Evolution 6.g Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change 7.a Students know why natural selection acts on the phenotype rather than the genotype of an organism 7.d Students know variation within a species increases the likelihood that at least some members of a species will survive under changes environmental conditions 8.a Students know how natural selection determines the differential survival of groups of organisms 8.d Students know reproductive and geographical isolation affects speciation 8.e Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and	Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the basis of the theory of evolution	Benchmarks 7 & 8; unit quizzes	~Bird Beak lab ~Principles of Natural Selection Activity ~ Allele frequency activity ~Natural Selection in Populations group work ~Genetic Drift lab ~Speciation through Isolation group activity	4 weeks	- Discuss the process of evolution. - Describe the process of Natural Selection. - Identify Charles Darwin and his contributions to the theory of Natural Selection. -Summarize the four factors that affect evolution -Describe the significance of genetic variation within a population -Identify how natural selection acts on the distribution of traits within a population -Explain how gene flow, genetic drift, and sexual selection can lead to the evolution of populations -Give examples of how populations become isolated and how this can lead to speciation -Identify how fossils are used as evidence to support species diversity and mass extinction	Evolution media Media gallery DVD Power Presentations Genetic drift lab Bird beak lab Isolation activity cards

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*Ecology 6.a Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats 6.d Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration 6.e Students know a vital part of an ecosystem is the stability of its producers and decomposers 6.f Students know at each link in a food web some energy is stored in newly made structures by much energy is dissipated into the environment as heat. 6.c Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death	Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide Students can identify relationships between producers and consumers	Benchmark 9; unit quizzes	~Power Presentation 13.2 ~Food chain activity ~Illustrate the hydrologic, nitrogen, and carbon cycle ~Pyramid model activity ~Power Presentation 14.4	2 weeks	-Identify the levels of organization that ecologists study -Identify and give examples of biotic and abiotic factors in an ecosystem -Define biodiversity -Describe and illustrate the structure of a food chain - Explain the trophic levels of food chains -Analyze feeding relationships in a food web -Summarize and illustrate the Earth's hydrologic and biogeochemical cycles -trace the flow of energy through an ecosystem, using an energy pyramid -Relate energy pyramids to food chains and trophic levels -Compare and contrast a biomass pyramid and a pyramid of numbers -Define and give examples of immigration and emigration -Identify factors that limit or increase population growth	Unit resource book Media Gallery DVD Food chain models

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***Body Systems** 10.a Students know the role of the skin in providing nonspecific defenses against infection 10.b Students know the role of antibodies in the body's response to infection 10.c Students know how vaccination protects an individual from infectious diseases 10.d Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections 10.e Students know why an individual with a compromised immune system may be unable to fight off and survive infections	Students know the immune system functions to fight off and prevent disease Students know that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system Students know that organisms with lungs inhale oxygen and exhale carbon dioxide	Benchmark 10; unit quizzes	~Pathogen lab ~Power Presentation 31.2 ~Vaccine activity ~Blood flow map ~Gas exchange worksheet ~Brain Map ~Peripheral Nervous System and Central Nervous System Venn Diagram ~Fetal Pig dissection ~Human Anatomy portfolio	6-8 weeks	-Identify the body systems that protect from pathogens -Describe the cells and proteins that fight the body's infections -Compare passive and Active immunity -Identify nonspecific immune responses and the body systems that produce them -Summarize how the cells of the immune system respond to pathogens -Explain how vaccinations artificially produce acquired immunity -Explain how HIV affects the immune system -Explain how the nervous system and endocrine systems help to maintain homeostasis -Contrast the nervous and endocrine systems of communication	Fetal pigs Heart model Power Presentations Media Gallery images Stethoscope Cell specimens Dissection kits Benchmark Review worksheet Heart Attack Video

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
9 As result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable despite changes in the outside envirnment 9.a Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide 9.b Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment 9.d Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses					-Compare structure and function of the central nervous system and peripheral nervous system -Identify major components, and their functions, of the circulatory and respiratory systems -Explain how gas is exchanged with the lungs	
Career Planning & Management 3.2Understand the scope of career opportunities and know the requirements for education, training, and licensure	Gather and record information	Career Exploration worksheet		2 hrs	Identify and research careers associated with biological applications	
Leadership & Teamwork 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability		FFA Book		20 hrs	-complete a comprehensive FFA book with activities, history and FFA functions. -Maintain a recordbook -conduct on on-going SAE - Participate in FFA activities	

Course Title: **Small Animal Care/ Veterinary Technician**
Department: Agriculture
Career School: Agriculture
Grade Level: 10-12
Fulfills Requirement: CSU Elective Requirement
Prerequisite: Must have completed Ag Science I

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Introduction to Small Animal Care Veterinary Code of Ethics *7.0 Responsibility and Flexibility:* Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings: 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor. 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 7.3 Understand the need to adapt to varied roles and responsibilities. 7.4 Understand that individual actions can affect the larger community. 7.5 Understand the importance of time management to fulfill responsibilities. 7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it. *8.0 Ethics and Legal Responsibilities:* Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms: 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards. 8.3 Understand the role of personal integrity and ethical behavior in the workplace. 8.4 Understand how to access, analyze, and implement quality assurance information.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on activities in the animal lab and veterinary code of ethics handbook.	1 week	Students will understand and be able to recite the major aspects of the Veterinary Code of Ethics.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Introduction to Small Animal Care Animal Welfare Act *8.0 Ethics and Legal Responsibilities:* Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms: 8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards. 8.3 Understand the role of personal integrity and ethical behavior in the workplace. 8.4 Understand how to access, analyze, and implement quality assurance information. *C9.0 Students understand basic animal health:* C9.1 Assess the appearance and behavior of a normal, healthy animal. C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior. C9.3 Understand the causes and control of common animal diseases. C9.4 Understand how to control parasites and why. C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on activities in the animal lab and also have great discussion of the animal welfare act.	2 weeks	Students will know and understand the key aspects of the Animal Welfare Act and write and post this in the classroom. They will also have a group discussion on their view points and many discussions that come up with this act on a daily basis.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Introduction to Small Animal Care Animal Welfare Act Cont. *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. *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. D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals. D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research. D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on activities in the animal lab and also have great discussion of the animal welfare act	2 weeks	Students will know and understand the key aspects of the Animal Welfare Act and write and post this in the classroom. They will also have a group discussion on their view points and many discussions that come up with this act on a daily basis.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Safety Animal Diseases and Safety ***6.0 Health and Safety:*** *Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:* 6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies. 6.3 Understand how to locate important information on a material safety data sheet. 6.4 Maintain safe and healthful working conditions. 6.5 Use tools and machines safely and appropriately. 6.6 Know how to both prevent and respond to accidents in the agricultural industry.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on activities in the animal lab and also have cleanup as part of our daily routine.	1 week	Students will learn and complete a report on an animal disease that can be spread to humans. They will also learn and demonstrate cleanliness in a veterinary clinic as well as the use of proper disinfectants. They will be graded on this on a daily basis of cleanup and proper sanitation.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

Course Title: **Small Animal Care/ Veterinary Technician**
Department: Agriculture
Career School: Agriculture
Grade Level: 10-12
Fulfills Requirement: CSU Elective Requirement
Prerequisite: Must have completed Ag Science I

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Safety Animal Diseases and Safety *C9.0 Students understand basic Animal Health* C9.1 Assess the appearance and behavior of a normal, healthy animal. C9.2 Understand the ways in which housing, animal health: sanitation, and nutrition influence animal health and behavior. C9.3 Understand the causes and control of common animal diseases. C9.4 Understand how to control parasites and why. C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on activities in the animal lab while teaching, demonstrating and practicing vaccinations, sanitation, controlling parasites and general animal health.	1 week	Students will know and identify signs and behaviors of sick or diseased animals as well as proper sanitation procedures. They will also administer medicine to prevent parasites to a cat and dog as well as know and write the withdrawl times of many medications.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Safety Animal Diseases and Safety ***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. D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and hands on activities in the animal lab and demonstrate proper administration of medicines.	1 week	Students will view and research the sign of sick animals and how too prevent as well as treat diseases. They will also view animals as well as learn and take notes on some symptoms and signs the animal may have as well as know what diseases can be spread to humans and how to prevent this.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Careers in Small Animal Care, Employability and Veterinary School ***3.0 Career Planning and Management*** *Students understand how to make effective decisions, use career information, and manage personal career plans:* 3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers. 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure. 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options. 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society. 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning. 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.		Tests, quizzes, group evaluation, individual evaluation. Career report.	Lecturing with power points, pictures, slides, videos and computer based learning and research of the many animal based careers, employability and opportunities in college that are out there.	3 weeks	Students understand how to make effective decisions, use career information, and manage personal career plans: while researching an animal career of their choice and writing a paper on it and presenting a poster board to the class.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Dogs, Cats, Rabbits, Hamsters, Gerbils, Rats and Mice *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.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and computer based learning, research and hands on activities with dogs, cats, rabbits, hamsters, gerbils, rats and mice.	2 weeks	Students will learn, write and research the many aspects of Dogs, cats, rabbits, hamsters, gerbils, rats and mice and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Dogs, Cats, Rabbits, Hamsters, Gerbils, Rats and Mice cont. *D2.0 Students understand key principles of animal nutrition:* D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil. D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics. D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems. 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.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and computer based learning, research and hands on activities with dogs, cats, rabbits, hamsters, gerbils, rats and mice.	3 weeks	Students will learn, write and research the many aspects of Dogs, cats, rabbits, hamsters, gerbils, rats and mice and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Dogs, Cats, Rabbits, Hamsters, Gerbils, Rats and Mice cont. *D4.0 Students understand animal reproduction, including the function of reproductive organs:* D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination). D4.2 Understand the gestation process and basic fetal development. D4.3 Understand the parturition process, including the identification of potential problems and their solutions. D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture. D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and computer based learning, research and hands on activities with dogs, cats, rabbits, hamsters, gerbils, rats and mice.	2 weeks	Students will learn, write and research the many aspects of Dogs, cats, rabbits, hamsters, gerbils, rats and mice and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Dogs, Cats, Rabbits, Hamsters, Gerbils, Rats and Mice cont. *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. D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and computer based learning, research and hands on activities with dogs, cats, rabbits, hamsters, gerbils, rats and mice.	2 weeks	Students will learn, write and research the many aspects of Dogs, cats, rabbits, hamsters, gerbils, rats and mice and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Dogs, Cats, Rabbits, Hamsters, Gerbils, Rats and Mice cont. *D10.0Students 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.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and computer based learning, research and hands on activities with dogs, cats, rabbits, hamsters, gerbils, rats and mice.	2 weeks	Students will learn, write and research the many aspects of Dogs, cats, rabbits, hamsters, gerbils, rats and mice and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Reptiles, Fish and Amphibians *C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:* C4.1 Understand the evolution and roles of domesticated animals in society. C4.2 Know the differences between domestication and natural selection. C4.3 Understand the modern-day uses of animals and animal by-products. C4.4 Understand various points of view regarding the use of animals. C4.5 Understand unique and alternative uses of animals. C6.0 Students understand animal anatomy and systems: C6.1 Know the names and locations of the external anatomy of animals. C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and computer based learning and research, as well as hands on activities with Reptiles and Amphibians.	2 weeks	Students will learn, write and research the many aspects of reptiles, fish and amphibians and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Reptiles, Fish and Amphibians Cont. *C8.0 Students understand fundamental animal nutrition and feeding:* C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water). C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems. C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations. *C9.0 Students understand basic animal health:* C9.1 Assess the appearance and behavior of a normal, healthy animal. C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior. C9.3 Understand the causes and control of common animal diseases. C9.4 Understand how to control parasites and why. C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and computer based learning and research, as well as hands on activities with Reptiles and Amphibians.	2 weeks	Students will learn, write and research the many aspects of reptiles, fish and amphibians and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Reptiles, Fish and Amphibians Cont. 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. *D2.0 Students understand key principles of animal nutrition:* D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil. D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics. D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems. D2.4 Understand how animal nutrition is affected by the digestive, endocrine, and circulatory systems.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and computer based learning and research, as well as hands on activities with Reptiles and Amphibians.	2 weeks	Students will learn, write and research the many aspects of reptiles, fish and amphibians and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Reptiles, Fish and Amphibians Cont. *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. *D4.0 Students understand animal reproduction, including the function of reproductive organs:* D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination). D4.2 Understand the gestation process and basic fetal development. D4.3 Understand the parturition process, including the identification of potential problems and their solutions.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and computer based learning and research, as well as hands on activities with Reptiles and Amphibians.	2 weeks	Students will learn, write and research the many aspects of reptiles, fish and amphibians and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Reptiles, Fish and Amphibians Cont. *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. D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.		Tests, quizzes, group evaluation, individual evaluation.	Lecturing with power points, pictures, slides, videos and computer based learning and research, as well as hands on activities with Reptiles and Amphibians.	2 weeks	Students will learn, write and research the many aspects of reptiles, fish and amphibians and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life.	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Reptiles, Fish and Amphibians Cont. *D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):* D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs). D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals. D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals. D11.4 Understand how to develop, maintain, and use growth and management records for specialty animals. **Leadership & Teamwork** 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America, and competitive career development activities enhance academic skills, promote career choices, and contribute to employability		Tests, quizzes, group evaluation, individual evaluation. FFA Book Recordbook	Lecturing with power points, pictures, slides, videos and computer based learning and research, as well as hands on activities with Reptiles and Amphibians.	2 weeks 20 hrs	Students will learn, write and research the many aspects of reptiles, fish and amphibians and all of the parts, breeds, nutrition, daily care, diseases and many other aspects of the animals life. -complete a comprehensive FFA book with activities, history and FFA functions. -Maintain a recordbook -conduct on on-going SAE - Participate in FFA activities	-Agri-Science, Fundamentals and Applications, Elmer L. Cooper, Delmar Publishers, Inc. - Small Animal Care and Management, Warren, D. Delmar, Cengage Learning. 2002.

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Fulfills Requirement: CSU Elective Requirement
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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials

Department: Agriculture
Course Title: Retail Floral Shop

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Careers in Retail Floral Business and Professional Organizations: Students will explore careers in the retail flower business. CAS – English-Language Arts: Writing: 2.2: 2.5 CAS – English-Language Arts: Reading 2.1 CAS – English-Language Arts: Communication 2.0 CAgS – Career Planning & Management: 3.1; 3.2; 3.4; 3.5; 3.6 CAS – Visual Arts: Creative Expression 2.2	Introductory information Advanced Floral Class	Students will be assessed on their ability to write a resume, cover letter, and create a portfolio of their work.	Lecture and cooperative groups	5 days	Taking notes, sharing, and analyzing	Floriculture Designing & Merchandising – Second Edition - Charles Griner – Delmar The Art of Floral Design – Second Edition – Norah T. Hunter Floral Design & Marketing – Gary A. Anderson – Ohio Agricultural Education Curriculum Materials Service
Buying: Students will be able to increase net profits by careful and selective buying. • Perishable merchandise • Non-perishable items CAS – Mathematics: Algebra I - 1.1, 10.0, 12.0, 13.0, 15.0 CAS – English-Language Arts: Reading 2.1 CAS – Writing:2.2: 2.5 CAgS – Problem Solving & Critical Thinking: 5.1; 5.2; 5.3	Pricing strategies Advanced Floral Class	Students will be assessed on their ability to create a materials list for flower and balloon arrangements and other products. They will use list to determine which vendors to purchase from using price and quality as factors in their purchasing choice.	Lecture, Demo, Cooperative groups	10 days	Sharing, analyzing, solving, written orders, verbal ordering.	Floriculture Designing & Merchandising – Second Edition - Charles Griner – Delmar Floral Design & Marketing – Gary A. Anderson – Ohio Agricultural Education Curriculum Materials Service

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Course Title: Retail Floral Shop

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Pricing: To calculate the cost of floral products • Determining unit costs • Markup • Profit CAS – Mathematics: Algebra I - 1.1; 10.0; 12.0; 13.0; 15.0 CAS – Mathematics: Probability & Statistics 8.0 CAS – History-Social Science: Economics 12.2.2; 12.2.4; 12.2.5 CAgS – Ornamental Horticulture: F11.4	Pricing strategies Advanced Floral Class. Mathematics	Quiz, Testing, Skills test: Pricing all products sold in the shop.	Lecture, Demo, cooperative groups	10 days	Analyzing, creating, solving, sharing, identify expenses, determine selling price, and calculate profit.	Floriculture Designing & Merchandising – Second Edition - Charles Griner – Delmar Floral Design & Marketing – Gary A. Anderson – Ohio Agricultural Education Curriculum Materials Service
Selling in the flower shop: To develop skills in retail sales. • Salesmanship • Upselling • Telephone sales CAS – Writing: 2.2 CAS – English-Language Arts: Listening & Speaking 2.3; 1.8 CAS – English-Language Arts: Communications: 2.0 CAgS – Problem Solving & Critical Thinking: 5.1; 5.2; 5.3 CAgS – Responsibility & Flexibility: 7.1; 7.2; 7.3; 7.4; 7.5 CAgS – Ethics & Legal Responsibilities: 8.2; 8.3 CAgS – Leadership & Teamwork: 9.5	Pricing strategies, traditional flower arranging, and balloon work skills learned for Floral Design and Advanced Floral. Written English – language skills. Mathematics	Quiz, Test and Skills test: Performing a phone sale, and person to person sale.	Lecture, Demo, Modeling	20 days	Creating, solving, analyzing, perform phone, and one on one sale's.	Floriculture Designing & Merchandising – Second Edition - Charles Griner – Delmar Floral Design & Marketing – Gary A. Anderson – Ohio Agricultural Education Curriculum Materials Service

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Displays: To plan a visual display • Primary purposes of displays. • Categories of displays • Designing display arrangements. CAgS – Ornamental Horticulture: F11.1; F11.2; F11.3; F11.4 CAS – Visual Arts: Artistic Perception 1.1; 1.2; 1.3 CAS – Visual Arts: Creative Expression 2.1 CAS – Visual Arts: Aesthetic Valuing 4.4 CAS – Visual Arts: Connection, Relationship, & Application 5.1	Skills learned in Floral Design and Advanced Floral Classes.	Quiz, Test and Practical application.	Lecture, Demo, Modeling.	20 hours	Solving, Construction, Analyzing, Creating Seasonal displays.	Floriculture Designing & Merchandising – Second Edition - Charles Griner – Delmar The Art of Floral Design – Second Edition – Norah T. Hunter Floral Design & Marketing – Gary A. Anderson – Ohio Agricultural Education Curriculum Materials Service
Delivery: To identify the components and the importance of a floral delivery system. • Delivery categories and charges. • Processing an order for delivery. • Making the delivery. CAS – Mathematics: Algebra I - 1.1 CAS – English – Language Arts: Writing 2.2	Floral Design and Advanced Floral classes. Written English-language skills. Mathematics	Quiz, Test, and Practical application.	Lecture, Demo, Modeling, Cooperative groups.	10 hours	Solving, Analyzing, Performing deliveries.	Floriculture Designing & Merchandising – Second Edition - Charles Griner – Delmar Floral Design & Marketing – Gary A. Anderson – Ohio Agricultural Education Curriculum Materials Service

Department: Agriculture
Course Title: Retail Floral Shop

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Accounting; Bookkeeping; Keeping Records: To understand the fundamentals involved in bookkeeping. • Record keeping. • Cash register. • Credit CAS – Mathematics: Algebra I - 1.1, 10.0, 12.0, 13.0, 15.0 CAS – Mathematics: Probability & Statistics 8.0 CAS – English-Language Arts: Reading 2.1 CAgS – Technology: 4.2 CAgS – Problem Solving & Critical Thinking: 5.1; 5.2; 5.3	Mathematics Computer skills FFA record book skills	Quiz, Test, and Their ability to apply practical skills.	Lecture, Demo, Cooperative groups	30 hours	Solving, Analyzing, Creating a spread sheet, Keeping tract of sales and expenses.	Floriculture Designing & Merchandising – Second Edition - Charles Griner – Delmar Floral Design & Marketing – Gary A. Anderson – Ohio Agricultural Education Curriculum Materials Service
Processing Customer Orders: Students will be able to take, process, and complete customer orders. • Floral arrangements – All occasions. • Balloon arrangements – All occasions. CAS – Writing 2.0 CAgS – Responsibility & Flexibility: 7.3; 7.5; 7.6 CAgS – Leadership & Teamwork: 9.5 CAgS – Ornamental Horticulture: F11.1; F11.2; F11.3; F11.4 CAS – Visual Arts: Creative Expression 2.1; 2.2	Skills from Floral Design and Advanced Floral classes.	Their ability to apply practical skills.	Directed application, Cooperative groups	70 hours	Create, Solving, Delivering, Selling, Ordering, Managing. Students are required to work in the Floral Shop during lunch one day each week.	Floriculture Designing & Merchandising – Second Edition - Charles Griner – Delmar Floral Design & Marketing – Gary A. Anderson – Ohio Agricultural Education Curriculum Materials Service

Department: Agriculture
Course Title: Retail Floral Shop

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
FFA: Students will gain a basic understanding of the National FFA Organization and leadership opportunities gained through FFA participation. • Maintain a complete and accurate record book. • Demonstrate an understanding of the different degrees, while working towards them. CAS – Writing: 2.2 CAgS – Leadership & Teamwork: 9.1; 9.2; 9.6	Basic understanding of the FFA, Record Book, and Activities.	Their ability to achieve the next FFA degree.	Lecture, hands-on	10 hours	Maintain an accurate FFA record book. Appling for the next FFA degree. Involvement in FFA activities: 2 activities per semester.	FFA chapter Program of Work (POW)
CAS – California Academics Standards CAgS – California Agriculture and Natural Resources Industry Sector Model Curriculum Standards						

Department: **Agriculture**
Course Title: **Advanced Floral Design**

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Exploring Careers in the retail flower business and professional organizations **Objective:** To explore careers in retail flower business and to identify professional trade organizations organized to assist retail florist. CAS – English-Language Arts: Writing: 2.2: 2.5 CAS – English-Language Arts: Reading 2.1 **CAgS: Foundation Standards: 3.0 Career Planning and Management:** *3.1 Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.* *3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.* *3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary* options. *3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.* *3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.* *3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills and preparation of a portfolio.*	Floral Design	Written Report Quiz Unit Test	Lecture	15 hours	Students will visit at least 4 different types of flower shops. Student will write a paper, including: • Identify the jobs available in the retail business • Describe the duties of various jobs in the retail business • Identify two types of florist • Describe the training requirements for a job in the retail flower shop • List several professional organizations organized to assist retail florist • Identify membership requirements	Floriculture Design & Merchandising, Charles Griner, Delmar Publishers The Art of Floral Design, Norah T. Hunter, Delmar Publishers

Department: **Agriculture**
Course Title: **Advanced Floral Design**

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Pricing Strategies **Objective:** To calculate the cost of floral products. **CAgS: Foundation Standards: 5.0 Problem Solving and Critical Thinking:** ***5.1*** *Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.* ***5.2*** *Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.* ***5.3*** *Use critical thinking skills to make informed decisions and solve problems.* **CAgS: F Ornamental Horticulture Pathway: Fll.0 Students understand basic floral design principles:** ***F11.4*** *Understand marketing and merchandising principles used in the floral industry.* **CAS – Mathematics: Algebra** ***(13.0)*** *Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.* ***(15.0)*** *Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.*	Floral Design	Worksheets Quiz Unit Test	Lecture Modeling	15 hours	Students will: • Calculate the cost of goods for floral items • Use three pricing strategies to calculate the retail value floral items • Define leader pricing	Floriculture Design & Merchandising, Charles Griner, Delmar Publishers The Art of Floral Design, Norah T. Hunter, Delmar Publishers

Department: **Agriculture**
Course Title: **Advanced Floral Design**

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Drying and arranging permanent flowers **Objective:** To dry and preserve flowers and foliage, and to construct arrangements using permanent flowers. **CAgS: Foundation Standards: 5.0 Problem Solving and Critical Thinking:** ***5.1*** *Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.* ***CAgS: F Ornamental Horticulture Pathway:Fll.0 Students understand basic floral design principles:*** ***F11.1*** *Understand the use of plant materials and tools.*	Floral Design	Demonstration of skills covered Quiz Unit Test	Lecture Demonstration Group and individual activities	25 hours	Students will: • Select and dry flowers by the hanging method • Select and dry flowers by the desiccant – drying method • Preserve flowers and foliage using the glycerin method • Bleach and dye dried flowers and foliage • Identify the different types of permanent flowers • State two methods of making silk flowers • Identify a number of dried and preserved flowers	Selection of flowers, foliage, containers and materials used in drying. Floriculture Design & Merchandising, Charles Griner, Delmar Publishers The Art of Floral Design, Norah T. Hunter, Delmar Publishers

Department: **Agriculture**
Course Title: **Advanced Floral Design**

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Wedding Flowers **Objective:** To design decorations for a wedding and reception. **CAgS: Foundation Standards: 5.0 Problem Solving and Critical Thinking:** ***5.1*** *Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.* ***CAgS: F Ornamental Horticulture Pathway: F11.0 Students understand basic floral design principles:*** ***F11.2*** *Apply basic design principles to products and designs.* ***F11.3*** *Handle, prepare, and arrange cut flowers appropriately.*	Floral Design	Student demonstration of a wedding consultation, complete wedding created by students.	Lecture Demonstration Group activities Role playing	30 hours	Students will: • Complete a wedding order form • Design a bridal bouquet • Design a bouquet for the bride's attendants • Identify the areas decorated for a wedding • Identify decorations used for the reception and rehearsal dinner	Selection of flowers, foliage, containers, balloons, materials used for weddings. Floriculture Design & Merchandising, Charles Griner, Delmar Publishers The Art of Floral Design, Norah T. Hunter, Delmar Publishers

Department: **Agriculture**
Course Title: **Advanced Floral Design**

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Sympathy Flowers **Objective:** To make sympathy floral designs. **CAgS: Foundation Standards: 5.0 Problem Solving and Critical Thinking:** ***5.1*** *Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.* ***CAgS: F Ornamental Horticulture Pathway: F11.0 Students understand basic floral design principles:*** ***F11.2*** *Apply basic design principles to products and designs.* ***F11.3*** *Handle, prepare, and arrange cut flowers appropriately.*	Floral Design	Student demonstration of a sympathy consultation, completion of sympathy work created by students.	Lecture Demonstration Group activities Role playing	30 hours	Students will • Identify the different types of sympathy flowers • Construct a standing spray • Construct a sympathy wreath	Selection of flowers, foliage, containers and materials used for sympathy work. Floriculture Design & Merchandising, Charles Griner, Delmar Publishers The Art of Floral Design, Norah T. Hunter, Delmar Publishers

Department: **Agriculture**
Course Title: **Advanced Floral Design**

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Decorated Potted Plants **Objective:** To decorate potted plants **CAgS: Foundation Standards: 5.0 Problem Solving and Critical Thinking:** ***5.1*** *Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.* ***CAgS: F Ornamental Horticulture Pathway: F11.0 Students understand basic floral design principles:*** ***F11.1*** *Understand the use of plant materials and tools.* ***F11.2*** *Apply basic design principles to products and designs.*	Floral Design	Demonstration Student project Quiz Unit Test	Lecture Demonstration Student activities	5 hours	Students will: • Decorate a potted plant using florist foil • Decorate potted plants using preformed pot covers • Decorate potted plants using a jardinière • Decorate dish gardens	Selection of flowering and foliage plants, containers and materials used to decorate potted plants. Floriculture Design & Merchandising, Charles Griner, Delmar Publishers The Art of Floral Design, Norah T. Hunter, Delmar Publishers

Department: **Agriculture**
Course Title: **Advanced Floral Design**

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Conditioning and Storing Cut Flowers and Greens **Objective:** To receive a shipment of flowers and treat them in a manner that extends the keeping quality of the flowers. **CAgS: Foundation Standards: 5.0 Problem Solving and Critical Thinking:** ***5.1*** *Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.* ***CAgS: F Ornamental Horticulture Pathway: F11.0 Students understand basic floral design principles:*** ***F11.1*** *Understand the use of plant materials and tools.* ***F11.3*** *Handle, prepare, and arrange cut flowers appropriately.*	Floral Design	Demonstration by students Quiz Unit Test	Lecture Demonstrations	20 hours	Students will: • Identify causes of premature flower deterioration • Identify the steps in handling a shipment of flowers • Demonstrate proper stem treatment • Describe the benefits of floral preservatives • Identify storing requirements of flowers and greens • Identify how flowers should be handled in the home	Floriculture Design & Merchandising, Charles Griner, Delmar Publishers The Art of Floral Design, Norah T. Hunter, Delmar Publishers

Department: **Agriculture**
Course Title: **Advanced Floral Design**

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
FFA **Objective:** **CAgS: Foundation Standards: 9.0 Leadership and Teamwork:** *9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.* **CAgS: Foundation Standards: 10.0 Technical Knowledge and Skills:** ***10.1** Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.* ***10.2** Manage and actively engage in a career-related, supervised agricultural experience.*	Floral Design		Demonstration , groups, collaboration	20 hours	Students will: • Maintain and complete an FFA record book on computer • Review the history of the FFA • Participate in various meetings and fundraisers	

Department: AGRICULTURAL
Course Title: HORTICULTURE I

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Careers In Plant Science 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.	Elective	Test & Quizzes	-Lecture -Guest Speaker -Field Trip	1 wk	-Create list of possible jobs and career -Make an outline of resume, application and job requirements	Class Text: "Introductory Horticulture" 5th edition Reiley and Shry Delmar Publication
Plant Propagation 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Elective	Unit Test	-Labs in Green House -Written Tests -Lab Practicum	4 wks	-Plant Flats -Seed Trials -Propagate by cuttings -Direct Planting	Class Text and handouts
Plant Anatomy and Physiology 1.d Formulate explanations by using logic and evidence.	Elective	-Unit test -Class assignments	-Plant part collection -Leaf Collection -Lab work	1 wk	-Compare plant types -Physical comparisons of plant parts -Note taking	Class Text
Landscaping and Design 1.a Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	Elective	-Drawing Scores -Unit test -Quizzes -Lab Scores	Lecture/demonstration	2 wks	-Drawings to scale -Landscape sketches and drawings -Selecting plants for various yard plans	Class Text Handouts

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Course Title: HORTICULTURE I

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Soils, Compounds and Chemistry 1.j Recognize the issues of statistical variability and the need for controlled test.	Elective	-Unit Tests -Lab tests -Soils Labs	Lecture/demos	4 wks	-Take soil samples -Test soils chemically -Do texture tests -Mix soils for plant needs	Text: Soil Science & Management By: Plaster 1992 edition Delmar Publishing
Irrigation and Drainage	Elective	-Water math Tests -Lab scores -Project scores	-Lectures -Demonstrations -Directed Labs	4 wks	- Do water problems -Calculate water needs -Participate in labs -Install water lines	Class texts
Plant Nutrition 1.c Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	Elective	Quizzes	Demonstrations in Greenhouse and directed reading	2 wks	-Fertilizer Trials -Read about plant need according to plant type -Scheduling for plant needs	Class texts
Bedding Plants	Elective	-Tests -Lab Practicum scores	Lecture and Lab Work	3 wks	-Do directed reading -Do labs in greenhouse -Transplant and do landscape work	Handouts and class text
Integrated Pest Management 1.1 Establish a controlling impression or coherent thesis tat conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Elective	Tests and quiz scores	Lecture/discussion	2 wks	-Reading assignments -Collect Bugs -Identify Insects	Class texts and handouts

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Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Green House Management (12.2.5) Understand the process by which competition, and profit in a market economy.	Elective	Test Scores and work points	Demonstrations and direct instruction	2 wks	-Work in green house -Evaluate space in green house -Learn about air movement -Learn about temp. and climate control	Class text and practical experience in green house
Lawn and Turf Management 1.1 Establish a controlling impression or coherent thesis tat conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Elective	-Unit test -Work points	-Directed Reading -Lecture -Lab problems	4 wks	-Install a lawn @ school -Install Water System -Reading assignments	Class text
Floral	Elective	Quiz	Discussion/lecture	1 wk	-Take notes -Identify Flowers -View Topiary projects	Class texts
Tree and Vine Propagation	Elective	-Test and Quiz	Lecture and demonstrations in lab	2 wks	Take notes and work in the green house w/ cuttings	Class text and class handouts

Department: AGRICULTURAL
Course Title: HORTICULTURE I

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Environmental Concerns 1.m Investigate s science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.	Elective	-Note book Scores -Tests	-Video on Environment -Lecture	2 wks	-Make lists of Enviro. Concerns -Take notes -Do visual surveys	Class texts
House Plants	Elective	Unit quiz	Lecture	1 wk	-Identify Plants -Determine house plant needs	Class text Sunset New Western Garden Book Lane Publishing Co. 1984

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Course Title: HORTICULTURE I

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
FFA **Objective:** **CAgS: Foundation Standards: 9.0 Leadership and Teamwork:** *9.2* Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability. **CAgS: Foundation Standards: 10.0 Technical Knowledge and Skills:** ***10.1*** Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available. **10.2** Manage and actively engage in a career-related, supervised agricultural experience.			Demonstration , groups, collaboration	20 hours	Students will: • Maintain and complete an FFA record book on computer • Review the history of the FFA • Participate in various meetings and fundraisers	

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Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Unit I: Introduction to Art ***A. The Variety of Art*** *1. Artistic perception* ***B. When is it Art?*** *1. Philosophy of Arts* *2. Aesthetic Value of Objects* *3. Artistic Inspirations* *4. Art Appreciation* ***5.** The Art World* ***C. Floral Symbolism*** *1. Identify flowers and foliage and their symbolism in art.* *a. Historical and modern works of art* *b. Cultural* *c. Design* *d. Ikebana* **Unit II: Historical Contributions and Cultural Dimensions** ***A. Interpretation*** *1. The meaning of art* *2. Elements of Art History* ***B. History of Floral Art*** *1. The Floral Art Designs of Ancient Civilizations* *2. Floral visual art design styles and their origination*	• ***CAS: Role and Development of the Visual Arts*** 3.1 Identify similarities and differences in the purposes of art created in selected cultures. 3.2 Identify and describe the role and influence of new technologies on contemporary works of art. • ***CAS: Diversity of the Visual Arts*** 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art. 3.4 Discuss the purposes of art in selected contemporary cultures. Students will read; complete research and written assignments, students will demonstrate understanding of the purposes of art in history and culture. **CAgS: Foundation Standards: *2.2 Writing*** 2.3 Write expository compositions, including analytical essays and research reports		• Direct instruction • Demonstrations • Project-based learning • Lecture • Cooperative learning • Reading assignments • Video and CD-ROM lessons • Exhibitions of student art work • Peer and teacher evaluation • Interactive Notebook • Art/Floral work portfolio Class discussions		• Students will write an art evaluation on one of the below: Ikebana Design, Vincent Van Gogh, Pablo Picasso, Edouard Monet, Klaus Wagner, Gregor Lersch, Els and George Hazenberg, Georgia O'Keeffe, Pierre Renoir • Students will create an *Interactive Notebook* that will contain: class notes from lectures, drawings, and class exercises. Students will build upon this notebook through each unit of instruction utilizing both sides of the brain. • Students will research and write a description of the historical symbolism of specific flowers and foliage. • Students will research and write a paper on a historical period in floral art. • Students will create a floral art arrangement which represents the historical period • Students will make an oral presentation of their research paper and floral art arrangement. • Students will choose a flower or foliage, find the symbolism and from it create a floral design. • Add information, lecture notes, and drawings to *Interactive Notebook* on historical flower symbolism	**The Art of Floral Design,** Norah T. Hunter, 2nd Edition, Delmar **Floriculture Designing & Merchandising,** 2nd Edition, Charles Griner, Delmar publisher **Art Talk**, Rosalind Ragans, Glencoe & McGraw-Hill publisher **The Natural Way to Draw**, Kimon Nicolaides Discovering Art History, Gerald F. Bromer, Davis publisher **The Floral Artist's Guide**, Pat Diehl Scace, Delmar publisher

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Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
C. Research the Influences of Floral Artists of the 20th and 21st Century *1. Styles and techniques* *2. Artistic Inspirations* *3. Visual themes used in various cultures* *4. Artistic components of various time periods and cultures* *5. Time periods in floral art history* *6. Historical style and periods* *7. Floral art design: culture, ethnicity, time periods, and media* *8. Cultural Themes: religious, holiday, funeral and wedding* *9. Cultural Design* 10. Design alternatives **Unit III: Aesthetic Valuing and Making Judgments on Individual Works of Art**	**Students will** read; complete research and written assignments, students will demonstrate understanding of the purposes of art in history and culture. **Students will** recognize specific characteristics distinguishing art periods and movements and organize images and relevant historical information using a timeline. Students will evaluate and analyze work based on historical and cultural expression and purpose. Students will investigate the work of contemporary artists and relate them to artists who preceded them in written assignments. **CAgS: Foundation Standards: 5.0 Problem Solving and Critical Thinking** 5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks. 5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components. 5.3 Use critical thinking skills to make informed decisions and solve problems.		• Direct instruction • Demonstrations • Project-based learning • Lecture • Cooperative learning • Reading assignments • Video and CD-ROM lessons • Exhibitions of student art work • Peer and teacher evaluation • Interactive Notebook • Art/Floral work portfolio Class discussions		• Evaluation of art examples from various time periods • Create a visual presentation on history of Floral Design • Project on floral art history and specific art periods including: European Period, Impressionistic Era, Oriental Influence, and American Styles • Create a two and three dimensional visual display of floral art: Freeform Expression, Geometric Mass, Art Deco, Art Noveau, and Modern Contemporary through the use of various media • Practicum using a given theme: two dimensional layouts, three-dimensional arrangements, fresh and dry cut flower designs, and container arrangements • Complete a floral art three-dimensional Critique Sheet for historical periods • Create floral design arrangements with emphasis on elements and principles of design • Create verbal and written reflections for floral design project utilizing student's *Interactive Notebook* • Develop a portfolio including two-dimensional drawings, three-dimensional sculptures, and artworks' critiques. Minimum of five pieces required. • Demonstrate knowledge of influential art periods through a cultural and historical 3-5 page research paper.	**The Art of Floral Design,** Norah T. Hunter, 2nd Edition, Delmar **Floriculture Designing & Merchandising,** 2nd Edition, Charles Griner, Delmar publisher **Art Talk**, Rosalind Ragans, Glencoe & McGraw-Hill publisher **The Natural Way to Draw**, Kimon Nicolaides Discovering Art History, Gerald F. Bromer, Davis publisher **The Floral Artist's Guide**, Pat Diehl Scace, Delmar publisher

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Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
A. Works of Art and Aesthetic Value 1. *Critique works of art using appropriate visual arts terms* 2. *Analyze art works in terms of art elements and design principles* 3. *Apply sensory qualities to works of floral art* 4. *Explores various styles and periods of viewed art* 5. *Evaluate and critique art elements and art principles used in others and own works of art* **Unit IV: Art Elements of Design** ***A. Lines*** 1. *Implied and expressive use of line in visual art works* 2. *Vertical, horizontal, and diagonal use of line in floral art works* ***B. Shapes/Forms*** 1. *Shape and form in visual art works*	• ***CAS: Develop Perceptual Skills and Visual Arts Vocabulary*** 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own. 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination. • ***CAS: Analyze Art Elements and Principles of Design*** 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work. 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design. ***CAgS: Ornamental Horticulture Pathway F11.0 Students understand basic floral design principles:*** F11.2 Apply basic design principles to products and designs. F11.3 Handle, prepare, and arrange cut flowers appropriately.		• Direct instruction • Demonstrations • Project-based learning • Lecture • Cooperative learning • Reading assignments • Video and CD-ROM lessons • Exhibitions of student art work • Peer and teacher evaluation • Interactive Notebook • Art/Floral work portfolio Class discussions		• Analyze and interpret student and others' work through critiques and rubrics. • Develop and convey floral art knowledge using visual art terminology in an oral presentation for floral art. • Complete worksheet for elements and principles of design • Create a design project utilizing all elements and principles of design • Emotions and color influence project • Create a Color Wheel • Additions to student art and floral Portfolio Projects: application using triangular, circular, vertical, and horizontal floral art designs and applying hue, primary, secondary, tertiary, warm, cool, value, tint, tone, and shades to floral artworks • Add information, notes, and drawing to *Interactive Notebook* on color harmony, value, and schemes • Complete worksheet for elements and principles of design • Create a design project utilizing all elements and principles of design • Emotions and color influence project • Create a Color Wheel • Add information, notes, and drawing to *Interactive Notebook* on color harmony, value, and schemes	**The Art of Floral Design,** Norah T. Hunter, 2nd Edition, Delmar **Floriculture Designing & Merchandising,** 2nd Edition, Charles Griner, Delmar publisher **Art Talk**, Rosalind Ragans, Glencoe & McGraw-Hill publisher **The Natural Way to Draw**, Kimon Nicolaides Discovering Art History, Gerald F. Bromer, Davis publisher **The Floral Artist's Guide**, Pat Diehl Scace, Delmar publisher

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2. Visual art elements of shape and form in design through ***C. Colors*** *1. The origin of color through visual art* *2. Color harmony in various art works* *3. Use of monochromatic, analogous, complementary, and triadic schemes in student and other visual art works* ***D. Textures*** *1. Visual and tactile components in floral art using fine, medium, and course-textured media* *2. Container and material components of floral art* *3. Flower and foliage use through arrangements* ***E. Value*** *1. Light and dark in visual art designs* *2. Light and dark change in floral art*	• ***CAS: Impact of Media Choice*** 1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work. 1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts. **Students will** develop perceptual skills and visual arts vocabulary through reading, viewing art images, discussion, and written and oral analysis. Students will learn the Elements of Art and The Principals of Design, traditional and contemporary art materials and methods. Students will do in-depth research on the style and history of chosen artists using texts, museum resources and the Internet to complete written and oral assignments. Students will evaluate images according to themes.		• Direct instruction • Demonstrations • Project-based learning • Lecture • Cooperative learning • Reading assignments • Video and CD-ROM lessons • Exhibitions of student art work • Peer and teacher evaluation • Interactive Notebook • Art/Floral work portfolio Class discussions		• Classroom Color Display Board • Additions to student art and floral Portfolio Projects: applying focal point to student works • Create a presentation board displaying basic drawing and layout skills • Create mosaic art designs for floral art using paper and tile. • Create and display flower and foliage media techniques for specific floral art: Mass Flower and Foliage, Filler Flower and Foliage, Line Flower and Foliage, Form Flower and Foliage, Fresh Flower and Foliage, Dry Flower and Foliage, and Artificial Flower and Foliage. • Create a floral project applying mechanics, materials, and media through an introduction to proper care, proper usage, equipment and media. • Create a floral project displaying specific artists' styles and techniques using Oriental, European, and Exhibition Styles • Student will evaluate his/her floral art project and support a position regarding the aesthetic value of the project and either change or defend position after considering views of others.	**The Art of Floral Design,** Norah T. Hunter, 2nd Edition, Delmar **Floriculture Designing & Merchandising,** 2nd Edition, Charles Griner, Delmar publisher **Art Talk**, Rosalind Ragans, Glencoe & McGraw-Hill publisher **The Natural Way to Draw**, Kimon Nicolaides Discovering Art History, Gerald F. Bromer, Davis publisher **The Floral Artist's Guide**, Pat Diehl Scace, Delmar publisher

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F. Space and Depth *1. The use of space in two and three-dimensional visual art designs* *2. Interpret space in our environment* *3. The use of space in visual designs by applying angling and overlapping media in floral art designs* *4. Significance of size and color of media in Floral Art* **Unit V: Principles of Art Design** ***A. Balance*** *1. Symmetrical and asymmetrical balance in floral art* *2. Asymmetrical or symmetrical balance through developing floral art works* *3. Radial and open balance in visual art designs* ***B. Proportion/Scale***	• ***CAS: Skills, Processes, Materials, and Tools*** 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. 2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills. 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video). 2.4 Review and refine observational drawing skills. • ***CAS: Communication and Expression Through Original Works of Art*** 2.5 Create an expressive composition, focusing on dominance and subordination. 2.6 Create two or three-dimensional work of art that addresses a social issue. ***CAgS: Ornamental Horticulture Pathway F11.0 Students understand basic floral design principles:*** F11.3 Handle, prepare, and arrange cut flowers appropriately.		• Direct instruction • Demonstrations • Project-based learning • Lecture • Cooperative learning • Reading assignments • Video and CD-ROM lessons • Exhibitions of student art work • Peer and teacher evaluation • Interactive Notebook • Art/Floral work portfolio Class discussions		• Create a mosaic art design utilizing geometric shapes • Emotional poetic, color influenced project designed visually for floral art • Historical time periods and artistic works written three page report • Design a floral advertisement using art elements, principles, and techniques to display student's work at an art exhibition. • Create a 2-dimensional or 3-dimensional design incorporating elements & principles as applied to a specific theme and culture. • Students will create floral art arrangements appropriate for each season and holiday. •	**The Art of Floral Design,** Norah T. Hunter, 2nd Edition, Delmar **Floriculture Designing & Merchandising,** 2nd Edition, Charles Griner, Delmar publisher **Art Talk**, Rosalind Ragans, Glencoe & McGraw-Hill publisher **The Natural Way to Draw**, Kimon Nicolaides Discovering Art History, Gerald F. Bromer, Davis publisher **The Floral Artist's Guide**, Pat Diehl Scace, Delmar publisher

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1. Proportion and scale through application of floral art designs using the following techniques: flower to container, flower to flower, and flower to foliage, and arrangement to environment *2. Geometrical techniques in floral art and visual art designs* ***C. Emphasis*** *1. Visual floral art work* *2. Other visual art works: convey understanding of location, size, pattern, framing, and isolation in floral art designs* *3. Emphasis in floral designs by using line direction and directional facing* ***D. Rhythm*** *1. Floral art using repetition and eye movement* *2. Transition and radiating line in floral art works* ***E. Harmony and Unity***	**Students will** demonstrate the ability to work with a variety of media and solve visual arts problems focusing on selected elements of art and design. Students will produce artwork exhibiting refined craftsmanship and technique and create expressive artwork. Students will create a portfolio of projects. • ***CAS: Derive Meaning*** 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art. 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.		• Direct instruction • Demonstrations • Project-based learning • Lecture • Cooperative learning • Reading assignments • Video and CD-ROM lessons • Exhibitions of student art work • Peer and teacher evaluation • Interactive Notebook • Art/Floral work portfolio Class discussions			**The Art of Floral Design,** Norah T. Hunter, 2nd Edition, Delmar **Floriculture Designing & Merchandising,** 2nd Edition, Charles Griner, Delmar publisher **Art Talk**, Rosalind Ragans, Glencoe & McGraw-Hill publisher **The Natural Way to Draw**, Kimon Nicolaides Discovering Art History, Gerald F. Bromer, Davis publisher **The Floral Artist's Guide**, Pat Diehl Scace, Delmar publisher

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Course Title:

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
1. *Harmony and unity through applying color combinations to visual designs* 2. *Placement, transition, and proximity in visual art works and critique student works in floral design* ***F. Contrast*** 1. *Color schemes in floral art design using various media* **Unit VI: Creative Expression Through Applying Artistic Processes and Skills to Original Works of Art** ***A. Two-Dimensional Media*** 1. *Basic drawing and layout: simple perspective drawing, sketching original art works, and project layout* ***2.*** *Painting techniques for floral art through developing a color wheel and still life floral artwork*	• ***CAS: Make Informed Judgments*** 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others. 4.4 Articulate the process and rationale for refining and reworking one of their own works of art. 4.5 Employ the conventions of art criticism in writing and speaking about works of art. ***CAgS: Ornamental Horticulture Pathway F11.0 Students understand basic floral design principles:*** F11.1 Understand the use of plant materials and tools.		• Direct instruction • Demonstrations • Project-based learning • Lecture • Cooperative learning • Reading assignments • Video and CD-ROM lessons • Exhibitions of student art work • Peer and teacher evaluation • Interactive Notebook • Art/Floral work portfolio Class discussions			**The Art of Floral Design,** Norah T. Hunter, 2nd Edition, Delmar **Floriculture Designing & Merchandising,** 2nd Edition, Charles Griner, Delmar publisher **Art Talk**, Rosalind Ragans, Glencoe & McGraw-Hill publisher **The Natural Way to Draw**, Kimon Nicolaides Discovering Art History, Gerald F. Bromer, Davis publisher **The Floral Artist's Guide**, Pat Diehl Scace, Delmar publisher

Department:
Course Title:

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
3. Mosaic art designs for floral art using paper and tile *4. Printmaking to floral art using pressed flowers* *5. Photographic and graphic design through computer art* ***B. Three-Dimensional Sculptures*** *1. Display flower and foliage media techniques for specific floral art: mass flower and foliage, filler flower and foliage, line flower and foliage, form flower and foliage, fresh flower and foliage, dry flower and foliage, and artificial flower and foliage* *2. Mechanics, materials, and media through an introduction to proper care and proper usage of floral equipment and media*	**Students will** be able to employ the conventions of art criticism to write and speak about works of art. Students will formulate, articulate, and support a position regarding the value of a work of art. Students will discuss rationale for refining their own floral artwork. Students will participate in portfolio presentations, classroom discussions, written responses examining the purpose of art objects or images. Students will make informed judgments about art objects using the conventions of art criticism. Students will create, revise, and make choices about the success of their floral projects. Students will view art objects within a cultural context and relate them conceptually to personal experience in journal entries and floral projects. Students will choose art objects based on personal aesthetic values and explain or defend them in critiques, a museum brochure and a mock auction.		• Direct instruction • Demonstrations • Project-based learning • Lecture • Cooperative learning • Reading assignments • Video and CD-ROM lessons • Exhibitions of student art work • Peer and teacher evaluation • Interactive Notebook • Art/Floral work portfolio Class discussions			**The Art of Floral Design,** Norah T. Hunter, 2nd Edition, Delmar **Floriculture Designing & Merchandising,** 2nd Edition, Charles Griner, Delmar publisher **Art Talk**, Rosalind Ragans, Glencoe & McGraw-Hill publisher **The Natural Way to Draw**, Kimon Nicolaides Discovering Art History, Gerald F. Bromer, Davis publisher **The Floral Artist's Guide**, Pat Diehl Scace, Delmar publisher

Department:
Course Title:

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
3. *Specific artist styles and techniques using Oriental, European, and Exhibition Styles: Chinese, Japanese, Vertical, Circular, Triangular, and Wear and Carry Designs* 4. *Demonstrate the process of evaluation and refining floral art projects* **Unit VII: Connections, Relationships, and Applications Learned in Visual Art** **A. Relationships to Other Disciplines** 1. *Compare and contrast works of art to other discipline areas*	• ***CAS: Connections and Applications*** 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history. • ***CAS: Visual Literacy*** 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition • ***CAS: Careers and Career-Related Skills*** 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician). Students will participate in Designing a graphic work that communicates a public message. They will create a work of art with a cross-cultural or universal theme. They will research current floral art forms, and the career opportunities within the various fields of floral art. **CAgS: Foundation Standards: 10.0 Technical Knowledge and Skills**		• Direct instruction • Demonstrations • Project-based learning • Lecture • Cooperative learning • Reading assignments • Video and CD-ROM lessons • Exhibitions of student art work • Peer and teacher evaluation • Interactive Notebook • Art/Floral work portfolio Class discussions			**The Art of Floral Design,** Norah T. Hunter, 2nd Edition, Delmar **Floriculture Designing & Merchandising,** 2nd Edition, Charles Griner, Delmar publisher **Art Talk**, Rosalind Ragans, Glencoe & McGraw-Hill publisher **The Natural Way to Draw**, Kimon Nicolaides Discovering Art History, Gerald F. Bromer, Davis publisher **The Floral Artist's Guide**, Pat Diehl Scace, Delmar publisher

Department:
Course Title:

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Unit VIII: Leadership & Team Building Development 1. Oral and speaking presentations 2. Critical Thinking Exercises 3. Problem Solving Exercises	10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available. 10.2 Manage and actively engage in a career-related, supervised agricultural experience. **CAgS: Foundation Standards: 9.0 Leadership and Teamwork** 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability. 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others. 9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.				• Leadership & critical thinking activities • Complete an FFA record book on computer • Participate in FFA activities and fundraisers • Compete in a Floral CDE	

Department:
Course Title:

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials

Department: Agriculture
Course Title: Ag Economics

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
What Is Economics? 1.3 Use Clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	12th Grade	-Quizzes -Benchmark Test -Unit test	Lecture/Discussion Homework	2 wks	-Contrast needs vs. Wants -Outline and create graphs -Define key terms	Text: " Economics" By O'Sullivan and Sheffrin 2007 Pearson Prentice Hall
Economic Systems & the American Economy (12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and retail facilities.	12th Grade	Unit Test	-Directed Reading -Lecture -Homework	2 wks	-Outline Each Economic System -Debate Economic Issues -Answer the four basic questions	Class Text
Supply and Demand 12.2.1 Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.	12th Grade	Benchmark Test	Lecture/Discussion Graph Making & Explanation	2 wks	-Extensive Graphing -Investigate Student's Buying Habits -Current Events	Class Text and Handouts

Department: Agriculture
Course Title: Ag Economics

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Business Organizations (1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	12th Grade	-Quiz -Unit Test	-Assigned Reading -Lecture Homework	2 wks	Outlining of each type of business organization and their advantages & disadvantages.	Class Text
Government Budgeting & Taxation (12.3) Students analyze the influence of the federal government on the American economy.	12th grade	-Tax Problems -Unit Test	Lecture/Discussion	2 wks	-Economic Relations -Determine what the government does to promote economic stability.	Class Text
Measuring Economic Performance 2.3, Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.	12th Grade	GDP Quiz Unit Test	Lecture and class questioning.	2 wks	Analyze Information and make comparisons of economic performance.	Class Text
Money, Banking & The Federal Reserve	12th Grade	Benchmark Test	Lecture/Discussion	1wk	-Guided Reading -Text Outlining -Federal Reserve Term Defining	Class Text

Department: Agriculture
Course Title: Ag Economics

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Economic Stability, Unemployment, and Inflation. 12.3.3 Describe the aims of government fiscal policies (taxation, borrowing, spending and their influence on production, employment, an price levels.	12th Grade	Benchmark Test	Modeling and Lecture/Discussion	2 wks	-Investigate inflation rate & unemployment rates Investigate monetary & fiscal policy	-Class Text -Selected Readings -Handouts
Trading With Other Nations	12th Grade	Benchmark Test Unit Test	-Lecture -Homework	1wk	-Current Events -Directed Reading -Class Discussion	Class Text
Practical Economics 12.1 Students understand common economic terms and concepts and economic reasoning.	12th Grade	-Benchmark test -Unit Test	Lecture and Discussion	1 wk	-Participate in discussion & debate -Student surveys -Outside Reading -Current Events	Class Text

Department: Agriculture
Course Title: Ag Economics

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
FFA & FFA Record Book A4.1 Understand the differences between cash and accrual accounting systems. A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements. 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.	12th Grade		Lecture and Demonstration	1 wk	Obtain an overview of the Record book Review of FFA and leadership	Official FFA Record book FFA Manual

Department:Agriculture
Course Title: Agriculture Marketing And Sales

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
World Economics 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	Elective 11th or 12th Grade	Quizzes and Test	-Lecture -Assigned Problems -Current Event Exploration	2 wks	Outline the various economies and contrast them	"Economics" By:O'Sullivan and Sheffrin 2007 Pearson Prentice Hall
Marketing Strategies 12.2.8 Explain the role of profit as the incentive to entrepreneurs in a market economy.	Elective 11th or 12th Grade	Unit test and Homework	Lecture/Discussion -Work Group Projects	2 wks	Develop various marketing plans and study others	"Economics" By O'Sullivan and Sheffrin
Getting Started in Business 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	Elective 11th or 12th Grade	Quizzes and Unit Test	Lecture and Guided Discussion	3 wks	Make a list of the decisions to be made when starting a new business. Make a list of questions to ask also.	Class Text; "Economics"
Supply and Demand 12.2.1 Understand the relationship of the concept of incentives to the law of demand.	Elective 11th or 12th Grade	-Tests, -Homework -Quizzes	-Lecture -Guided Work on Graph Making -Relevant Problems	3 wks	-Discuss what influences the Supply and demand process.	"Economics"
Entrepreneurship	Elective 11th or 12th Grade	Unit quizzes Unit Test Homework	-Lecture -Guest Speaker -Short Reports	3 wks	Outline and become familiar with duties of an entrepreneur	Class Text: "Economics"

Department:Agriculture
Course Title: Agriculture Marketing And Sales

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Exporting Agriculture Products 12.1.6 Describe the effect of price controls on buyers and sellers.	Elective 11th or 12th Grade	-Unit Test -Written Reports	-Guided Writing Exercises Lecture/Discussion	3 wks	Follow an agriculture product from production to consumer in a foreign country	Class Text
Market Analysis 2.3 Verify and clarify facts presented in other types of expository by using a variety of consumer, workplace, and public documents.	Elective 11th or 12th Grade	-Notebook Grading -Quizzes	-Guided Reading - Lecture/Discussion	3 wks	Identify the "who, what, when, where and why's " of a market.	Class Text
Marketing Within California	Elective 11th or 12 Grade	-Crop Report Test -Quizzes	Lecture/Discussion	3 wks	Outline and discuss the route a product takes from the farm to the consumer.	Class Text
Salesmanship 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.	Elective 11th or 12th Grade	-Notebook Grading -Unit Test	-Assigned Reading -Role Playing -Lecture	2 wks	-Describe the strategies and plans of a sales person. -Identify the techniques of salesmanship	Class Text
Government Intervention 12.3 Students analyze the influence of the federal government on the American economy.	Elective 11th or 12th Grade	Unit Test	Lecture and Class Discussion	3 wks	List the government agencies and departments who control the marketing of agricultural products	Class Text Current Events

Department:Agriculture
Course Title: Agriculture Marketing And Sales

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Finance 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	Elective 11th or 12th Grade	Quiz And Homework	Lecture/Discussion	2 wks	Identify how new funds can be generated to start a business	Class Text Financial Reports
Accounting 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Elective 11th or 12th Grade	-Notebook Grade -Tests	-Accounting Problems -Sample Budgets Lecture Notes	2 wks	Students will explain accounting methods : accrual or cash method	Class Test and Handouts
Scope Of Agricultural Exports 12.2.7 Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.	Elective 11th or 12th grade	Open Note Test and Quiz	-Class Discussion -Lecture Outlining Madera County Crop Exports	2 wks	Identify the GDP and what percent ag products make up the GDP.	-Class Text Count Ag Commissioner's Report
Co-ops	Elective 11th or 12th Grade	Co-op Test	Lecture and guided reading	2 wks	Explore Agriculture Cooperatives and how they function.	Sectional FFA Co-op text; Council Of California Growers Publication

Department:Agriculture
Course Title: Agriculture Marketing And Sales

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
FFA Record Books and FFA A4.1 Understand the differences between cash and accrual accounting systems. A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements. 9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.	11th or 12th Grad	Record book Scoring	Lecture and modeling	1 wk	Obtain an overview of the Record book Review FFA and leadership opportunities	Official FFA Record book FFA Manual

Department: Agriculture
Course Title: Ag Mechanics 1

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Safety B1.0 Students understand personal and group safety: B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment. B1.2 Know the relationship between accepted shop management procedures and a safe working environment.	N/A	True and False test about safety facts that must be passed with a 90% or better.	1. lecture 2. demonstration	4 weeks	• Give examples and be able to demonstrate safe operation of equipment tools, welders, and tractors	▪ Safety Power Point Presentation ▪ Agriculture mechanics Fundamentals and Applications 5th edition
Tool Identification D.3 Tool Use and Safety Students will understand the operating principles of common tools used in agriculture. Students will demonstrate safe and appropriate use of maintenance tools:	N/A	Written identification of hand tools used in a shop setting.	1. lecture 2. groups 3. visuals	1 week	• Visually identify 30 hand woodworking tools and their use.	▪ Power point ▪ Actual tools
Oxy-fuel Cutting B7.0 Students understand oxy-fuel cutting and welding: B7.1 Understand the role of heat and oxidation in the cutting process. B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.	N/A	Demonstrate safe use of equipment through the start up/ shut down process. Students must also complete quality cuts using the oxy-fuel torch.	1. hands on 2. lecture 3. small groups 4. demonstration	3 weeks	• Understand the role of heat and oxidation in the cutting process • Know how to properly set up, adjust, shut down and maintain an oxy-fuel system. ▪ Know how to flame cut metal with an oxy-fuel cutting torch.	▪ Agriculture mechanics Fundamentals and Applications 5th edition ▪ Oxy fuel torch apparatus

Department: Agriculture
Course Title: Ag Mechanics 1

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Small Engine Repair and Maintenance B10.1 Understand engine theory for both two- and four-stroke cycle engines. B10.2 Know different types of small engines and their applications. B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems). B10.4 Know how to troubleshoot and solve problems with small engines. B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine. B10.6 Know how to lookup parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms.	N/A	Tear down and rebuild complete small engine. Demonstrate knowledge of engine theory through trouble shooting.	1. demonstration 2. lecture 3. small groups 4. hands on practice	5 weeks	• Demonstrate oil changes cleaning air filters and steam cleaning lawn mowers.	▪ Agriculture mechanics Fundamentals and Applications 5th edition ▪ Small engine repair manual ▪ Small engine tools
FFA and Record Books A4.1 Understand the differences between cash and accrual accounting systems. A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.	N/A	Pass FFA test with 90% or better. Complete one sample FFA record book.	1. lecture 2. hands on practice	2 weeks	• Fill out calendar journal, financial statement and budget.	▪ FFA record book

Department: Agriculture
Course Title: Ag Mechanics 1

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Welding Machines and Accessories B8.0 Students understand electric arc welding processes: B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).	N/A	Theory of welding machine through trouble shooting questions.	1. demonstration 2. lecture 3. small groups 4. hands on practice	1 week	• Demonstrate electric welders and equipment • Oxy – acetylene equipment operation	▪ Agriculture mechanics Fundamentals and Applications 5th edition ▪ Arc welding machines ▪ Power point ▪ Videos
Shielded Metal Arc Welding, E6011 and E6013 B8.0 Students understand electric arc welding processes: B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).	N/A	Demonstrate welding skill through running a bead, butt welds, T -fillet welds, and lap welds.	1. demonstration 2. lecture 3. small groups 4. hands on skills practice	7 weeks	• Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment ▪ Weld butt, fillet, and lap joints with E6011 and E6013.	▪ Agriculture mechanics Fundamentals and Applications 5th edition ▪ Arc welding machines ▪ Safety videos ▪ Power point
Wood Working B2.0 Students understand the principles of basic woodworking: B2.1 Know how to identify common wood products, lumber types, and sizes. B2.2 Know how to calculate board feet, lumber volume, and square feet. B2.3 Know how to identify, select, and implement basic fastening systems.	N/A	Identify material and construct a small project.	1. demonstration 2. lecture 3. small groups 4. hands on practice	2 weeks	• Cut and assemble 4 corner project • Construct a wood working project i.e., nail box owl box, wood duck box, bat house, feed manager, etc.	▪ Agriculture mechanics Fundamentals and Applications 5th edition ▪ Hand tools

Department: Agriculture
Course Title: Ag Mechanics 1

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Tractor Maintenance and Operation B11.1 Understand how to identify common agricultural machinery. B11.2 Operate and maintain equipment safely and efficiently. B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).	N/A	Demonstrate safe operation and perform routine maintenance.	1. demonstration 2. lecture 3. small groups 4. hands on practice	2 weeks	• Steam clean and service a tractor • Back up a two-wheel trailer with a tractor on a course.	▪ Agriculture mechanics Fundamentals and Applications 5th edition ▪ Safety videos
Basic Metallurgy B5.0 Students understand agricultural cold metal processes: B5.1 Know how to identify common metals, sizes, and shapes. B5.2 Know basic tool-fitting skills. B5.3 Know layout skills. B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.	N/A	Written test on types of metals.	1. lecture 2. small groups	1 week	• Identify electrodes types • Identify various metals	▪ Agriculture mechanics Fundamentals and Applications 5th edition

Department: Agriculture
Course Title: Ag Mechanics 1

Standard	Prerequisite Skill	Assessments	Teaching Strategies	Time	Student Tasks	Materials
Job Readiness 2.5 Write job applications and résumés: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension. c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document. **3.0 Career Planning and Management** Students understand how to make effective decisions, use career information, and manage personal career plans: 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.		Job Readiness packet Application/ resume/etc	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	2 weeks	Students will be responsible for creating their own employability packet including resume, cover letter, etc	Resume builder, internet resources, career center, etc

Department: Agriculture
Course Title: Ag Mechanics 1

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

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Introduction/Shop Safety Foundation Standard: ***6.0 Health and Safety*** *Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:* *6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.* *6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.* *6.3 Understand how to locate important information on a material safety data sheet.*	Must have taken Ag Mech I	Student will pass 100 point safety test with 90% accuracy	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	3 weeks	-Demonstrate an understanding of basic safety principles (hand tool, power tool, arc welding, MIG welding, Oxy/fuel cutting, plasma cutting)	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
6.4 Maintain safe and healthful working conditions. *6.5 Use tools and machines safely and appropriately.* *6.6 Know how to both prevent and respond to accidents in the agricultural industry.* *B1.0 Students understand personal and group safety:* *B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.* *B1.2 Know the relationship between accepted shop management procedures and a safe working environment.*						

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Arc Welding: E6010/E7018 all joints and all positions *B9.0 Students understand advanced metallurgy principles and fabrication techniques:* *B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.* *B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.* *B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.*	Must have taken Ag Mech. I	Welding coupons -bead -butt weld -T weld -Lap weld All positions -flat -horizontal -vertical -overhead	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	10 weeks	-Students will complete all necessary welds in all positions as well as be familiar with all welding equipment/basic equipment maintenance and repair along with operation and set up, electrode classification etc	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino -Arc welders -Safety Equipment

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
MIG Welding: short circuit, spray globular transfer *B9.0 Students understand advanced metallurgy principles and fabrication techniques:* *B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.* *B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.* *B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.* *D2.0 Students understand how materials can be processed through the use of welding tools and equipment:* *D2.2 Use welding tools and equipment, such as MIG, TIG, arc, forge and furnace, to combine or join manufactured parts and products, resulting in a finished product that meets the standards of the American Welding Society or a similar industry.*	Must have taken Ag Mech. I	Welding coupons -bead -butt weld -T weld -Lap weld All positions -flat -horizontal -vertical	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	10 weeks	-Students will complete all necessary welds in all positions as well as be familiar with all MIG welding equipment/basic equipment maintenance and repair along with operation and set up, electrode classification, gas selection, welding processes, etc	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino -MIG welder -Safety equipment

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
D3.0 Students understand various types of welding assembly processes *D3.3 Use welding tools, such as MIG, TIG, arc, forge, and furnace, and the equipment and assembly processes appropriate to the design criteria of a specific product to result in a finished product that meets the standards of the American Welding Society or similar welding standards* *D8.0 Students understand various joining or combining processes, including welding processes used in manufacturing, maintenance, and repair:* *D8.1 Know various welding processes used to complete a fabrication, an assembly, or a repair.*						

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Oxy/fuel / plasma cutting techniques and methods *B7.0 Students understand oxy-fuel cutting and welding:* *B7.1 Understand the role of heat and oxidation in the cutting process.* *B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.* *B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.*	Must have taken Ag Mech. I	Oxy fuel torch cutting practice -thick material -thin material Plasma cutting -Practice cuts -cutting processes test	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	5 weeks	-Students will become familiar with oxy fuel/plasma cutting equipment and operation and will be able to safely operate each piece of equipment to perform cuts to industry standards. Students will be able to evaluate and troubleshoot different types of cuts and make necessary changes	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino - Cutting torch - Plasma cutter

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Basic measurement/layout tools *Specific applications of Geometry standards (grades eight through twelve):* *(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.* *(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.* *(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.*	Must have taken Ag Mech. I	Various measurement /layout exercises and evaluations	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	2 weeks	Students will be able to accurately measure and layout materials to the nearest 1/16th of an inch as well properly use layout and measurement tool associated with the industry	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino -basic measurement/layout tools • Ruler • Tape measure • Combination square • Sliding T bevel • Framing square

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems. *1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.* *(16.0) Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.* *(19.0) Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.*						

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Project Planning: Small project design/construction 3 view drawing, CAD, blueprint/plan iter., *D1.0 Students understand the planning and layout operations used in welding processes:* *D1.1 Interpret scaled welding prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products.* *D1.2 Understand the design parameters across welding-process organizational levels.* *D1.3 Use current information technology ideation and design process systems in the manufacturing of welded parts and products.*	Must have taken Ag Mech. I	Project sketch, scale 3 view drawings, blueprint interpretation test	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	2 weeks	Students will be able to design and draw accurately as well as to scale and will understand the uses and standards of basic blueprints and project plans.	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino -computer -Basic blueprints

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
FFA *9.0 Leadership and Teamwork* *Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:* *9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.* *9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.* *9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.*	Must have taken Ag Mech. I	FFA test FFA activities/ Judging contest and other FFA activities	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	Combination of events and activities for the entire semester 3 week unit	Students will learn and have a basic understanding of the FFA and agriculture by attending a minimum of 4 FFA activities per year	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino -local/sectional/regional/ state FFA activities

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Job Readiness *(2.5) Write job applications and résumés:* *a. Provide clear and purposeful information and address the intended audience appropriately.* *b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.* *c. Modify the tone to fit the purpose and audience.* *d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.* ***3.0 Career Planning and Management*** *Students understand how to make effective decisions, use career information, and manage personal career plans:* *3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.*	Must have taken Ag Mech. I	Job Readiness packet Application/ resume/etc	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	2 weeks	Students will be responsible for creating their own employability packet including resume, cover letter, etc	Resume builder, internet resources, career center, etc

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

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

Department: Agriculture
Course Title: Ag Mechanics II
Grade 10-12
Prerequisite: Must have taken Ag Mechanics I

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Introduction/Shop Safety Foundation Standard: ***6.0 Health and Safety*** *Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:* *6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.* *6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.* *6.3 Understand how to locate important information on a material safety data sheet*	Must have taken Ag Mech II	Student will pass 100 point safety test with 90% accuracy	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	2 weeks	-Demonstrate an understanding of basic safety principles (hand tool, power tool, arc welding, MIG welding, Oxy/fuel cutting, plasma cutting, etc)	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
6.4 Maintain safe and healthful working conditions. *6.5 Use tools and machines safely and appropriately.* *6.6 Know how to both prevent and respond to accidents in the agricultural industry.* *B1.0 Students understand personal and group safety:* *B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.* *B1.2 Know the relationship between accepted shop management procedures and a safe working environment.*						

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Project planning, project design, project sketching, three view drawings, scale drawing, material estimates, bill of materials/cut list *Specific applications of Geometry standards (grades eight through twelve):* *(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.* *(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.* *(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.*	Must have taken Ag Mech. II	Project plans, project research, project sketches, scale drawings/ Blueprints, estimates/bill of materials	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	3 weeks	-Students will develop the ability to work with a project from the design stage to completion including planning, sketching, designing, completing a 3 view drawing, project estimate and bill of materials	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino -Computers -blueprints -project research

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems. *1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.* *(16.0) Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.* *(19.0) Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.*						

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
(1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest. *(10.0) Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.* *(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.* *(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.*						

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
(16.0) Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line. *(19.0) Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.* ***5.0 Problem Solving and Critical Thinking*** *Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:* *5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.*						

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components. *5.3 Use critical thinking skills to make informed decisions and solve problems* *10.4 Understand the role of manufacturing sector industries in the California economy.* *10.5 Complete a comprehensive working sketch and drawing of a product to be produced.* *D1.0 Students understand the planning and layout operations used in welding processes:* *D1.1 Interpret scaled welding prints; gather design and materials information; perform calculations; and use the detail to plan, lay out, and produce parts or finished products.* *D1.2 Understand the design parameters across welding-process organizational levels.* *D1.3 Use current information technology ideation and design process systems*						

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Project layout/fabrication/ Also includes standards from: ***MIG Welding: short circuit, spray globular transfer, Advanced arc welding, TIG welding, cutting processes, grinding, abrasive cutting (Project Construction) (listed below*** *(1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.* *(1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.*	Must have taken Ag Mech. II	Students will be assessed based on the quality of their projects an d ability to use fabrication/layout techniques on par with industry standards	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	32 weeks beginning after project planning stage to completion of project	Students will fabricate a project to industry standards using proper layout/welding/fabrication techniques	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino -layout tools -welders -safety equipment

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
MIG Welding: short circuit, spray globular transfer, Advanced arc welding, TIG welding, cutting processes, grinding, abrasive cutting (Project Construction) *B7.0 Students understand oxy-fuel cutting and welding:* *B7.1 Understand the role of heat and oxidation in the cutting process.* *B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.* *B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.* *B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.* *B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.* *B8.0 Students understand electric arc welding processes:,*	Must have taken Ag Mech. II	Project weld evaluations: -butt weld -T weld -Lap weld All positions -flat -horizontal -vertical -overhead	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	32 weeks beginning after project planning stage to completion of project	Students will continue to improve welding/cutting/fabrication skill through real life application on individual/small group welding projects and applications	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino -MIG welder -Arc Welder -TIG welder -Oxy-fuel torch -Plasma cutter -Cutting devices (plasma cam, abrasive cut off saw, band saw, cold saw, drill press, etc.) -Safety equipment

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
B8.0 Students understand electric arc welding processes: *B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).* *B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.* *B8.3 Weld a variety of joints in various positions.* *B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.*						

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
B9.0 Students understand advanced metallurgy principles and fabrication techniques: *B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.* *B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.* *B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.* *B9.4 Understand how to design project plans by using mechanical drawing techniques.* *9.5 Understand how to finish a metal project by implementing proper sequencing.* *B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).*			•			

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract. *D6.0 Students understand various welding systems that require standard hand and machine tools:* *D6.1 Understand the various welding systems used in conventional manufacturing industries in order to select and use appropriate tools, equipment, and inspection devices.* *D6.2 Select and use appropriate welding tools, equipment, and inspection devices to manufacture parts or products.*			•			

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
D8.0 Students understand various joining or combining processes, including welding processes used in manufacturing, maintenance, and repair: *D8.1 Know various welding processes used to complete a fabrication, an assembly, or a repair.* *D8.2 Complete a fabrication, an assembly, or a repair by using appropriate techniques and processes*						

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Equipment maintenance /repair and preventive maintenance ***10.0 Technical Knowledge and Skills*** *Students understand the essential knowledge and skills common to all pathways in the Manufacturing and Product Development sector:* *10.1 Use and maintain tools, equipment, systems, and products common to the school manufacturing facility.* *10.2 Know the processes for acquiring and storing industrial materials as well as for allocating time and space efficiently.*	Must have taken Ag Mech. II	Students will be responsible for upkeep and preventative maintenance of all welding equipment as well as repair of any items that may break or malfunction while operating them to complete projects	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	2 weeks	Students will develop an understanding of basic equipment repair and general upkeep associated with running a fabrication shop and be able to order parts/fix/repair and service appropriate shop equipment.	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino -MIG welder -Arc Welder -TIG welder -Oxy-fuel torch -Plasma cutter -Cutting devices (plasma cam, abrasive cut off saw, band saw, cold saw, drill press, etc.) -Safety equipment

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
Job Readiness *(2.5) Write job applications and résumés:* *a. Provide clear and purposeful information and address the intended audience appropriately.* *b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.* *c. Modify the tone to fit the purpose and audience.* *d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.* ***3.0 Career Planning and Management*** *Students understand how to make effective decisions, use career information, and manage personal career plans:* *3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.*	Must have taken Ag Mech. II	Job Readiness packet Application/ resume/etc	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	2 weeks	Students will be responsible for creating their own employability packet including resume, cover letter, etc	Resume builder, internet resources, career center, etc

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

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

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials
FFA *9.0 Leadership and Teamwork* *Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:* *9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.* *9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.* *9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.*	Must have taken Ag Mech. II	FFA test FFA activities/ Judging contest and other FFA activities	• Demonstration • Classroom Inst • Individual Inst. • Guided Ind. Instruction	Entire year Combo of activities throughout the year	Students will learn and have a basic understanding of the FFA and agriculture by attending a minimum of 4 FFA activities per year	-Text: Agriculture Mechanics Fundamentals and Applications 3rd ed -Text: Welding Skill Joseph W. Giachino - local/sectional/regional/ state FFA activities

Department: Agriculture
Course Title: Ag Mechanics IIV IV (ROP Welding and Fabrication)
Grade 11-12
Prerequisite: Must have taken Ag Mechanics II

Standard/Frequency	Prerequisite Skill	Assessments	Teaching	Time	Student Tasks	Materials

Madera South High School
Agriculture Department
705 W. Pecan
Madera, CA 93637
(559)675-4475

Guidelines to Become a Program Completer

In order to be recognized by the Madera South High School Agriculture Department as a program completer a student must meet all of the following guidelines.

- Must have been enrolled in an agricultural class for 3 of their 4 years at MSHS.
- Must have an ongoing Supervised Agriculture Experience Project
- Attend and participate in FFA activities and functions.

If the above guidelines are meet the student will receive their program completer status at the Spring Awards Banquet during their senior year.

Madera South High School
Agriculture Department
705 W. Pecan
Madera, CA 93637
(559)675-4475

Madera South Agriculture Facility and Equipment List

Madera South High School Facilities

- 20 acre school laboratory
- 4 livestock barns, show rings, and storage facilities (Beef/Dairy, Sheep/Goat, Pig, and Horse).
- Greenhouse Unit and Storage Shed
- 3 State of the art shops and classrooms
- 3 State of the art Ag. Science classrooms and laboratories
- 1 Floral Shop and Classroom

Madera South Major Equipment

- 2 school vans
- 4 school trucks
- Tractors
- Gooseneck Livestock Trailer
- Bumper Pull Trailer
- Flat Bed Trailer
- See Inventory List under W for a complete list.

Madera South High School
Agriculture Department
5 year Plan

2012/13

Planting of Vines
Irrigation for Vines
Horticulture Area: 2nd greenhouse
Poultry Unit
Develop SAE Grant Program

2013/14

Replacement of Vehicles
Develop a Work Experience program
Student Field Crop Program
Horse Arena - Bleachers

2014/15

Storage Buildings for: Farm Manager; Ag Mechanics; Floral
Develop Ag Business pathway/computers
Floral Delivery Cart
Horse Arena – Lighting

2015/16

Veterinarian Science Laboratory
Crop Science Pathway
Tree Crops

2016/17

Replacement of Vehicles

Madera Agriculture Department Chart of Responsibilities

	T. Deniz	B. George	D. Gilles	C. Luera	K. McKenna	K. Sheehan	J. Williams
PROJECT SUPERVISION							
Ag Mechanics	X	X					
Beef	X						
Dairy							X
Floral			X				
Goats						X	
Horse				X			
Ornamental Horticulture					X		
Poultry						X	
Rabbits				X			
Sheep					X		
Swine		X					
Work Experience	X	X	X	X	X	X	X
JUDGING TEAMS AND CONTESTS							
Ag Welding	X						
Banking					X		
Best Informed Greenhand						X	
Co-op Quiz							X
Cotton			X				
Creed Speaking		X					
Extemporaneous Speaking				X			
Floriculture			X				
Impromptu					X		
Job Interview	X						
Meats		X					
Ornamental Horticulture					X		

Madera Agriculture Department Chart of Responsibilities

	T. Deniz	B. George	D. Gilles	C. Luera	K. McKenna	K. Sheehan	J. Williams
Opening and Closing							
Novice Team		X		X	X		
Open Team	X		X			X	X
Officer Team							X
Prepared Speaking							X
Parliamentary Procedure							
Novice							
Advanced						X	
Scrapbook					X		
Small Engines							X
Vet Science						X	
Vine Pruning					X		X
Vine Judging					X		X
TRANSPORTATION REQUESTS							
Contests/Field Days		X					
FFA Field Trips		X					
Assigned Committees							
Student Development					X		
Community Service		X				X	
Chapter Development			X	X			
Publicity							X
FFA BANQUETS							
Clean up	X	X	X	X	X	X	X
Food	X	X					X
Set up & Decorations & Awards Table			X		X	X	X
Slide Show		X					X
Program, Awards, Officers		X					X

Madera Agriculture Department Chart of Responsibilities

Tech Support/Greeters	X				X		
	T. Deniz	**B. George**	**D. Gilles**	**C. Luera**	**K. McKenna**	**K. Sheehan**	**J. Williams**
REPORTS							
Facility Reports					X		
Program of Work							X
Roster					X		
Incentive Grant and Budget					X		
R-2					X		
Program Plan					X		
SAE	X	X	X	X	X	X	X
Grants					X		
Calendar of Events							X
OTHER ASSIGNMENTS							
Field Day Registration			X				
Ag Advisory Meetings	X	X	X	X	X	X	X
MFE/ALA Conference		X					X
Department Chairperson					X		
Hotel Registration for Contests						X	
CATA Conference	X	X	X	X	X	X	X
FFA Advisors		X					X
FFA Meetings	X	X	X	X	X	X	X
FFA Week	X	X	X	X	X	X	X
National Convention		X				X	
State Degree & Proficiency App.	X	X	X	X	X	X	X
American Degree Applications			X				
Chapter Applications		X					X
Officer Leadership Trainings		X					X
Permission Slips/CDE						X	

Madera Agriculture Department Chart of Responsibilities

Chemical Use Reports	X						
	T. Deniz	**B. George**	**D. Gilles**	**C. Luera**	**K. McKenna**	**K. Sheehan**	**J. Williams**
Officer Retreat	X	X		X	X	X	X
COLC		X					X
SOLC		X					X
ROLC		X					X
Regional Meetings							
FFA		X					X
CATA	X	X	X	X	X	X	X
Sectional Meetings							
FFA				X			X
CATA	X	X	X	X	X	X	X
State Leadership Conference		X					X
Greenhand Conference				X	X		X
Road Show	X	X	X	X	X	X	X
Farm Laboratory Upkeep							
Beef/Dairy Barn & weeding	X						X
Sheep/Goat Barn & weeding					X	X	
Side walk between Sheep/swine		X			X	X	
Restrooms - cleaning					X	X	
Swine Barn & weeding		X					
Horse/Hay Barn & weeding				X			
Manure spreader	X						X
Wash rack				X			
Horse Arena		X		X			
O.H. Area					X		
Disking Farm once/month	X	X					X
Fueling Tractors							X

Madera Agriculture Department Chart of Responsibilities

Area behind Ag Engineering Bld	X	X					X
	T. Deniz	**B. George**	**D. Gilles**	**C. Luera**	**K. McKenna**	**K. Sheehan**	**J. Williams**
Water Trough Cleaning						X	
Pasture Water Scheduling							X
Landscaping Farm					X		
Herbicide Application	X						X
Fueling Vehicles & Cleaning	X	X	X	X	X	X	X
Vehicle Maintenance	X						
Vineyard Maintenance					X		X
Vehicle Assignments/Maintenance	**112**	**117**	**Fuel**	**119**	**128**	**127**	**199**

Duties and Activities as agreed upon by the Ag Staff

Tim Deniz

Brent George

Darlene Gilles

Crystal Luera

Kristin McKenna

Kristin Sheehan

John Williams

Madera FFA Program of Activities

2013-2014

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Introduction to POA

The *Program of Activities* can be used as a guide, outlining the variety of activities students can become involved with. Student involvement is the key to success for a powerful agriculture program. Without member involvement all the officer teams goals and missions along with advisor guidance wouldn't accomplish much. The success of your agriculture department is almost entirely dependent upon your involvement and your desire to do the very best you can do.

In this Program of Activities you will find the rules of the chapter through our constitution, a list of all activities you can become involved in within our calendar pages, money and awards available to you and how to get them, the History of the Madera FFA Chapter dating back to its beginnings, as well as History and information about the National FFA Organization.

Keep this copy of our Program of Activities as a reference as you go on through the year and as you take advantage of all the opportunities that Madera FFA can offer you.

Advisor's Greetings

Welcome back to MSHS and the Madera FFA. Our advisors Mr. George, Mr. Deniz, Mr. Williams, Mrs. McKenna, Miss. Luera, Mrs. Sheehan, and Miss Gilles all agree that this is the best facility in the State of California. Our farm, classroom and laboratories are state of the art and as a student you have full access to them. It is our goal as a staff to provide our students with the greatest opportunities and learning experiences by fully utilizing the facilities we have been blessed with.

This year promises to be one of new growth and expansion. This year we will be taking a large group of students to both the Madera and Chowchilla Fairs where they will showcase their livestock, horticulture, and mechanics projects. The students and advisors have put in numerous hours of effort and hard work in expectations of an extremely successful year at both county fairs. During the year our farm facilities will be improved to include finalizing the school farm vineyard as well as general upkeep. For those of you with a stronger farming interest, there will be opportunities to plant row crops. The advisors will be looking for enthused hard working students to help develop our farm from barren land to a lush high producing operation.

As advisors we agree with the officers that individual student growth, both personally and professionally is the number one, most important element our department can offer each member. In order for this growth to occur we will provide many different opportunities for student involvement throughout the year. So once again, welcome back, and welcome to one of the most exciting years of your life. As advisors we look forward to working with each and every one of you and firmly believe that with your help we can ensure that Madera FFA remains a powerhouse agriculture program in the state of California!

Sincerely,

The Madera FFA Advisors

Mrs. McKenna
Miss Luera
Mr. Deniz
Mr. George
Mrs. Sheehan
Mr. Williams
Ms. Gilles

Officers Message

The Madera FFA Chapter officer team looks forward to the upcoming year in which we strive to serve our members by developing premier leadership, personal growth, and career success. through agricultural education.

Madera FFA Team Goals

- Advertise meetings by fliers, posters, and slideshows done 2 weeks prior to the meeting
- Meet at least one new member a month and keep in touch with them.
- Have presentations for meetings done 1 week before FFA meeting.
- Officers must maintain a GPA of over 3.0 and have at least a B in their AG class.

Madera FFA Chapter Goal

In the upcoming year we will strive to increase chapter participation by having at least one of our monthly meetings with 40% of our membership in attendance.

Madera FFA Theme

Small acts impact beyond belief.

Madera FFA History

Madera FFA holds Charter #17 from California FFA and begin its chapter in 1928.

The next few pages contain the History of our Organization since its beginnings.

Sectional Proficiency Winners

Matthew Chavira	Ag Mechanics Design/Fabrication Entrepreneur	2005-06
Enrique Hernandez	Agribusiness	2005-06
William Thornton	Diversified Crop Production	2005-06
Ectali Mendez	Floriculture Placement	2006-07
Michael Fincher	Beef Production Placement	2006-07
Cody Ogletree	Ag Mechanics Design/Fabrication Entrepreneur	2006-07
Enrique Hernandez	Agribusiness	2008-09
Enrique Hernandez	Turf Grass Management Entrepreneur	2008-09
Sierra Meyers	Beef Production	2008-09
Amy Evans	Beef Production	2008-09
Alonzo Hernandez	Diversified Livestock	2008-09
Jessica Sidney	Agriculture Education	2008-09
Ben Salazar	Agricultural Mechanics Design and Fabrication	2009-10
Amy Evans	Beef Production Entrepreneurship	2009-10
Sierra Meyers	Beef Production Placement	2009-10
Matthew Borges	Dairy Production Placement	2009-10
Gustavo Contreras	Diversified Crop Production Placement	2009-10
Caleb Hatfield	Equine Science Placement	2009-10
Magali Rodriguez	Floriculture	2009-10
Scott Thornton	Pomology Production Placement	2009-10
Lindsay Tasos	Swine Production (Entrepreneurship)	2009-10
Gabe Sanchez	Ag. Mechanics Design and Fabrication	2010-2011
Michael Valencia	Specialty Animal Production	2010-2011
Amy Evans	Beef Production Entrepreneurship	2010-2011
John McClure	Diversified Horticulture Placement	2010-2011
Lindsay Tasos	Swine Production (Entrepreneurship)	2010-2011
Magali Rodriguez	Floriculture	2010-2011

Sectional Proficiency Winners

David Nino	Viticulture Placement	2010-2011
Matthew Borges	Forage	2010-2011
Michael Valencia	Ag. Services	2012-2013
Jackie Vasquez	Ag. Sales Placement	2012-13
Chris Melikian	Ag. Services	2012-13

Regional Proficiency Winners

Enrique Hernandez	Turf Grass Management Entrepreneur	2005-06
Cinda Mattrocce	Diversified Livestock Production	2005-06
Warren Tucker	Grain Production	2005-06
Ectali Mendez	Floriculture Placement	2006-07
Enrique Hernandez	Turf grass Management Entrepreneur	2008-09
Matthew Chavira	Ag Sales	2008-09
Matthew Chavira	Ag Mechanics Fabrication/Design Entrepreneur	2008-09
Matthew Borges	Dairy Production Placement	2009-10
Gabriel Sanchez	Agriculture Mechanics Design/Fabrication	2010-11
Amy Evans	Beef Production Entrepreneurship	2010-11
Michael Valencia	Specialty Animal Production	2010-11
John McClure	Diversified Horticulture Placement	2010-11
Michael Valencia	Specialty Animal Production	2011-12
Michael Valencia	Ag. Services	2012-2013

State Proficiency Winners

	Farm Safety	1954-1955
	Farm Safety	1957-1958
Daryl Schlumbohm	Farm Mechanics	1959-1960
Bruno Pelanconi	Crop Production	1960-1961
Steve Ficklin	Farm and Home Electrification	1960-1961
Tommy Sesock	Farm Mechanics	1960-1961
Carl Schroeder	Farm Mechanics	1962-1963
Terrel West	Farm Mechanics	1963-1964
Steve Grant	Natural Resources	1968-1969
Douglas Anderson	Ornamental Horticulture	1969-1970
Mark Carlson	Agricultural Electrification	1970-1971
Mark Foster	Fish and Wildlife Management	1970-1971
Sandy Konkol	Placement in Processing	1970-1971
Denis Prosperi	Soil, Water and Air Management	1970-1971
Mark Lindsay	Agriculture Production	1971-1972
Conrad Bitter	Placement in Processing	1971-1972
Henry Oyler	Ag Sales and Services	1973-1974
Kevin Lee Peters	Home and Farmstead Improvement	1976-1977
Gary Agajanian	Soil, Water, and Air Management	1976-1977
Gary Agajanian	Ag Mechanics	1977-1978
John Koretoff	Soil and Water Management	1977-1978
Kurt Peters	Turf and Landscape Management	1977-1978
John Toschi	Nursery Operations	1979-1980
Bill Valorosi	Soil and Water Management	1979-1980
Bill Valorosi	Ag. Mechanics	1980-1981
Rob Hall	Floriculture	1980-1981
John Toschi	Nursery Operations	1980-1981
John Toschi	Nursery Operations	1981-1982
Kenneth Tucker	Soil and Water Management	1981-1982
Michael S. McClaran	Soil and Water Management	1982-1983
Sam Weis	Agricultural Mechanics	1983-1984
Doug Reed	Agricultural Electrification	1985-1986
Todd Fischer	Soil and Water Management	1986-1987
Kevin Bier	Agricultural Electrification	1987-1988
Barbara Turner	Horse Production	1990-1991
Sahan Van Alen	Beef Production	1992-1993

State Proficiency Winners

Scott Bursey	Viticulture Production Entrepreneurship	1997-1998
Kyle Prosperi	Viticulture Production Entrepreneurship	1999-2000
Grant Tucker	Grain Production Entrepreneurship	2003-2004
Stephanie Bellew	Ag. Mechanics Energy System	2003-2004
Lauren Da Silva	Equine Science Entrepreneurship	2005-2006
Alexandria Wara	Vegetable Crop Entrepreneurship	2005-2006
Lauren DeSilva	Equine Entrepreneurship	2005-2006
Enrique Hernandez	Turf Grass Management	2005-2006
Warren Tucker	Grain Production Entrepreneurship	2005-2006
Cinda Mattrocce	Diversified Livestock Entrepreneurship	2005-2006
Enrique Hernandez	Turf Grass Management Entrepreneur	2008-2009
Matthew Borges	Dairy Production Placement	2009-2010
Michael Valencia	Specialty Animal Production	2011-2012
Michael Valencia	Ag. Services	2012-2013

State Stars

Donald Cobb	State Star Farmer	1940-1941
Stephanie Bellew	State Star Reporter	2002-2003
Stephanie Bellew	State Star Reporter	2003-2004
Bret Theodozio	State Star Administrator	2003-2004
Enrique Hernandez Jr.	State Star Agribusiness	2009-2010
Michael Valencia	State Star Agribusiness	2011-1012

National Proficiency Winners

John Sousa, Jr	Ag. Mechanics	1983
Bruno Pelanconi, Jr.	Crop Production	1961-1962
Michael Valencia	Specialty Animal Production	2012

State Nominating Committee

Shirley Jones	*1935-1936*
Bill Spillane	*1938-1939*
Pete Laborde	*1939-1940*
Dino Petrucci	*1948-1949*
Dominic Bettini	*2009-2010*
Matthew Borges	2010-2011

Band, Chorus Participants

Joseph Lilles, Jr.	National Chorus	1956-1957
Nicholas Lilles	State Chorus	2000-2001
Michael Croxen	State Band	2002-2003
Michael Croxen	National Band	2003-2004
Jorge Mendoza	State Band	2011-2012
Sukhvir Singh	State Band	2011-2012

Honorary American Farmer

Warren Smith	1950
L.M. Dodd	1951
Dino Petrucci	1966
Jim Bomprezzi	2007

Past Regional FFA Officers

Robert Crawford	President	1934-1935
Eugene Foust	Secretary	1936-1937
Ray Thomas	President	1941-1942
Dino Petrucci	President	1947-1948
Tom Westing	Reporter	1953-1954
Joe Stasulat	Secretary	1960-1961
Dan Chatman	Reporter	1961-1962
Wallace Emmert	President	1963-1964
Ralph Pistoresi	President	1969-1970
Roger Evans	Treasurer	1971-1972
Beth Boysen	Secretary	1972-1973
Beth Boysen	Vice President	1973-1974
John Koretoff	Sentinel	1977-1978
Shana ValAlen	Vice President	1992-1993
Kyle Prosperi	Secretary	2000-2001
Megan Matteucci	Vice President	2005-2006
Zac Pruitt	Treasuer	2006-2007
Mika Petrucci	Reporter	2007-2008
Tiffany O'Haro	Vice President	2008-2009
Jessica Sidney	Treasurer	2008-2009
Dominic Bettini	Treasurer	2009-2010
Taylor Helton	Vice President	2012-2013
Virat Kang	Reporter	2013-2014

Past State FFA Officers

Walter Ficklin	President	1930-1931
Calvin Jones	Vice President	1931-1932
Dino Petrucci	President	1948-1949
John Deniz	President	1949-1950
William Justice	Secretary	1952-1953
Tom Westing	Reporter	1954-1955
Dan Chatman	Secretary	1962-1963
Dan Chatman	Vice President	1963-1964
Larry Hirahara	President	1967-1968
David Loquaci	Secretary	1967-1968

Past National Convention Delegates

Dino Petrucci	1947-1948
Dino Petrucci	1948-1949
Dino Petrucci	1949-1950
Dan Chatman	1962-1963
Dan Chatman	1963-1964
Shana Van Alen	1991-1992
Michael Gomes	1992-1993
Monica Williams	1993-1994
Nicole Greci	1993-1994
Tommy Greci	1994-1995
Lenny Edlebacher	1995-1996
Tommy Greci	1995-1996
Shane Geist	1995-1996
Lisa McKinley	1996-1997
Manuel Marin	1997-1998
Stacey Visscher	1998-1999
Kyle Prosperi	1998-1999
Chris Britton	1998-1999
Kyle Prosperi	1999-2000
Megan Matteucci	2005-2006
Cinda Mattrocce	2006-2007
Mika Petrucci	2007-2008
Vincent Urena	2007-2008
Jessica Sidney	2008-2009
Matthew Borges	2010-2011
Michael Valencia	2011-2012
Taylor Helton	2011-2012
Taylor Helton	2012-2013

State FFA Degrees

Walter Ficklin	1929-1930
J.S. Davis	1931-1932
Robert Albonico	1932-1933
William Gong	1936-1937
Donald Cobb	1940-1941
Avery Overgarrd	1940-1941
Raymond Thomas	1941-1942
Henry Janzen	1945-1946
John Mallory	1945-1946
Roy Mallory	1945-1946
Calvin Martin	1945-1946
Nat Morris	1945-1946
Dino Petrucci	1945-1946
Paul Toschi	1945-1946
Donald Bare	1946-1947
Bob Diebert	1946-1947
Raymond Dolio	1946-1947
William Eua	1946-1947
Richard Jensen	1946-1947
Dick Johnson	1946-1947
Gerald Montgomery	1946-1947
Travis Passmore	1946-1947
Don Tolladay	1946-1947
Aladino Unti	1946-1947
Charles Cox	1947-1948
Harvey Dane	1947-1948
Dale Evans	1947-1948
Pat Kennedy	1947-1948
Doyle Mascus	1947-1948
Earl Vanderburgh	1947-1948
Wayne Rogers	1947-1948
Travis Wisener	1947-1948
Douglas A. Wood	1947-1948
Mitsugyoshi Aoki	1948-1949
Johnny Deniz	1948-1949
Stephen Erickson	1948-1949
Don Fortune	1948-1949
Joe Galliano	1948-1949
Johnny Martin	1948-1949
Ray Whitacker	1948-1949

Raymond Dorn	1949-1950
Daniel Leach	1949-1950
Gene Lynch	1949-1950
Doyle Martin	1949-1950
Glenn Mays	1949-1950
Marvin Schmall	1949-1950
Dave Sesock	1949-1950
Frank Garner	1950-1951
Ronald Gruenwald	1950-1951
William Jantzen	1950-1951
Carl Simmons, Jr	1950-1951
Rocky Valorosi	1950-1951
Nello L. Bomprezzi	1951-1952
Duane L. Garner	1951-1952
Rudolph Gutierrez	1951-1952
William A. Justice	1951-1952
Michael S. Simmons	1951-1952
Leon LaMattina	1952-1953
Tommy Westing	1952-1953
Cliff Davis	1953-1954
Tommy Kenefick	1953-1954
Mike Ylarregui	1953-1954
Harold Ashton	1955-1956
Casey Campbell	1955-1956
William Dickey	1955-1956
Paul Martines	1955-1956
Charles Mays	1955-1956
Jerry Siebert	1955-1956
Mike Allred	1957-1958
Melvin Aoki	1957-1958
Richard Dolio	1957-1958
Larry Jantzen	1957-1958
Ken Seibert	1957-1958
Ronald Smith	1957-1958
Robert Tate	1957-1958
Richard Williams	1957-1958

State FFA Degrees Continued

Bob Prosperi	1957-1958
Wakao Aoki	1958-1959
James Chandler	1958-1959
Louis Contreras	1958-1959
Harold Giomi	1958-1959
Carl Janzen	1958-1959
Daryl Chlumbohm	1958-1959
John Stasulat	1958-1959
Bruno Pelanconi Jr,	1959-1960
Robert Houlding	1960-1961
Robert Saulsbury	1960-1961
Harvey Aoki	1961-1962
Dan Chatman	1961-1962
Terry Cheek	1961-1962
Stan Hirahara	1961-1962
Dick McCollister	1961-1962
Robert McCollister	1961-1962
Carl Schroeder	1961-1962
Don Sellai	1961-1962
Richard E. Smith	1961-1962
Bobby Tate	1961-1962
Joe Camarillo	1962-1963
George Crafton	1962-1963
Wallace Emmert	1962-1963
Larry King	1962-1963
Frank Massetti	1962-1963
Marcell Monticello	1962-1963
Steve Sampaulesi	1962-1963
Doug Sordi	1962-1963
Steve Tomachoff	1962-1963
Terrel West	1962-1963
Phil Albonico	1963-1964
David Giomi	1963-1964
Steve Gist	1963-1964
Evert Plumb	1963-1964
Greg Desmond	1964-1965
Don Weins	1964-1965
Chester Andrew	1965-1966
Kenneth Aoki	1965-1966
Larry Hirahara	1965-1966
Roger Leach	1965-1966
David Loquaci	1965-1966
Victor Sahatdjian	1965-1966
Ray Seibert	1965-1966
Albert Lam	1966-1967
Norman Lincoln	1966-1967
Gary Bursery	1967-1968
Ronald Kelley	1967-1968
Walter Nelson	1967-1968
Ronald Pistoresi	1967-1968
Robert Rubottom	1967-1968
John Bese	1968-1969
Michael Camarillo	1968-1969
Lester Eddy	1968-1969
Mike Elliot	1968-1969
Paul Ely	1968-1969
Steve Emmert	1968-1969
Steve Grant	1968-1969
Dan Johnson	1968-1969
Gifford Johnson	1968-1969
Leslie Loquaci	1968-1969
Larry Moore	1968-1969
James Osterman	1968-1969
Frank Morgan	1968-1969
Ralph Pistoresi	1968-1969
Dan Prosperi	1968-1969
John Simpson	1968-1969
Mark Carlson	1969-1970
Randall Chase	1969-1970
Jeff Coulthard	1969-1970
Pat Kirby	1969-1970
Eddie Martinazzi	1969-1970
Jerry Payne	1969-1970
Jim Pistoresi	1969-1970
Denis Prosperi	1969-1970
Douglas Row	1969-1970
Conrad Bitter	1970-1971
Roger Evans	1970-1971

State FFA Degrees Continued

Donald Parkey	1970-1971
Randy Belflower	1971-1972
Bob Creamer	1971-1972
Gene Ferretti	1971-1972
Sandy Konkol	1971-1972
Rick Osterman	1971-1972
Robert Simpson	1971-1972
Robery Bishel	1972-1973
Betsy Boysen	1972-1973
Mark Freeman	1972-1973
Randy Freeman	1972-1973
David Galleano	1972-1973
Rick Logoluso	1972-1973
LeRoy Marklund	1972-1973
Sandie McDonald	1972-1973
Linda Galleano	1973-1974
Jeff Joines	1973-1974
Henry Oyler	1973-1974
Stephen Schafer	1973-1974
Marilyn Whiton	1973-1974
James Cavallero	1975-1976
Henry Contreras	1975-1976
Luanna James	1975-1976
Brad McDonald	1975-1976
Vince Petrucci	1975-1976
Mike Schafer	1975-1976
Greg Agajanian	1976-1977
John Koretoff	1976-1977
Kevin Peters	1976-1977
Kurt Peters	1976-1977
Cheryl Schafer	1976-1977
Randall Armstrong	1977-1978
John Arnold	1977-1978
Darrel Bishel	1977-1978
Mark Doig	1977-1978
Rusty Jensen	1977-1978
Barbar Keller	1977-1978
Kevin Mercer	1977-1978
Kevin Richardson	1977-1978
Robyn Harper	1978-1979

Bill Anderson	1979-1980
Lorna Gunter	1979-1980
Lisa Peterson	1979-1980
Karla Stockli	1979-1980
Bob Hall	1981-1982
Sam Weis	1982-1983
Edward Correa	1983-1984
Kurt Fick	1983-1984
Phillip Montagna	1983-1984
Raymond Montagna	1983-1984
John Gray	1984-1985
Kevin Miles	1984-1985
Doug Reed	1984-1985
Jim Bell	1985-1986
Rhonda Long	1985-1986
Derek Sambueso	1985-1986
Brian Cox	1986-1987
Howard Eledge	1986-1987
Todd Fischer	1986-1987
Erin McCracken	1986-1987
Jeff Miles	1986-1987
Roy Morris	1986-1987
Heather Parks	1986-1987
Cathy Trautman	1986-1987
Kevin Bier	1987-1988
Mike Ervin	1987-1988
Miguel, A. Flores	1987-1988
Jeffrey Pacini	1987-1988
Suzanne Stretch	1987-1988
Terry Brand	1988-1989
Scott Jackson	1988-1989
Shanon Blackmore	1990
Diane Hench	1990
Shawn Johnson	1990
Craig Waag	1990
Kris Garzone	1992
Angelo Gomes	1992
Javier Guerra	1992
Sherry Lee	1992

State FFA Degrees Continued

Shawn Moore	1992
Frank Reddell	1992
Shana VanAlen	1992
Kris Detjen	1993
Alana Cervantes	1993
Michael Gomes	1993
LeAnn McPeters	1993
Daniel Ogan	1993
Steven Sesock	1993
Timothy Carter	1994
Jodi Hibdon	1994
Carson Farino	1994
Bryon Jones	1994
Brian Fitzgerald	1994
Stephanie Garzone	1994
Ryan Logoluso	1994
Travis Harris	1994
Stacy Redding	1994
Monica Williams	1994
Alan Deniz	1995
Mark Kazynski	1995
Mitch Robinson	1995
Daniel Sesock	1995
Paulette Sesock	1995
Deanna Ogan	1995
Andrew Perreira	1995
Bryan Perreira	1995
Steven Clement	1996
Shane Geist	1996
Frank Lourenco	1996
Jeff Perreira	1996
Kathy Sesock	1996
Tyler Berry	1996
Jenny Edelbacher	1996
Leon Prichard	1996

Matt Redding	1996
Melissa Redding	1996
Julie Hallam	1997
Colleen Miller	1997
Heather Todisco	1997
Lisa McKinley	1997
Lisa McPeters	1997
Matt Beechinor	1998
Scott Bursey	1998
Stacy Cook	1998
Renee Crawford	1998
Keri Jackson	1998
Robbie Loquaci	1998
Manuel Marin	1998
Jeffrey Riddle	1998
Susan Riddle	1998
Steven Rodríguez	1998
Alyson Seibert	1998
Sarah Stutler	1998
Shawn Liles	1999
Steve Calderon	1999
Bryan Rodriguez	1999
Shanna Rodriguez	1999
Rene Gonzalez	1999
Jennifer Tune	1999
Stacey Visscher	1999
Jason Erickson	2000
Audrey Estabrook	2000
Antionette Francher	2000
Andrea Hench	2000
Laura Del Bianco	2001
Erick Buckley	2001
Jesse Croxen	2001
Robert Fahey	2001
Cassie McKienly	2001

State FFA Degrees Continued

Jessica Miller	2001
Colin Rock	2001
Loriann Sesock	2001
Jason Wara	2001
Alyson Padgett	2002
Trevor Meyers	2002
Monica Medina	2002
Jennifer Mansell	2002
Brian Schafer	2002
Brandon Visscher	2002
Kevin Willet	2002
Stephanie Bellew	2003
Donald Doyle	2003
Lee Erickson	2003
Resse Fahey	2003
Amanda Hallam	2003
Garret Mattrocce	2003
Giana Toschi	2003
Cody Waltz	2003
Garth Wara	2003
Michael Croxen	2004
Adam Pistoresi	2004
Melissa Alley	2005
Jessica Alcorn	2005
Howard Beach	2005
Amy Bonander	2005
Gabriel Garcia	2005
Landon Gill	2005
Cory Padgett	2005
Megan Mettucci	2005
Brett Martinazzi	2005
Christopher Rippee	2005
Andrea Bartley	2006
Margarito Cervantes	2006
Thomas Lovelady	2006

Cinda Mattrocce	2006
Jeffrey Moosios	2006
Cody Ogletree	2006
Steve Pistoresi	2006
William Thornton	2006
Warren Tucker	2006
Alexandria Wara	2006
Kendra Willet	2006
Jose Farias	2007
Michael Fincher	2007
Glen Gil	2007
Kaysy Hopson	2007
Jacob Maggiore	2007
Mika Petrucci	2007
Bobby Sholler	2007
Anthony Tates	2007
Vincent Urena	2007
Victoria Barros	2008
Matthew Chavira	2008
Alonzo hernandez	2008
Tori Isaac	2008
Hector lopez	2008
Ritchie Lopez	2008
Tiffany O'haro	2008
Rodolfo Pineda	2008
Ramiro Sanchez	2008
Jessica Sidney	2008
Nicole Sidney	2008
Dominic Bettini	2009
Megan Christiansen	2009
Caleb Hatfield	2009
Enrique Hernandez	2009
Melissa Hubbard	2009
Riley Lovelady	2009
Sierra Meyers	2009

State Degrees Continued

Wesley Ogletree	2009
Gabriel Sanchez	2009
Scott Thornton	2009
Henry Bales	2010
Taylor Bese	2010
Matthew Borges	2010
Veronica Cervantes	2010
Gustavo Contreras	2010
Jerry Cook	2010
Jonathan Costa	2010
Santiago DeLaCruz	2010
Spencer Deniz	2010
Amy Evans	2010
Whitney Laymon	2010
Jordan Lyons	2010
Alejandro Madrigal	2010
John McClure	2010
Benjamin Salazar	2010
Shannon Sumpter	2010
Adam Taylor	2010
Cody Ward	2010
Shelby Caraway	2011
Matthew Cavallero	2011
Matthew Cavaletto	2011
Leo Cervantes	2011
Amy Dierberger	2011
Jorge Garcia	2011
Luis Mancillas	2011
Shelby Moit	2011
David Nino	2011
Norrin Pecarrovich	2011

Magali Rodriguez	2011
Santiago Santos	2011
Lindsay Tasos	2011
Alex Teran	2011
Jessica Trembley	2011
Michael Valencia	2011
Alexis Aguilar	2012
Rochelle Brewer	2012
Scott Bullis	2012
Jessica Davila	2012
Emily Fernandez	2012
Dalice Garcia	2012
Molly Gilbert	2012
Kasey Griffin	2012
Taylor Helton	2012
Carla Johnson	2012
Luz Lopez	2012
Chris Melikian	2012
Jevan Grewal	2012
Crystal Bazante	2013
Jimmy Beavers	2013
Jaime Cuevas	2013
Vanessa Duarte	2013
Brianna Gagliardi	2013
Rostia Galindo	2013
Marcelina Gonzalez	2013
Allison Helton	2013
Alexus Hernandez	2013
Cody Knott	2013
Kayla Melikian	2013
Jacqueline Morales	2013

State Degrees Continued

Dominique Ortega	2013
Jamie Oyler	2013
Eduardo Rodriguez	2013
Joalex Sanchez	2013
Sukhvir Singh	2013
Spenser Smith	2013
Whitney Swengel	2013
Hailey Wilberg	2013

2012 State Degrees

Past American FFA Degrees

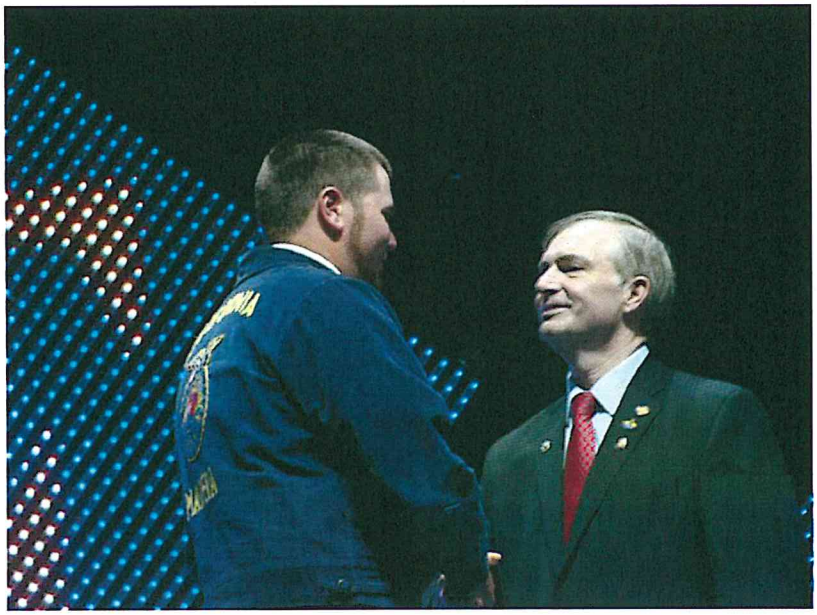
Raymond Thomas	1945-1946
Dino Petrucci	1948-1949
Johnny Deniz	1951-1952
Robert Prosperi	1960-1961
Joe Stasulat	1962-1963
Larry Hirahara	1968-1969
Roger Leach	1968-1969
Gary Lee Agajanian	1978-1979
John Koretoff	1978-1979
Karla J. Stockli	1984-1985
Samuel K. Weis	1984-1985
Angela Gomes	1993
Carson Farino	1995
Brian Fitzgerald	1995
Michael Gomes	1995
Ryan Logoluso	1995
LeAnn Iva McPeters	1995
Steven Sesock	1995
Shana Van Alen	1995
Nicole Greci	1996
Monica Denise Williams	1996
Shane Geist	1999
Tomas Greci	1999
Brandon Rodriquez	1999
Kathy Sesock	1999
Paulette Sesock	1999
Matt Beechinor	2000
Matt Redding	2000
Lisa McPeters	2000
Steve Rodriquez	2000
Julie Hallum	2001

Robbie Loquaci	2001
Manuel Marin	2001
Lisa McKinley	2001
Alyson Seibert	2001
Jason Erickson	2002
Kyle Prosperi	2002
Brian Davis	2003
Nick Davis	2003
Laura McGee	2003
Loriann Sesock	2003
Jason Wara	2003
Robert Fahey	2004
Casandra McKinley	2004
Jessica Miller	2004
Michael Croxen	2005
Lee Erickson	2005
Amanda Hallum	2005
Garrett Mattrocce	2005
Brian Schafer	2005
Cody Waltz	2005
Garth Wara	2005
Megan Matteucci	2007
Melissa Alley	2007
Cory Padgett	2007
Jessica Alcorn	2007
Steve Pistoresi	2007
Brett Martinazzi	2007
Ross Dellaualle	2007
Thomas Lovelady	2008
Christopher Rippee	2008
Kendra Willet	2008
Alex Wara	2008

Past American FFA Degrees

Continued

Cinda Mattrocce	2008
Glen Gil	2009
William Thornton	2009
Michael Fincher	2009
Mika Petrucci	2009
Matthew Chavira	2009
Margarito Cervantes	2009
Anthony Tates	2009
Enrique Hernandez	2010
Alonzo Espinoza	2010
Brittany Cavaletto	2011
Gabriel Sanchez	2011
Dominic Bettini	2011
Sierra Meyers	2011
Matthew Borges	2012
John McClure	2012
David Nino	2012
Scott Thornton	2012
Shannon Sumpter	2012



State Winning Teams

Trees, 1933-1934
Trees, 1936-1937
Dino Petrucci, Public Speaking, 1946-47
**Livestock, 1948
Milk 1950-1951
Ag. Marketing , 1955-1956
Ag. Mechanics, 1959-1960
Ag Mechanics, 1960-1961
Agronomy, 1960-1961
Truck Crops, 1960-1961
Land, 1961-1962
Truck Crops, 1961-1962
Grapevine Judging, 1961-1962
Public Speaking- Dan Chatman, 1962-1963
Agronomy, 1962-1963
Truck Crops, 1962-1963
Cotton, 1963-1964
Grapevine Pruning, 1964-1965
Farm Power, 1965-1966
Truck Crops, 1965-1966
Grapevine Judging, 1965-1966
Livestock, 1966-1967
Public Speaking-Dave Loquaci, 1966-67
Truck Crops, 1967-1968
Grapevine Pruning, 1967-1968
Agronomy, 1968-1969
Ag. Pest Control, 1968-1969
Grapevine Judging, 1968-1969
Grapevine Pruning, 1968-1969
Tree Pruning, 1969-1970
Cotton, 1974-1975
Citrus, 1975-1976
Citrus, 1977-1978
Livestock, 1980-1981
Small Engines, 1980-1981
Small Engines, 1981-1982
Fruit Tree Pruning, 1982-1983
Grapevine Pruning, 1982-1983
Land Judging, 1984-1985
Light Horse Judging, 1984-1985
Small Engines, 1986-1987
Small Engines, 1987-1988
Small Engines, 1988-1989
Fruit Tree Pruning-1989-90
Small Engines- 1990-91
Grapevine Pruning- 1992-93
Fruit Tree Pruning- 1992-93
Grapevine Pruning- 1993-94
Fruit Tree Pruning-1993-94
Grapevine Judging – 1993-1994
Farm Power and Machine, 1995-1996
Grapevine Pruning- 1995-96
Fruit Tree Pruning- 1996-1997
Fruit Tree Pruning- 1997-1998
Small Engines- 1999-2000
Floriculture- 2001-2002
Small Engines, 2002-2003
Best Informed Greenhand- 2004-2005
Best Informed Greenhand- 2006-2007
Best Informed Greenhand-2007- 2008
Small Engines- 2007-2008
Meats- 2007-2008
Vine Pruning -2009- 2010
Vine Pruning—2010-2011
Best Informed Greenhand—2010-2011
Floriculture—2010-2011
Best Informed Greenhand- 2011-2012
Vine Pruning—2012-2013
Meats Judging—2012-2013
Best Informed Greenhand -2012-2013

Madera FFA Calendar 2013-2014

Use the following pages to see the opportunities available to you as an FFA member or community member who would like to get more involved.

July 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8 Jaime'S Bday ROLC, San Luis	9	10	11	12	13
14	15 Madera FFA Officer Retreat, Shaver	16	17	18	19	20
21	22	23	24	25	26	27 Jorge's Bday
28 SJR FFA Officer Meeting	29	30 District Catering	31			

August 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4 Jimmy's Bday	5	6	7	8	9 Sectional Officer Leadership Conf.	10 →
11	12 1ST Day Of School	13	14	15	16 SJR FFA Boot camp SCICON	17 →
18	19 Drive Thru Tix Out	20	21 Welcome Back Activity Mtg 6-8 Pm	22	23	24 Madera Fair Horse Show
25 Madera Fair Horse Show	26	27	28 COLC and CATA Mtg, Clovis, 5pm	29	30	31

September 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 *Labor Day, No School*	3 *Madera County Fair*	4	5	6	7
8	9	10 *WFM Blackbeard's Activity*	11	12	13	14
15	16	17	18 Mud Volley Ball 5-7pm	19	20 Drive Thru BBQ 5-7 pm *Greenhand Apps Out*	21
22	23	24 *National Conv. Delegate Training*	25	26 *Madera Cotton Contest*	27 *Greenhand Apps Due*	28
29	30					

October 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 Greenhand Officer Interviews 3:15 pm	3	4 Greenhand Officer Voting	5
6	7	8	9 *Clayton;s Bday*	10	11 Ag Lit Work Day After School 3:15	12 *Corcoran Cotton*
13	14 *Columbus Day*	15 Ag Literacy Day's →	16	17	18 *No School*	19
20	21	22	23 FFA Meeting 6-8 pm	24 *Greenhand Conference Clovis*	25	26 *Modesto Cotton*
27	28 *National Convention* →	29	30	31		

November 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 No School *National Convention* →	2
3	4	5	6	7 *Hanford Cotton, 7pm*	8	9 *Cotton State Finals*
10 *SJR FFA Officer Meeting*	11 No School *Veterans Day*	12	13 *Opening and Closing 5pm, Madera*	14	15 *SJR CATA Roadshow Bass Lake*	16 *SJR CATA Meeting Bass Lake*
17	18 **Greenhand/ Chapter Degree Apps Out**	19	20 FFA Meeting 5:30-7:30 pm	21	22	23
24	25 *Thanksgiving Break* → **Record Book Work Day**	26	27	28 *Thanksgiving*	29 →	30

December 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 Greenhand/Chapter Degree Apps Due	7
8	9	10	11 **Fall Banquet**	12	13	14
15 *SJ FFA Officer Meeting*	16	17	18	19	20 Officer XMAS Party Atwater	21
22	23	24	25 *Christmas*	26	27	28 **Sarah's Bday**
29	30	31				

January 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 *New Years Day*	2	3	4
5	6	7	8	9 Record Book Work Day	10	11 *St. Helena Vine Pruning*
12	13 *School Starts*	14	15 *Recordbook Scoring Madera, 5pm*	16	17	18 *Dinuba Vine Pruning*
19	20 *Martin Luther King Day*	21	22 *BIG and Banking Contest, Central*	23 **Skate Night Mtg TBD**	24 SJR FFA Officer Apps Due	25 *Reedley Vine Pruning*
26	27	28	29 EFM/WFM Record Book-Kingsburg 5pm	30	31 **Michael's BDAY**	

February 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 **Madera FFA Alumni Dinner** Winter State Finals -Fresno State
2 *SJR FFA Officer Meeting*	3	4	5 *WFM Manuscripts*	6	7 *Bowl-A-Thon* →	8 →
9	10 *No School* *SJR Proficiency Scoring-Fresno*	11 Farm Show Day *World Ag Expo* →	12 *WFM CoOp-Laton 5pm* →	13 →	14 *SJR Interviews MFE/ALA, Visalia* →	15 →
16	17 *No School* *Presidents Day*	18 *FFA Week* →	19 *WFM Speaking-Caruthers 4pm*	20 **FFA Mtg 5-7 pm**	21 *Lunchtime Activity* →	22 *SJR FFA/CATA Meeting-Lemoore*
23	24	25	26	27	28	

March 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 *Chico Field Day*
2	3	4 *SLE-Sacramento*	5	6	7 *UC Davis Parli Pro*	8 *UC Davis Field Day*
9	10	11	12 WFM Parli Pro-Sierra	13 **FFA Mtg** **5-7 pm**	14	15 *Merced College FD*
16 *SJR State Officer Candidate Training-*	17	18 *Sectional Johns*	19	20	21 *SJR Parli Pro-COS Tulare*	22 *Dinuba Sp. Animals*
23	24	25	26	27	28 *SJR Speaking-COS Tulare*	29 **Jenae's Bday** *Modesto Field Day*
30	31					

April 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 *State Degree Banquet*	*2*	*3*	*4*	*5* Reedley College FD Madera Weld/Engines
6	*7*	*8* **Pool Party Meeting TBD**	*9*	*10* State Speaking Finals	*11* *State Parli Pro Finals*	*12* **Fresno State Field Day** **Clovis East Weld** *FFA State Conference*
13 *State Conference*	*14* *Spring Breaks*	*15*	*16*	*17*	*18*	*19*
20 *Easter*	*21* *No School*	*22* *Chapter Apps Out*	*23*	*24*	*25* *WFM FFA Officer App Due*	*26* Madera Floral 8am *Hanford Field Day*
27. *Chowchilla Horse Show*	*28*	*29*	*30*			

May 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 *WFM Off Screening*	*2*	*3* *State Finals-Cal Poly*
4	*5*	*6* *Chapter Apps Due @ 3:15 pm*	*7* *Chapter Officer Interviews*	*8* CATA Planning/ FFA Off Elect-Kingsburg 4:30pm	*9*	*10*
11 *Mothers Day*	*12* *Chowchilla Fair* →	*13*	*14*	*15*	*16*	*17*
18	*19* *American Degree Scoring-Kingsburg*	*20*	*21* *End Of The Year Banquet*	*22*	*23*	*24*
25	*26* *Memorial Day*	*27*	*28*	*29*	*30*	*31*

June 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	*2*	*3*	*4*	*5* *Graduation*	*6*	*7*
8	*9* *Top 30 Trip*	*10*	*11*	*12*	*13*	*14*
15 *Fathers Day*	*16*	*17* *SJR FFA Officer Retreat-Morro Bay*	*18*	*19*	*20*	*21*
22	*23*	*24*	*25*	*26*	*27*	*28*
29	*30*					

Madera FFA Budget 2013-2014

Attached is the FFA Activity Budget which was developed by the officers at retreat and approved by the ASB Director and Bookkeeper on August 30, 2013.

Madera FFA Budget
2013-2014

Income	
District Lunches	$ 5,000.00
Opening and Closing	$ 1,000.00
Ag. Literacy Day	$ 2,500.00
SHARES	$ 600.00
Snack Sales	$ 12,000.00
Alumni Dinner	$ 5,000.00
Drive Thru BBQ	$ 4,000.00
TOTAL INCOME	*$ 30,100.00*

Expenses	
Banquet Awards and Décor	$ 2,000.00
Banquet Food	$ 700.00
Bowl A Thon Bus	$ 350.00
Casino Night	$ 200.00
Chapter Meetings	$ 1,000.00
Hotels for Field Days	$ 1800.00
COLC	$ 120.00
District Lunches	$ 2,000.00
Field Day Entries	$ 2,000.00
Fall Banquet	$ 500.00
Fall and Spring Regional FFA Meeting	$ 250.00
Greenhand Conference	$ 450.00
Grub Down	$ 200.00
Homecoming Float	$ 200.00
Officer Polos and Retreat	$ 800.00
Opening and Closing Food	$ 675.00
POA Printing	$ 150.00
Pumpkin Festival Supplies	$ 1,900.00
Scrapbook Stuff	$ 200.00
Skating Meeting	$ 450.00
Snack Sale	$ 5,000.00
Top 30 Tickets	$ 1,200.00
Tri Tip BBQ	$ 4,000.00
TOTAL EXPENSES	*$ 26,145.00*

NET INCOME	*$ 3,955.00*

Community Service

At Madera FFA we feel community service is not a service at all. As community members we feel it is our duty to step in and help when it is needed; whether it is making sure community members have food at Thanksgiving or making sure children have a present to open on Christmas morning. Madera FFA is there and willing to help when the community needs it.

Ag. Literacy Day- We host a two day activity in which we recognize the importance of Agriculture to the youth within our community.

Bowling-4-Kids- Sectional Bowl-A-Thon is an event awarded to those individuals who help raise money for Children's Hospital.

Can Food Drive- We will host a food drive during the Christmas season, working with local community shelters to distribute the food to the less fortunate in our community.

Old Timer's Parade- FFA members clean up the parade route.

Farm Bureau Scholarship Event- FFA members serve as event staff parking cars, serving, busing tables, and cleaning up.

Relay for Life- FFA members help in the fight against cancer at the Madera Relay for Life where they participate in painting luminary bags and setting up the relay course.

Toys for Tots- FFA members partner with the Toys for Tots organization to provide children with a gift during the holiday season.

Top 30: Point Awards

The following is used to determine what students attend the Top 30 trip at the End of the Year, students fill out forms monthly with the information and a running spreadsheet is maintained.

Top Thirty Trip

Top Seller Trip

Throughout the year, Madera FFA members are given the opportunity to help raise money for our chapter. The money raised goes towards numerous events and activities that take place in our FFA chapter. For example, Madera FFA plans a minimum of one activity per month during our school year that is free of charge to our students. These activities include skating, bowling, and movie night just to name a few. In order to fund these trips, we put on different fundraising events throughout the year. This year we carry on the traditional fundraisers such as the Drive thru BBQ, Snack Sales in the Fall and Spring, and our Alumni Dinner Dance. If a member has sold a total of 40 tickets or items at the end of the last fundraiser, he or she will be invited to the Top Seller Trip at the end of the year. The Top Seller Trip is designed to give every student in our department the opportunity to receive a free trip to a designated theme park.

Top Thirty Trip

As mentioned above, Madera FFA members are given numerous opportunities to participate in FFA activities. Throughout the year we give students points for attending and participating in FFA activities, events, and contests. For example, the top thirty students are announced at the annual end of the year banquet and then those students are taken on an achievement trip to Magic Mountain. The students fill out point award sheets at the end of each month and a running total is kept until the end of the year. The winner of the Top Thirty Trip is announced at the chapter banquet.

I.	Leadership		
	A.	Greenhand Degree (December of each year awarded)	50
	B.	Chapter FFA Degree (December of year awarded)	75
	C.	State FFA Degree	100
	D.	Star State Farmer (In addition to degree)	125
II.	Offices (Points awarded in May)		
	A.	Chapter Officer	100
	B.	Committee members	75
	C.	Sectional Officer	100
	D.	Regional Officer	100
III.	Meetings/Conferences		
	A.	Attend Chapter FFA Meetings/Activities/Banquets	50
	B.	Attend Sectional/Regional Meeting or Activity	75
	C.	Attend State Convention	100
	D.	Attend One Day State Convention	25
	E.	Attend National Convention	150
	F.	Delegate for conferences	50
	G.	Chapter, Section, Region Banquets	50
	H.	Greenhand, MFE, ALA, SLE, or WLC	75

Top Thirty Trip

IV.	Community/Service		
	A.	Ag. Literacy Day (each day)	25
	B.	8th Grade Visitation	50
	C.	Canned Food Drive	50
	D.	Bowl-a-Thon	50
	E.	Love Madera	50
	F.	Other Activities as Developed	50
Fundraisers			
	A.	Tri Tip and Alumni Dinner Ticket Sales	1pt per $
	B.	Snack Bags	1pt per$
	C.	Other Activities as Developed	1pt per $
VI.	Other FFA Activities		
	A.	Purchase FFA T-Shirt/Sweatshirt	20
	B.	Purchase FFA Jacket	50
VII.	Supervised Agriculture Experience		
	A.	Approved Enterprise: (Each project)	
		Large Mechanics, Market Beef, Dairy, Sheep, Swine, and Goats	50
		2. Small Mechanics, Market Poultry, and Rabbits	30
		3. Breeding Projects	75
	B.	Exhibit at Shows and Fairs: Mechanics, Landscape, Floral, and Animal Projects	
		1. First Award	25
		2. Second Award	20
		3. Third Award	15
		4. Fourth Award – tenth award	10
		5. Round Robin Participant	
		1st	50
		2nd	40
		3rd	30
		4th	25
		5th	20
		6th	15
		7th	10
		6. Best of Show (Ag Mech., Land, Floral)	50
		7. Outstanding Exhibitor (any species)	50

Top Thirty Trip

C. Animal Projects: Market or Breeding

1.	Grand Champion	50
2.	Reserve Grand Champion	35
3.	FFA Champion	25
4.	FFA Reserve Champion	20
5.	Breed Champion	15
6.	Reserve Breed Champion	10

D. S.A.E. Hours

1. 1 point per hour worked (must be proved by record book)

VIII. Proficiency Awards

A.	Applicant	20
B.	Sectional Winner	25
C.	Regional Winner	50
D.	State Winner	75
E.	National Winner	100

IX. Contests

A.	Participation	15
B.	Placement	
1.	Individual and Team Placing	
a.	First High Overall	25
b.	Second High Overall	20
c.	Third High Overall	15
d.	Fourth High Overall	10
e.	Fifth High Overall	5

The above points for a State Finals Contest are doubled!
The above points for a National Finals Contest are tripled!

Constitution and Bylaws for Madera FFA

The rules and standards to run Madera FFA. Last modification was May 2, 2005.

Madera FFA Constitution and Bylaws

Article I. Name and Purposes

Section A. The name of this organization shall be the Madera FFA Chapter. The letters "FFA" will be used to designate the chapter, its activities, and its members.

Section B. The purpose for which this chapter is formed by is as follows:

1. To develop agricultural leadership skills among all members.
2. To develop a global awareness of agriculture.
3. To bestow confidence among agricultural students and the work.
4. To promote agriculture career opportunities through hands-on training.
5. To develop competencies in communication, human relations, and social abilities.
6. To build cooperative attitudes among agricultural students.
7. To encourage improvement in scholastics.
8. To provide organized recreational activities for agriculture students.

Article II. Organization

Section A. The Madera FFA Chapter is a chartered local entity of the West Fresno - Madera Section of the California Association, made up of local members.

Section B. This chapter accepts in full, the provision in the constitution and bylaws of the California Association of the Future Farmers of America as well as those of the National FFA Organization.

Article III. Membership

Section A. Membership is limited to students enrolled in Agriculture Education at Madera South-High School.

Section B. Membership of graduates is limited to students that were active members in high school.

Section C. The Madera FFA is a 100% affiliated chapter with every student becoming a member of the FFA when they enroll in an agriculture class.

Section D. No student may participate in any FFA activities unless they are members in good standing with the FFA. In order to be in good standing with the FFA a student must owe no money to the FFA, and their name must not appear on the ineligible list.

Section E. The FFA advisors at their own discretion have the right to dismiss any members from the FFA organization at anytime with approval of the administration.

Section F. Membership in this chapter shall be of three kinds:

Madera FFA Constitution and Bylaws

1. Active - Any student enrolled in an agriculture education program.
2. Alumni - Any person who has formerly been enrolled in an agriculture education program or in other ways interested in supporting the FFA.
3. Honorary - Any person who has helped to advance agriculture education and the FFA and who have rendered outstanding service may be elected to honorary membership.

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

Section H. Honorary membership in the chapter shall be limited to the Honorary FFA Degree.

Section I. There shall be four levels of active degree attainment in the Madera FFA Chapter.

The Greenhand FFA Degree

1. All Greenhand Degree recipients are entitled to wear the regulation bronze emblem charm.
2. The Chapter FFA Degree
   All members holding the Chapter FFA Degree are entitled to wear the silver emblem pin.
3. The State FFA Degree
   All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm.
4. The American FFA Degree
   All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section J. Greenhand FFA Degree. Minimum qualifications for election:

1. Be enrolled in agricultural education and have satisfactory plans for a Supervised Agricultural Experience Program.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate knowledge of history of the organization, chapter constitution and bylaws and the chapter Program of Activities.
6. Have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit a written application for the Greenhand FFA Degree.

Section K. Chapter FFA Degree. Minimum qualifications for election:

1. Must have received the Greenhand FFA Degree.
2. Must be enrolled in their second year of agricultural education and have an approved Supervised Agricultural Experience Program.
3. Participate in planning and conducting of at least three official chapter functions.
4. Have earned at least $150.00 or worked at least 45 hours and have developed plans for the growth of their SOEP.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of Procedure Law.
7. Show progress towards individual achievement in the FFA awards' programs.
8. Have a satisfactory scholastic record.
9. Submit a written application for the Chapter FFA Degree.

Section L. State FFA Degree. Minimum qualifications for election:

1. Qualifications for the State FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section M. American FFA Degree. Minimum qualifications for election:

1. Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.

Section N. Special committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

Article IV. Officers

Section A. The possible FFA offices for the Madera FFA Chapter shall be as follows:

1.) President	6.) Reporter	11.) Sweetheart
2.) Vice President	7.) Sentinel	
3.) Second Vice President	8.) Historian	
4.) Secretary	9.) Chaplain	
5.) Treasurer	10.) Parliamentarian	

Section B. The Officers shall be elected or confirmed by a majority vote of the active members.

* The advisors and current chapter officers have the right to operate outside of the constitution for special circumstances not addressed.

Section C. If more than one student desires the office of president, the candidates ranking 1, 2, & 3 by vote for office of chapter president shall be elected as president, vice president, and 2nd vice president, respectively.

Section D. The nominating committee shall be composed of the 12th grade chapter officers and the FFA advisors, others to be appointed if necessary. Upon reviewing officer applications for chapter office, students will be slated as candidates on the ballot.

Section E. All officer vacancies, during the term of office, shall be filled by a majority vote of the chapter officers with the exception of the president. The 1st Vice-President shall fill vacancy. The president shall nominate candidates for the committee's consideration.

Section F. Officers Eligibility. Minimum qualifications to run for chapter office:

1. Must be academically eligible to run for a FFA office.
2. For offices of President and Vice President, the applicant must have already completed at least three years of Agriculture classes, and/or hold the Chapter FFA Degree.
3. Other offices require that they have completed a year of an Ag class, and hold the Greenhand Degree.
4. Must enroll in the agriculture leadership class.

Section G. Officer Probation due to academic ineligibility

Any officer who becomes academically ineligible during their term of office will be put on a one-time probationary six-week suspension. At the end of six weeks a grade check will be due to the advisors. While officers are on probation they will not participate in any FFA affiliated activities. If the student meets grade requirements they will be immediately reinstated. If the officer remains academically ineligible they will be immediately removed from office.

* Grades will be based on quarter report cards and grade checks
* Officer participation during the probationary period will be at the advisors discretion.

Article V. Impeachment of Officers

Section A. Immediate Impeachment.

The FFA advisors may at any time at their own discretion remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability.

Section B. Steps of Impeachment.

1. Any FFA chapter officer not fulfilling the duties of the office as described by this constitution will be required to meet with fellow officers and advisors to discuss a plan for improvement.
2. A written plan for improvement will be drawn up by the advisor based on the conversation of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice President, and the officer in question.
3. If the officer in question still does not fulfill his/her duties, then a 2/3 vote of the executive committee will remove that officer from office.

Article VI. Executive Committee

Section A. *Executive Meetings shall be held as needed.*

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

Section C. Hats shall not be worn in the meeting room.

Section D. Poor conduct will result in that member being dismissed from the meeting room.

Section E. Delegates go through an application process headed by the Ag staff to be able to represent the chapter at the State Convention. The delegates may be named as necessary in order to have proper representation at various other FFA meetings within the state.

Article VII. Dues

Section A. As long as Incentive Grant funds are available dues shall be paid for all members through that source.

Article VIII. Eligibility

Section A. Eligibility of members exhibiting at fairs and shows will be based on the advisors discretion.

Section B. Members must be academically eligible to participate above the chapter level.

Section C. See rules of article IV section G of the Madera FFA Chapter

Article IX. Amendments

Section A. To amend the constitution, a majority vote of the Executive Committee is required.

Article X. Ratification of the Constitution

Section A. This constitution shall become effective when passed by the executive committee and advisors.

Awards Section

The rules and standards to run Madera FFA. Last modification was May 2, 2005.

FFA Awards Offered to You

Madera FFA holds a fall and spring banquet where degrees and the following awards are given out.

Degrees

- Greenhand Degree: For 1st year Ag students.
- Star Greenhand: Most Outstanding 1st year Ag student.
- Chapter FFA Degree: For 2nd year Ag students.
- Chapter Star Farmer: Most Outstanding 2nd year Ag student
- Chapter Star in Agribusiness: Most Outstanding 3rd or 4th year Ag students.
- State FFA Degree: For 3rd and 4th year Ag students.
- State Star Farmer: For 3rd or 4th year Ag students.
- State Star in Agribusiness: For 3rd or 4th year Ag students.
- American FFA Degree: For 5th year Ag student.
- American Star Farmer: For 5th year Ag students.
- American Star in Agribusiness: For 5th year Ag students.

Judging Team Awards – See Career Development Event Pages

Students who competed in any Career Development Events offered by Madera FFA will receive a certificate and pin. State Winning teams will be awarded with special recognition.

Outstanding Ag Student Awards

This award is given to the outstanding student in each grade level based on their academic success as well as involvement in the FFA.

Outstanding Herdsmen Award

This award is presented to a student in each specie category. The student must show great dedication and commitment to their animal project to even be considered for this award. This time spent with their specie includes at the farm as well as at livestock fairs and shows.

Top 30 Award

FFA points are awarded for students' involvement in FFA activities throughout the entire school year. The top 30 students earn an all expenses paid trip at the end of the year.

Top Seller Award

Any student who participates in fundraising activities and sells 20 tickets or items receives a free trip at the end of the school year.

FFA Awards Offered to You

Proficiency Awards
These awards are given to students based on their SAE projects, and they are given at the Sectional, Regional, State, and National levels.

Outstanding Ornamental Horticulture Student
This award goes to a student who has a strong SAE in this project area. The student must also be enrolled in Ornamental Horticulture classes.

Outstanding Small Engines Student
For any student who shows their dedication to the Small Engines class, career development event, or SAE project.

Outstanding Ag Mechanics Student
This award is given to a student representing each grade level. The students must be enrolled in some kind of Agriculture Mechanics class, have a relating SAE, or be involved in the Ag Mechanics career development event.

Outstanding Floral Design Student
For a student who is taking any level of Floral Design classes. The recipient must have a relating SAE or career development event.

Outstanding Animal Science Student
This award goes to a student who has a strong SAE in this project area. The student must also be enrolled in Animal Science classes.

Outstanding Overall SAE Project
Presented to the student with the chapter's best SAE project. It can be from any project area.

Petrucci Participation Award
This award is given to the student who shows dedication to all areas of the Madera FFA Chapter; including classes, SAE's, career development events, fundraisers, and activities.

Teco Award
Given to a senior in the Ag Mechanics class with an outstanding SAE project.

Stockli-Weiss Award
This award is presented to a hard working individual who is devoted to the success of the chapter by involving themselves in activities outside their own projects on the school farm. The recipient of this award must be very dedicated person who is always willing to help others.

Agriculture Scholarships

Scholarship applications are available through the high school counseling office. It is your responsibility to get an application and return it by the deadline – GOOD LUCK!

Matthew Roussel Memorial

$250

This is a memorial scholarship to honor an alumni FFA member who has passed away. It is awarded to a student who has been active in our FFA Organization. The application for this scholarship is the general MHS scholarship application form. By meeting the application requirements and deadline, the school scholarship committee will select a recipient.

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Madera Agriculture Youth Association (M.A.Y.A.)

$500

The MAYA association is pleased to offer a scholarship program for those high school students pursuing a career in an agriculture related field.

Eligibility requirements:

1. A 2.5 cumulative grade point average.
2. Application must be planning to enroll as a full time student (MINIMUM 12 UNITS)
3. Must be a resident of Madera County and an active FFA member of Chowchilla, Madera, Firebaugh or Yosemite High Schools or a Madera County 4-H Club.

Friends of Madera FFA

This is a scholarship is awarded to a student who has been active in the Madera FFA Organization. The application for this scholarship is the general MSHS scholarship application form. By meeting the application requirements and deadline, the school scholarship committee will select a recipient.

Outside Organizations

Other Agricultural Community Organizations also have scholarships available to students pursuing degrees in Agriculture, check with the following organizations for specific qualifications and deadlines.

- Calcot Seitz Foundations
- California Women for Agriculture
- Madera County Farm Bureau
- California Farm Bureau Federation
- World Ag. Expo
- National FFA (Online)
- California FFA
- California State Fair
- California Table Grape Commission
- Cattleman's
- CANERS Foundation
- Chowchilla Western Stampede
- Also check with the campus' you are applying to for other scholarships.

Officers

The current years Chapter, Sectional, Regional, State and National FFA Officers

2011-2012 FFA Officer Teams

Madera FFA Chapter Officers

President	Virat Kang
Vice President	Jimmy Beavers
2nd Vice President	Jaime Cuevas
Secretary	Jenae Hansen
Treasurer	Michael Ewing
Reporter	Jorge Mendoza
Sentinel	Gabrielle Ortega
Historian	Mario Alvarez
Chaplain	Sarah Reece
Parliamentarian	Clayton Sheehan

West Fresno Madera Sectional FFA Officers

President	Amber LaSalle, Firebaugh
Vice-President	Brianne LeBeau, Fresno Central
2nd Vice President	Kellen Habib, Caruthers
Secretary	Mackenzie Meek, Central West
Treasurer	Sean Pimentel, Central West
Reporter	Kiana Peter, Chowchilla
Sentinel	Jimmy Beavers, Madera
Historian	Brandon Miller, Central West
Chaplin	Llimy Garcia, Mendota
Parliamentarian	Jacob Quinteros, Firebaugh

San Joaquin Regional FFA Officers

President	Dipak Kumar, Tulare
East Fresno/Madera VP	Emilie Gambril, Clovis East
Tulare Kings VP	Hattie Jameson, Golden Valley
Sequoia VP	Bailey Minday,Tulare
South Valley VP	Madion Zittle, Frontier
Kern VP	Joseph Agular
WF/M VP	Amber LaSalle, Firebaugh
Secretary	Evie Starich,Hanford
Treasurer	Brant Hall, O'neals Minarets
Reporter	Virat Kang, Madera
Sentinel	Kristyin Fletcher, Sierra
Advisor	Charles Parker

California State FFA Officers

President	Riley Nelson
Vice President	Valerie Canas
Secretary	Gabrielle Franke
Treasurer	Gage Willey
Reporter	Sheldon Overton
Sentinel	Hunter Berry
Advisor	Bob Hueval

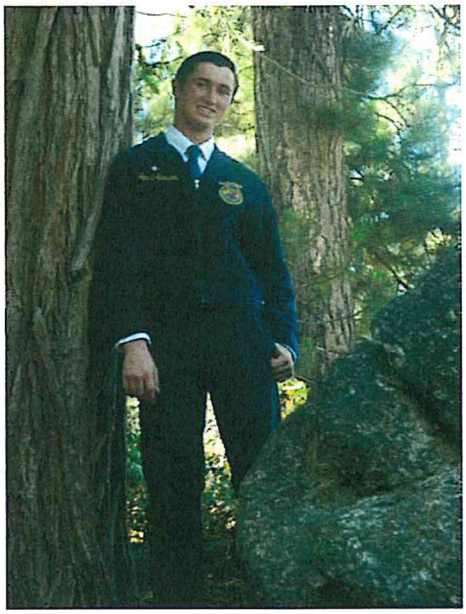
National FFA Officers

President	Clay Sapp, Florida
Secretary	Katie Hall, Georgia
Eastern Vice-President	Joenelle Futrell, Kentucky
Central Vice-President	Brennan Costello, Nebraska
Southern Vice-President	Wiley Bailey, Alabama
Western Vice –President	Lindsey Anderson, California

2013-2014 Madera FFA Officer Info

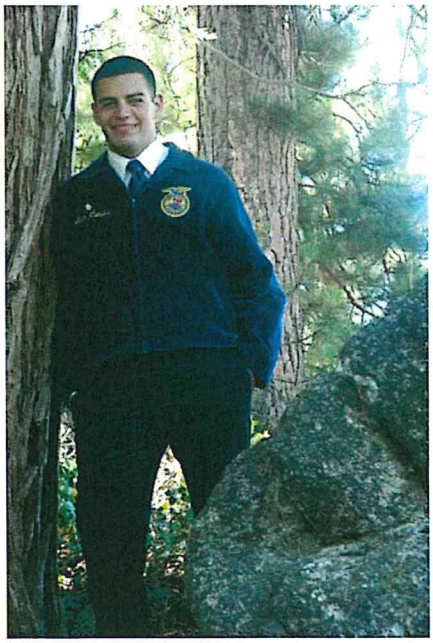
President, Virat Kang

Grade: Junior
SAE: Ag Sales, Forage Production, Dairy Replacement Heifer
CDE: Small Engines, Extemporaneous Public Speaking, Tree Pruning



Vice President, James Beavers

Grade: Senior
SAE: Dairy Replacement Heifer, Market Hogs
CDE: Vine Pruning, Extemporaneous Public Speaking



Vice President, Jaime Cuevas

Grade: Senior
SAE: Dairy Replacement Heifer
CDE: Small Engines, Extemporaneous Public Speaking

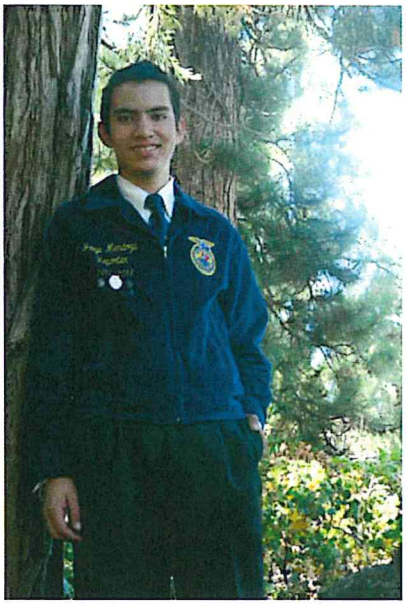
2013-2014 Madera FFA Officer Info

Secretary, Jenae Hansen

Grade: Junior
SAE: Dairy Replacement Heifer, Market Hogs, Viticulture
CDE: Prepared Public Speaking, Tree Pruning, Cotton Judging, Vine Judging

Treasurer, Michael Ewing

Grade: Junior
SAE: Market swine
CDE: Job interview, Vine Judging



Reporter, Jorge Mendoza

Grade: Junior
SAE: Rabbits
CDE: Parliamentary Procedure, Banking, Agronomy

2013-2014 Madera FFA Officer Info

Sentinel, Gabrielle Ortega

Grade: Sophomore
SAE: Market Sheep
CDE: Vine Pruning, Advance Parliamentary Procedure

Historian, Mario Alvarez

Grade: Sophomore
SAE: Market sheep
CDE: Banking, Impromptu Public Speaking

Chaplain, Sarah Reece

Grade: Sophomore
SAE: Market Hogs
CDE: Vine Pruning, Impromptu Public Speaking

Parliamentarian, Clayton Sheehan

Grade: Sophomore
SAE: Diary Replacement Heifer, Swine Breeding, Market Swine
CDE: Vine Pruning, Agronomy, Advance

PAST MADERA FFA CHAPTER PRESIDENTS

2001-02	Nick Davis
2002-03	Brandon Visscher
2003-04	Giana Toschi
2004-05	Megan Matteucci *
2005-06	Megan Matteucci
2006-07	Cody Ogletree
2007-08	Mika Petrucci
2008-09	Jessica Sydney
2009-10	Dominic Bettini
2010-11	Amy Evans
2011-12	Michael Valencia
2012-13	Taylor Helton
2013-14	Virat Kang

* Took over after resignation

Missions and Strategies

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

To accomplish this mission, we the FFA will:

1. Develop a competent and assertive agricultural leadership program.
2. Increase awareness of the global and technological importance of Agriculture and its contribution to our well-being.
3. Strengthen the confidence of agriculture students in themselves and their work.
4. Promote the intelligent choice and establishment of an agricultural career.
5. Encourage achievement in supervised occupational experience programs.
6. Encourage wise management of the economic, environmental, and human resources of the community.
7. Develop interpersonal skills in teamwork, communication, and human relations.
8. Build character; promote citizenship, volunteerism, and patriotism in our students and community.
9. Promote cooperation and cooperative attitudes among all people.
10. Promote healthy lifestyles.
11. Encourage excellence in scholarship.

FFA Emblem, Official Colors, & FFA Motto

The National FFA emblem consists of five symbols and represents the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of the FFA and agriculture. Each element within the emblem has unique significance. THE CROSS SECTION OF THE EAR OF CORN provides the foundation of American agriculture. It is also a symbol of unity, because corn is grown in every state of our nation. THE RISING SUN signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity. THE PLOW signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength. THE EAGLE is a national symbol, which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture. THE OWL, long recognized for its wisdom, symbolizes the knowledge required to be successful in the agriculture industry. The words "AGRICULTURE EDUCATION" and "FFA" are emblazoned in the center to signify the combination of learning and leadership necessary for progressive agriculture.

Colors

As the blue field of our nation's flag and the golden fields of ripened corn unify our country, the FFA colors of "NATIONAL BLUE and CORN GOLD" give unity to the organization. All FFA functions and paraphernalia should proudly display the colors.

Motto

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

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

The FFA Creed

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.

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.

Career Development Events

The following list are CDE teams and competitions you can get more involved in check with the Ag. Teacher for more Information.

Agriculture Welding

To evaluate the contestant's manipulative skills, general knowledge and professional presentation as these correlate to his/her preparation for employment in the broad field of welding (agricultural, industrial, or other). *Coach*: Mr. Deniz

Banking

Members complete a written test made up of financial standings, such as checks and bank statements. You will be expected to know the different rates of credit that may be given to you. *Coach: Mrs. McKenna*

Best Informed Greenhand

This contest is for freshmen FFA students only. Members on this team complete a written test on their knowledge of the FFA. *Coach:* Mrs. Sheehan

Cooperative Marketing

This contest is designed to create an awareness and understanding of the basic elements of farm product marketing and farmer cooperation in marketing, purchasing, bargaining, and service. *Coach: Mr. Williams*

Cotton Judging

This contest is made up of a three-member team. Members are required to take a written exam of their knowledge of cotton. Members will also be required to judge and score different types of cotton. *Coach: Ms. Gilles*

Creed Speaking

This contest is for freshmen FFA students only. Students memorize and recite the FFA Creed written by E.M. Tiffany and answer three oral questions from a panel of judges. *Coach: Mr. George*

Dairy Products

In this contest students learn about the Milk Industry through a test. In addition students verify whether dairy products are real vs. artificial, know different cheese varieties and are able to identify off flavors in milk. *Coach: Ms. Luera*

Extemporaneous Public Speaking

Members deliver a speech on one of three agricultural topics after they are given thirty minutes to prepare a four-to-six minute speech. At the conclusion of the speech, the judges may question the speaker for five-minutes. Decisions are based on factors similar to the prepared event. *Coach: Miss. Luera*

Floriculture

Members demonstrate proficiency in plant identification, judgment of floral and foliage arrangements, problem solving, and skills that include flower arranging and corsage construction. *Coach: Ms. Gilles*

Career Development Events

Impromptu Speaking
Members are required to learn about many agriculture topics, and will be given 1 minute to think about a topic they draw and then deliver a 1-2 minute speech from memory. There is a question and quote round. *Coach: Mrs. McKenna*

Job Interview
Members are required to create a cover letter and resume prior to participating in a job interview. You are evaluated and placed according to your resume, cover letter, and interview scores. *Coach: Mr. Deniz*

Meats
Members complete a written test; evaluate beef carcasses in terms of quality and yield grades; and judge and place beef, lamb and pork classes. Members also complete a meat formation problem and cooperatively fulfill a beef carcass order. *Coach: Mr. George*

Nursery/Landscape
The Nursery/Landscape contest prepares students for careers in the nursery and landscaping. Topics include plant identification, plant physiology, soil science, plant reproduction, and nursery production, as well as landscaping design, installation, and maintenance. *Coach: Mrs. McKenna*

Opening/Closing
This contest is made up of a six-person team. Each member of the team is responsible for memorizing one officer part of the opening and closing ceremonies and reciting it at the sectional contest. *Coach: All Ag. Teachers*

Prepared Public Speaking
The member that chooses this speaking contest is to write and memorize a six-eight-minute speech on a major agriculture issue. The individual will be scored on his or her ability to speak and also on how well they can answer questions on the topic they choose. *Coach: Mr. Williams*

Parliamentary Procedure
The team consists of six members. One member of the six person team serves as the chair and another as the secretary. Participants enter a room and have one minute to study a card that has five motions on it. The card also has a main motion on the card that the members must debate. In order to score top points from the judges the team must perform the five motions on the card and five more motions that are not listed on the card. Each team member will also debate the main motion four times each. A round in Parliamentary Procedure is timed for ten minutes and thirty seconds. At the end of the round judges ask the team questions relating to Parliamentary Procedure. There is also a twenty five question written test. *Coach: Novice, Ms. Luera Advanced: Mrs. Sheehan*

Scrapbook
The Nursery/Landscape contest prepares students for careers in the nursery and landscaping. Topics include plant identification, plant physiology, soil science, plant reproduction, and nursery production, as well as landscaping design, installation, and maintenance. *Coach: Mrs. McKenna*

Career Development Events

Small Engines

A team is made up of three members. Members are tested on identification, theory, problem solving and troubleshooting related to small engine repair. They are required to fix an engine and take a written test. *Coach: Mr. Williams*

Vine Judging

The teams consist of three of four members. There are four classes of pruned vines that will be judged by each member of the team for twenty minutes apiece. The member will then give oral reasons for each class of vines. *Coach: Mr. Williams and Mrs. McKenna*

Vine Pruning

Members prune three classes of grapevines ranging from table grapes to wine grapes. The contest consists of a timed pruning and a written exam. The contest may include questions from the judges after a participant is done pruning it. *Coach: Mr. Williams and Mrs. McKenna*

Last years State Winning Vine Pruning, Best Informed Greenhand and Meats Evaluation

Here is an example of the Exhibitors Contract Signed by members a carbon copy sheet must be obtained by a project advisor.

Madera FFA Exhibitors Contract

As a member of the Madera FFA chapter, I realize that there are certain obligations on my part in order to assure a successful project. As part of my obligations, I agree that the following expectations will help me to complete my animal project. This contract shall begin on _____ and terminate on _____.

All students shall be respectful to parents, advisors, staff and students.

All students shall be in good standing, a current member of the FFA, and maintain a 2.0 GPA throughout the duration of the project.

No students shall show/exhibit an animal project as a member of the Madera FFA without an Exhibitors Contract signed by 1) the exhibitor, 2) parents/guardians, 3) chapter advisor and 4) the vice principal.

All school rules, district, and California State rules and the specific rules pertaining to the show in question shall be upheld by the exhibitor.

Throughout the term of the project all exhibitors are to follow the directions and advice given to them by the designated advisor for that species.

All exhibitors will be responsible for the care, feeding, exhibiting and marketing of their animals.

- All students will participate in showmanship and 80% of the scheduled showmanship practices prior to the fair.
- All students will show in the "Official FFA Show Uniform" 1) white pants, 2) white collared shirt, 3) FFA jacket and 4) FFA Tie/Scarf.
- No students shall be on the fairgrounds after 9:00 PM without the written permission from the parents/guardians or supervised Ag. Staff.
- Student may transport themselves and siblings with written approval from 1) Parents/Guardians, 2) School Administration (Permission in writing from the vice principal and parents/guardians and given to the advisor prior to the event.
- No student shall leave the fairgrounds at anytime without the supervision of his/her parent/guardian, designated district chaperone or chapter advisor.
- FFA members are required to obtain their homework from all of their teachers in advance of missing school for attending fairs.
- Each exhibitor must read and understand the rules and regulations in the fair's premium book.
- Each exhibitor is required to serve barn duties as assigned and specified by the project advisor.

All students will participate in the moving in and (Loading and setting-up) and removal (clean-up and removal of equipment from the show).

ALL Students shall be responsible for completing the following prior to their premium or market check being issued: 1) A complete & up-dated record book, 2) thank-you letters to buyers, award donors and add-on bids 3) all bills paid in full and 4) all hours worked at the farm.

Failure to comply with any of the above obligations due to extenuating circumstances must be approved by the advisor. Failure to do so is in violation of the contract and will result in the loss of showing privileges effective immediately.

_____	_____
Student	**Date**
_____	_____
Parent/Guardian	**Date**
_____	_____
Advisor	**Date**
_____	_____
School of Ag Vice Principal	**Date**

Here is an example of the Farm Policy signed by members a carbon copy sheet must be obtained by a project advisor.

Madera South High School Farm Laboratory Policy Regarding Use

Project Owner:_____

Type of Project:_____ Advisor:_____

The sole purposes of the Madera High School Farm Laboratory are to provide a laboratory for hands-on instruction in a vocational agriculture class and to allow the students enrolled in vocational agriculture to conduct Supervised Agricultural Experience Projects (SAE).

1. Only a student currently enrolled in a vocational agriculture class or FFA program at Madera South High School shall have the privilege of using the School Farm Lab.
2. The School Farm Lab is part of the campus of Madera South High School; therefore, all Madera South High School and Madera Unified School District policies apply to the School Farm Lab.
3. The responsibility of the project owner (student) includes but is not limited to keeping all gates to the School Farm Lab locked, feeding, grooming, pen clean-up and maintenance, hauling feed/manure and other supplies, planting, irrigation, weeding, harvest, selling, and any care necessary to maintain the health and/or aesthetics of animals at the School Farm Lab.
4. The Madera Unified School District and its employees are NOT responsible for the loss, theft, disappearance, or death of any animal. The students are responsible for all personal equipment or materials of any kind.
5. No person shall drive or operate any vehicle on the School Farm Lab without prior permission or supervision from a Madera South High School vocational agriculture instructor.
6. School Farm Lab hours shall be 7:00 am to 9:00 pm. No one shall conduct any activity on the school Farm Lab during closed hours without prior permission from the advisor. ONLY current FFA members are allowed on the school farm grounds.
7. In the event of an emergency, if services of a veterinarian are utilized the fees of the services are the responsibility of the project owner (student) and/or parent/guardian. This excludes breeding projects owned by the Madera South Ag Department.
8. To assure proper care of livestock animals, animals are expected to be fed and/or checked twice daily. Morning feeding hours must occur between 7- 9 am and evening feeding hours shall be from 5-8pm.
9. A student exhibiting a project at the fair must have a signed exhibitors contract to accompany this contract.
10. Any infraction of school or district policy, any infraction of this agreement, or any lack of responsibility on the part of the student may result in the indefinite removal of the project from the School Farm Lab and/or the indefinite revoking of School Farm Lab use privileges of the students.
11. Administration and interpretation of all policies regarding use of the Madera South High School Farm Laboratory shall be the responsibility of the project advisor.

Notification or infraction of any of the aforementioned policies shall inherent the following disciplinary actions:

1st offense: A written warning
2nd offense: A written warning, letter sent home and phone call to parents
3rd offense: Removal of student project from school farm

Upon receipt of second offense, the student will have 1 week to remove his/her animal from the farm. The project must be paid, in full, prior to removal. Projects are not paid for in full will become school property. Projects will then be sold. Proceeds from the sale of the project will be credited to the student's financial obligations.

I have read and understand the policy of the Madera South High School Farm Laboratory and hereby comply in agreement with all aspects of this policy.

_____ _____
Parent/Guardian Signature Date

_____ _____
Student Signature Date

_____ _____
Advisor Signature Date

MADERA SOUTH HIGH SCHOOL
AGRICLTURE DEPARTMENT
EXHIBITOR CONTRACT

FFA members have the opportunity to raise animal projects to exhibit at the fairs. This is a great learning experience but also a commitment. In order for all students to learn and work together, the following requirements are expected of each exhibitor regardless of where the animal is housed.

1. Attend all scheduled exhibitor meetings and work days.

2. Purchase the show supplies necessary for project.

3. Secure a buyer prior to the fair, by sending out buyers letters to community supporters.

4. Have a complete FFA show uniform.

5. Prior to receiving fair checks, students must update record books, clean facilities, write Thank You letters with an envelope and stamp (all letters need to be approved by advisor)

Animals housed off campus will be the sole responsibility of the students. Students who keep their animal at home are required to make arrangements with the advisor for project visits as well as contact the advisor when they need assistance.

Student _____

Parent _____

Advisor _____

MADERA SOUTH HIGH SCHOOL
AGRICULTURE DEPARTMENT
PROJECT FACILITY CONTRACT

If you choose to keep your animal at the MSHS farm you are required to maintain the following for the duration of your project.

1. **Grades and Eligibility**
   - ❖ You must have a 2.0 GPA currently
   - ❖ You must have a satisfactory attendance and behavior record
2. **Project and Facility requirements – Feeding and Cleaning**
   - ❖ Feed animals according to the feed schedule
   - ❖ Contact advisor when feed is low (10 bags)
   - ❖ Clean your pen and surrounding areas every scheduled day you are assigned
   - ❖ Attend all required workdays
   - ❖ Feed and Clean on your assigned time and day
     - o Morning feeding – 6:00 A.M. – 8:00 A.M.
     - o Evening feeding – 6:00 A.M. – 8:00 P.M.
     - o Sweep and wash alley
     - o Sweep feed room
     - o Take garbage to dumpster
     - o Shut all gates
     - o Turn lights on and off
     - o Turn fans and misters on and off

FAILURE TO FOLLOW THE ABOVE STANDARDS WILL RESULT IN THE "3 STRIKE METHOD". THE THIRD STRIKE WILL RESULT IN THE ANIMAL BEING REMOVED FROM THE BARN WITHIN 1 WEEK. IF YOU FAIL TO REMOVE THE ANIMAL IN THE ALLOTED TIME IT WILL BE REMOVED FOR YOU.

THIS CONTRACT IS DUE TO THE ADVISOR PRIOR TO KEEPING THE ANIMAL AT THE FARM

STUDENT _____

PARENT _____

ADVISOR _____

Madera Agriculture Department
Steer Project Contract

We are privileged to have a steer project facility for students to raise animals. You are not required to keep your steer at our facility. However, you are required to maintain the following standards for the duration of your project.

1. If the project is student owned (no loan with Madera FFA as co-signer) then the project may be kept at home. If the project was purchased by bank loan (with Madera FFA as co-signer) then the steer will be kept at the school farm facility.
2. Student must maintain a 2.0 grade point average, must not be on the non-privilege list, must not be on the "debt" list, and in good standing with the FFA chapter.
3. Daily observation and maintenance of you animal must be as follows:
   - Feed and water at the appropriate times which will be arranged by project advisor
   - Check your animals health (any signs of sickness notify your advisor or other Ag teacher)
   - Clean pens & surrounding areas (on-campus projects)
   - Check feed – contact advisor when feed is down to 3 days, if purchased by school
   - Attend all workdays if project is on campus, if animal is at home get in contact with advisor to go over any questions or concerns you may have about your project or vice-versa.
   - All necessary feed for the project (if kept at school farm) will be provided by the school and billed to the student at the completion or sale of the project
4. Daily general facility responsibilities for projects kept on campus
   - Sweep and clean alley way
   - Sweep feed room
   - Return equipment to proper place daily
   - Take garbage to dumpster
   - Shut all gates
5. Project Visits
   - On campus projects will be supervised a minimum of 1 time a week.
   - Off campus projects will be supervised periodically as arranged by advisor and student. A project supervision form will be filled following each visit and will be signed by the student, parent, and advisor.
6. The advisor will be the final say on whether the animal is being taken care of properly. If this is deemed to be a problem, see consequences below
7. After sale of the project at the fair, the student will pay off any and all loans and will be presented with a bill to include all feed, show supplies, etc. The bill is to be paid as soon as all fair checks are received or will be turned over to the district bookkeeper for collections.

Failure to follow the above standards will result in the following actions:

Student Project (no bank loan)

1. Animal must be removed from farm within 1 week of notice if animal is being kept at school farm facility.
2. Student will not be allowed to show at this fair or the next fair (any animal or any project). This pertains to student's projects that are kept on campus and off campus.
3. If the animal is not removed within the 1-week time period the MSHS Ag department will remove the animal and take it to the auction where it will be sold for auction price. The student will still be responsible for paying the remainder of the cost of the project (feed, housing, medication, hoof trimming, etc.) if the auction price is not enough to cover the entire project cost.

Student Project (bank loan)

1. MSHS Ag department will remove and sell the animal at auction price.
2. Student is still responsible for covering the remainder of the cost of project (feed, medication, hoof trimming, etc.)
3. Student will not show at the fair and will not be eligible to show at the next fair (any animal project or other project)

Parents and students are encouraged to read this carefully. This contract will be followed strictly in order to ensure the proper use of the facility and care of the animal.

This contract is due to the advisor prior to purchasing the animal.

Student	**Date**	**Principal**	**Date**
Parent	**Date**	**Advisor**	**Date**

BEEF PROJECT PURCHASING CONTRACT

Student must meet the following criteria in order to purchase a market hog:

1. This contract must be turned in to the project advisor by the assigned date or an animal will not be purchased for the student.

2. Once the animal has been purchased for the student, the student becomes liable for the entire cost of the project even if the student backs out of the project **OR** loses the project due to ineligibility (less than 2.0 GPA) or breaking contract rules.

3. Student must pay the cost of the steer ($1000) but have the option of getting a loan through Madera Farm Credit for the above amount

4. The remaining balance of the project must be paid by June 1st for Chowchilla Fair and September 30th for Madera Fair. However, no project is taken to the fair unless the project has been paid in full before the fair.

5. The project will become property of the Agriculture Department if proper payments are not received by the given due dates.

I understand and agree to the above terms.

_____ _____

Student Date

_____ _____

Parent Date

Madera South High School Farm Laboratory
Policy Regarding Use - Goats

Project owner:_____
Advisor:_____

The sole purposes of the Madera South High School Farm Laboratory are to provide a laboratory for hands-on instruction in a vocational agriculture class and to allow the students enrolled in vocational agriculture to conduct Supervised Agricultural Experience Projects (SAE).

1. Only a student currently enrolled in a vocational agriculture class or FFA program at Madera South High School shall have the privilege of using the School Farm Lab.

2. The School Farm Lab is part of the campus of Madera South High School; therefore, all Madera South High School and Madera Unified School District policies apply to the School Farm Lab.

3. The responsibility of the project owner (student) includes but is not limited to feeding, grooming, pen clean-up and maintenance, hauling feed/manure and other supplies, and any care necessary to maintain the health and/or aesthetics of animals at the School Farm Lab.

4. The Madera Unified School District and its employees are NOT responsible for the loss, theft, disappearance, or death of any animal. The students are responsible for all personal equipment or materials of any kind.

5. No person shall drive or operate any vehicle on the School Farm Lab without prior permission or supervision from a Madera South High School vocational agriculture instructor.

6. School Farm Lab hours shall be 7:00 am to 9:00 pm. No one shall conduct any activity on the school Farm Lab during closed hours without prior permission from the advisor. ONLY current FFA members are allowed on the school farm grounds. This includes individuals feeding animals.

7. In the event of an emergency, if services of a veterinarian are utilized the fees of the services are the responsibility of the project owner (student) and/or parent/guardian. This excludes breeding projects owned by the MSHS farm.

8. Students must maintain a 2.0 GPA to maintain project animals with the Madera South High School Agriculture Department. The student shall provide the specie advisor with proof of academic eligibility.

Projects

Herdsman:

Designed for students interested in a long –term project caring for MSHS goat herd

Responsibilities: Maintain herd through feeding, maintenance, and health care. General duties include, but are not limited to feeding, hoof trimming, vaccination, kid processing, veterinary care, pen/barn maintenance, kid management, and showing.

Time: 6 months; June to December or January to June

Requirements: Must have previously shown goats for the Madera FFA

*Assuming student has met appropriate requirements, the herdsman will receive 1 kid in return for adequate care of herd. Kid will be chosen with approval from the goat advisor.

Breeding Project:

Designed for students to achieve an introduction to goat management and goat showmanship

Responsibilities: Maintain MSHS doe(s) and/or kids through feeding, pen maintenance, and general health care

Time: 1 yr

Requirements: see contract

Market Project:

Designed for students interested in a short term market project for profit

Responsibilities: General care and maintenance of the students' goat, feed all market goats according to the market goat feed schedule, general care and maintenance of school facilities

Time: From time of purchase to time of sale (usually 60-90 days)

Requirements: Show project at the Fair

BREEDING ANIMAL CONTRACT

The purpose of this project is to introduce the student to the responsibility of raising an animal. It is also designed to help the student learn responsibility while gaining animal science experience. To complete the project the student needs to abide by the following rules:

1. The student understands that the project animal is property of the Madera South High School Agriculture Department and cannot be sold by the student.
2. The student will be responsible for care and maintenance of the project animal. This includes, but is not limited to, feeding, watering, exercising, and vaccinating. The student will also agree to maintain facilities on the farm through weeding, repairs, raking, construction of new facilities, and/or removal of manure.
3. The student agrees to attend and assist with the birth and processing of offspring.
4. Madera South High School Agriculture Department will pay for all expenses incurred for the project. This includes feed, veterinary services, breeding fees, medicinal costs, and supplies.
5. Care of the project animal must extend a minimum of 60 days prior to the fair in which the animal will be shown.
6. If the student has done an acceptable job, the student may re-apply to care for a breeding project for another term.
7. If the student breeches this contract or the farm policy the project will no longer be the responsibility of the student upon notice from the advisor.

I have read the above breeding animal contract and agree to all items within:

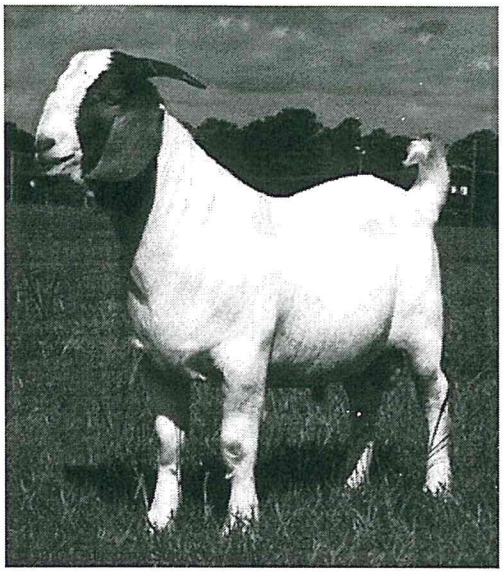
_____ _____

student parent/guardian

_____

advisor

Budget



Expenses

Cost of Goat	$200
Feed	$100
Misc	$40
Total	$340

Income

100 lb.x $3.50/lb	$350
Bump bids	$100
Total	$450

Approximate Net Profit $110

Sheep Project Information

Student Name _____

Advisor _____

Today's Date _____

Fair Destination _____

Payment Method _____

Date Check Needed _____

Project Budget (Estimated Costs)

Expense	**Sheep**	**$250.00**
	Feed (4 months)	**$130.00**
	Entry Fee	**$12.00**
	Insurance	**$12.00**
	Show/Vet Supply	**$10.00**
	Total Estimated Cost	**$414.00**
Receipt		
	Sale Sheep @ Fair	
This is a low estimate	**130 lbs. @ $3.25/lb.**	**$422.50**
Total Net Income		**$8.50**

SHEEP PROJECT PURCHASING CONTRACT

Student must meet the following criteria in order to purchase a market lamb:

1. This contract must be turned in to the project advisor by the assigned date or an animal will not be purchased for the student.

2. Once the animal has been purchased for the student, the student becomes liable for the entire cost of the project even if the student backs out of the project **OR** loses the project due to ineligibility (less than 2.0 GPA or any F's) or breaking contract rules.

3. Student must pay the cost of the Sheep ($250) by **January 9th** for Chowchilla Fair and **May 28th** for the Madera Fair.

4. The remaining balance of the project must be paid by June 1st for Chowchilla Fair and September 30th for Madera Fair. However, no project is taken to the fair unless the project has been paid in full before the fair.

5. The project will become property of the Agriculture Department if proper payments are not received by the given due dates.

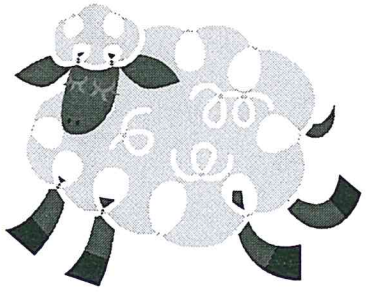
I understand and agree to the above terms.

_____ _____

Student Date

_____ _____

Parent Date



Madera South High School

Greenhouse Use Contract

Student (print) _____ **Date** _____

Year _____

The Madera South High School Agriculture Department will provide a greenhouse facility at 705 W. Pecan Ave. Madera, CA 93637 under the following terms:

A. The student agrees to pay all expenses incurred to Madera FFA.
B. Make sure that the plants are properly cared for on a daily basis during the school week based on the project advisor's instructions.
C. Keep the greenhouse, outdoor areas, container storage, and tool room clean at all times including proper supply storage and labeling.
D. Students must maintain communication with the Ag. Instructor with any problems they encounter.
E. Participate in scheduled school farm clean-up days.
F. Students must be present at the scheduled plant sales (Saturday) in order to make a profit off of their projects.
G. Students may leave both class projects and their own plants (with permission of the instructor) in the greenhouse.

Your signature below verifies that you have read, discussed, understand, and agree to abide by these rules. Please sign and return this form to the project advisor. If you have any questions at any time, please feel free to contact the advisor at the Madera Ag Department (675-4475).

Parent Signature: _____

Student Signature: _____

Last Name First Name

MADERA FUTURE FARMERS OF AMERICA
AG DEPARTMENT-CONDUCT RULES

The Madera Chapter of the Future Farmers of America (FFA) has established rules and regulations to increase the learning activity at FFA activities.

Exhibitors will be required to comply with the following rules and regulations without exception. Violations of any of the provisions listed in this contract will result in suspension from Madera FFA for a period of one year and loss of FFA office if he/she is an officer.

A student may appeal for probation status at the end of six months. It may or may not be granted depending on the rule or rules violated.

IF AN EXHIBITOR'S CONDUCT IS SUCH AS TO REFLECT DISCREDIT ON HIS/HER CHAPTER OR CLUB, IT MAY BE NECESSARY TO SEND THE EXHIBITOR HOME.

1. **HOTEL – JUDGING TEAMS-OVERNIGHT TRIPS**
    a. Lights shall be turned off at 10:30 pm or on special occasions at the discretion of adult supervisor
    b. Quiet is expected after 10:30 pm
    c. Bed check is 11:00
    d. As an FFA member you are expected to keep your room area clean of refuse and respect the property of others.

2. **EXHIBITS:**
    a. You, your animal, and your organization are on exhibit during fairs, you will be expected to keep your exhibit area and adjacent aisles clean

b. Stalls must be cleaned, with old bedding put into designated areas. Keep the aisles clean at all times- this is a safety and health factor as well as a feature of your exhibit.
c. Destruction of property, not cooperating with the employees of the show or cooperating groups all add up to a bad image; thus you will be expected to cooperate at all times.
d. Exhibitor will be required to show in chapter group if selected by supervisor.
e. An exhibitor must be in good standing with the Madera FFA Chapter and be approved by the appropriate supervisor before purchasing a show animal to be exhibited under Madera FFA at any fair or livestock show.
f. Each FFA exhibitor will be required to show in showmanship.
g. Exhibitor understands that he/she is under the supervision of the agriculture supervisors and is required to follow all instructions given by an advisor at any time.
h. Exhibitor will be subjected to all rules submitted by the FFA and Madera South High School.
i. All animals will be washed, and fitted properly before showing

GENERAL CONDUCT RULES

GENERAL:

Due to fire hazards and the welfare of exhibits and others, the following rules must be accepted by you as a condition of exhibiting.

a. No smoking will be permitted by exhibitors
b. The use of, or possession of firecrackers will be grounds for immediate suspension from the show.
c. Lariats or other pieces of equipment subjecting anyone to injury, unless used specifically while controlling animals, are taboo.
d. No exhibitor is to leave the grounds without permission of the adult he or she is responsible to. No cars are to be used at any time without the approval of the adult in charge.
e. Respectable conduct is expected at all times. Obscene language and roughhousing will not be tolerated at any time.

f. Appropriate dress will be required at activities participated in by exhibitors, wearing their uniform when applicable.
g. Any display of overly affectionate attention between boys and girls shall be discouraged. Persistent abuse of this rule shall be cause for suspension.

Individuals who violate any rules or who does anything that may bring discredit to their organization will be subject to one-year ineligibility in FFA activities at the show, and all or any part of his or her premium money may be withheld. An FFA officer will lose his/her office. The animal could be scratched from show and/or sale.

Exhibitor will not be allowed to bring a dog or pets.

ALL MADERA SOUTH HIGH SCHOOL RULES AND REGULATIONS ARE IN EFFECT

The undersigned have read and understand the above rules and regulations. I also understand that in the event of my misconduct my parents may be notified and informed of the action to be taken. This action may include my parents being responsible for picking me up immediately from the fair.

Signed: _____
Exhibitor

Signed: _____
Parent or Guardian

Signed: _____
AG Advisor

Date: _____

THIS FORM MUST BE ON FILE BEFORE THE STUDENT WILL BE ALLOWED TO LEAVE

Please return this form. We will put it on file for your student's high school career.

Madera FFA Judging Team Contract

As a member of the Madera FFA chapter, I realize that there are certain obligations on my part in order to assure a successful judging team experience. As part of my obligations, I agree that the following expectations will help me to complete in the _____ Career Development Event. This contract shall begin on _____ and terminate on _____.

- All students shall be respectful to parents, advisors, staff and students.
- All students shall be in good standing, a current member of the FFA, and maintain a 2.0 GPA throughout the duration of the season.
- Students cannot have an F in any Agriculture Class. Grades will be checked weekly to determine participation in contests and practices.
- No students shall participate in a CDE without a Judging Team Contract signed by 1) the student, 2) parents/guardians, 3) chapter advisor and 4) the vice principal.
- All school rules and district rules will be upheld by the student.
- All students will participate in the "Official FFA Uniform" 1) black pants/skirt, 2) white collared shirt, 3) FFA jacket and 4) FFA Tie/Scarf 5) Black Shoes.
- No student shall leave the college or event location at any time without the supervision of his/her parent/guardian, designated district chaperone or chapter advisor.
- FFA members are required to obtain their homework from all of their teachers in advance of missing school for attending events.
- Students must have a signed permission slip and emergency contact card for each field day turned into the advisor, no phone calls permitted.
- At all times students must uphold the FFA Code of Ethics and represent Madera FFA in a positive manner.
- At any time a coach can remove a student at their discretion for missing events and practices or breaking any above rule.

Failure to comply with any of the above obligations due to extenuating circumstances must be approved by the advisor. Failure to do so is in violation of the contract and will result in the loss of judging team privileges effective immediately.

Student _____ **Date** _____

Parent/Guardian _____ **Date** _____

Advisor _____ **Date** _____

School of Ag Vice Principal _____ **Date** _____

Madera South High School
Agriculture Department
705 W. Pecan
Madera, CA 93637
(559)675-4475

Proficiency Standards for Program Completers

Students who meet the guidelines to be classified as a program completer should be able to show the following level of proficiency.

- Students should be able to show or have completed 75% of the state standards in their area of emphasis.

Agriculture and Natural Resources Industry Sector

Career Pathways

- Agricultural Business
- Agricultural Mechanics
- Agriscience
- Animal Science
- Forestry and Natural Resources
- Ornamental Horticulture
- Plant and Soil Science

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

Foundation Standards

1.0 Academics

Students understand the academic content required for entry into postsecondary education and employment in the Agriculture and Natural Resources sector.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history–social science content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Algebra I standards (grades eight through twelve):

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

(12.0) Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.

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

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

Specific applications of Geometry standards (grades eight through twelve):

(8.0) Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.

(10.0) Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

(11.0) Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.

(12.0) Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

Specific applications of Probability and Statistics standards (grades eight through twelve):

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

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

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

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

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

(1.f) Distinguish between hypothesis and theory as scientific terms.

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

(1.l) Analyze situations and solve problems that require combining and applying concepts from more than one area of science.

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

1.3 History–Social Science

Specific applications of Principles of Economics standards (grade twelve):

(12.2) Students analyze the elements of America's market economy in a global setting.

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

(12.2.3) Explain the roles of property rights, competition, and profit in a market economy.

(12.2.5) Understand the process by which competition among buyers and sellers determines a market price.

(12.2.6) Describe the effect of price controls on buyers and sellers.

(12.2.7) Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.

(12.2.10) Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

(12.4) Students analyze the elements of the U.S. labor market in a global setting.

(12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parentheses the numbering as specified in the English–language arts content standards adopted by the State Board of Education.)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

(2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

(2.3) Generate relevant questions about readings on issues that can be researched.

(2.6) Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

(2.7) Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

(2.8) Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Specific applications of Reading Comprehension standards (grades eleven and twelve):

(2.1) Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

(2.4) Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.2 *Writing*

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

(1.1) Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

(1.2) Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.5) Write business letters:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
c. Highlight central ideas or images.

d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

(2.6) Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.
b. Offer detailed and accurate specifications.
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
d. Anticipate readers' problems, mistakes, and misunderstandings.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

(1.3) Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

(1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

(1.7) Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

(1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.

(2.5) Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.
b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
c. Modify the tone to fit the purpose and audience.
d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

(2.6) Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly.

2.3 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades eleven and twelve):

(1.1) Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(1.2) Produce legible work that shows accurate spelling and correct punctuation and capitalization.

(1.3) Reflect appropriate manuscript requirements in writing.

2.4 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

(1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

(1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

(2.2) Deliver expository presentations:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
b. Convey information and ideas from primary and secondary sources accurately and coherently.
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
f. Use technical terms and notations accurately.

(2.3) Apply appropriate interviewing techniques:

a. Prepare and ask relevant questions.
b. Make notes of responses.
c. Use language that conveys maturity, sensitivity, and respect.
d. Respond correctly and effectively to questions.
e. Demonstrate knowledge of the subject or organization.
f. Compile and report responses.
g. Evaluate the effectiveness of the interview.

Specific applications of Listening and Speaking Strategies and Applications standards (grades eleven and twelve):

(1.8) Use effective and interesting language, including:

a. Informal expressions for effect
b. Standard American English for clarity
c. Technical language for specificity

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

(2.4) Deliver multimedia presentations:

a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
b. Select an appropriate medium for each element of the presentation.
c. Use the selected media skillfully, editing appropriately and monitoring for quality.
d. Test the audience's response and revise the presentation accordingly

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

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

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments:

4.1 Understand past, present, and future technological advances as they relate to a chosen pathway.
4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
4.3 Understand the influence of current and emerging technology on selected segments of the economy.
4.4 Understand geographic information systems (G.I.S.).
4.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.
4.6 Differentiate among, select, and apply appropriate tools and technology.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques:

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.

5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:

6.1 Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.3 Understand how to locate important information on a material safety data sheet.

6.4 Maintain safe and healthful working conditions.

6.5 Use tools and machines safely and appropriately.

6.6 Know how to both prevent and respond to accidents in the agricultural industry.

7.0 Responsibility and Flexibility

Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings:

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

7.5 Understand the importance of time management to fulfill responsibilities.

7.6 Know how to apply high-quality craftsmanship to a product or presentation and continually refine and perfect it.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms:

8.1 Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.

8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.

8.3 Understand the role of personal integrity and ethical behavior in the workplace.

8.4 Understand how to access, analyze, and implement quality assurance information.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution:

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.2 Understand the ways in which preprofessional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.

9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.6 Understand leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including the student organization.

10.0 Technical Knowledge and Skills

Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:

10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.

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

10.3 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.4 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

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

PATHWAY STANDARDS

A. Agricultural Business Pathway

In the Agricultural Business Pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

A1.0 Students understand decision-making processes within the American free enterprise system:

- A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
- A1.3 Understand the advantages and disadvantages of the four types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Students understand the fundamental economic principles of agribusiness and agricultural production:

- A2.1 Understand how basic economic factors affect agricultural production and agribusiness management decisions.
- A2.2 Know basic agricultural economic terminology.
- A2.3 Understand the law of supply and demand as it effects price determination.
- A2.4 Analyze how agriculture uses scarce resources to meet the needs and demands of its consumers.
- A2.5 Differentiate between elastic and inelastic supply and demand.
- A2.6 Understand the law of diminishing returns and its impact on agricultural production.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-, intermediate-, and long-term credit).
- A3.2 Know the criteria lenders use to evaluate repayment capacity.
- A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

- A4.1 Understand the differences between cash and accrual accounting systems.
- A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Understand how to determine property values and how to complete a depreciation schedule.
- A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

- A5.1 Understand environmental responsibility and its impact on agribusiness.
- A5.2 Understand the concept of liability and the economic impact of being held liable.
- A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
- A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
- A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

- A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
- A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
- A6.3 Understand how to identify and electronically access public and private agricultural organizations.

A7.0 Students understand agricultural marketing systems:

- A7.1 Understand how marketing functions in a free market society.
- A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Understand how the law of comparative advantage affects agricultural production.
- A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
- A7.5 Understand how promotion trends for agricultural products influence individuals.
- A7.6 Understand how to develop a marketing plan for an agricultural product or service.

A8.0 Students understand the sales of agricultural products and services:

- A8.1 Determine the most effective methods for assessing customer needs and wants.
- A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:

- A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
- A9.2 Know how governmental, economic, and cultural factors affect international trade.
- A9.3 Compare and contrast United States trade policies with those of other important trading partners.
- A9.4 Understand how biotechnology affects trade and global economies.
- A9.5 Understand how different cultural values affect agricultural production and marketing.
- A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
- A9.7 Analyze agricultural marketing strategies in other parts of the world.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics Pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

B1.0 Students understand personal and group safety:

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Know the relationship between accepted shop management procedures and a safe working environment.
- B1.3 Know how to safely secure loads on a variety of vehicles.

B2.0 Students understand the principles of basic woodworking:

- B2.1 Know how to identify common wood products, lumber types, and sizes.
- B2.2 Know how to calculate board feet, lumber volume, and square feet.
- B2.3 Know how to identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Students understand the basic electricity principles and wiring practices commonly used in agriculture:

- B3.1 Understand the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Know how to use proper electrical test equipment for AC and direct current (DC).
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Understand proper basic electrical circuit and wiring techniques with nonmetallic cable and conduit as defined by the National Electric Code.
- B3.5 Interpret basic agricultural electrical plans.

B4.0 Students understand plumbing system practices commonly used in agriculture:

- B4.1 Know basic plumbing fitting skills with a variety of materials, such as copper, PVC (polyvinyl chloride), steel, polyethylene, and ABS (acrylonitrile butadiene styrene).
- B4.2 Understand the environmental influences on plumbing system choices (e.g., filter systems, water disposal).

B4.3 Know how various plumbing and irrigation systems are used in agriculture.

B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Students understand agricultural cold metal processes:

B5.1 Know how to identify common metals, sizes, and shapes.

B5.2 Know basic tool-fitting skills.

B5.3 Know layout skills.

B5.4 Know basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending.).

B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Students understand concrete and masonry practices commonly used in agriculture:

B6.1 Understand how to accurately calculate volume, materials needed, and project costs for a concrete or masonry project.

B6.2 Know proper bed preparation, concrete forms layout, and construction.

B6.3 Complete a concrete or masonry project, including developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Students understand oxy-fuel cutting and welding:

B7.1 Understand the role of heat and oxidation in the cutting process.

B7.2 Know how to properly set up, adjust, shut down, and maintain an oxy-fuel system.

B7.3 Know how to flame-cut metal with an oxy-fuel cutting torch.

B7.4 Know how to fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.

B7.5 Know basic repair skills using a variety of techniques, such as brazing or hard surfacing.

B8.0 Students understand electric arc welding processes:

B8.1 Know how to select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).

B8.2 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B8.3 Weld a variety of joints in various positions.

B8.4 Know how to read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B9.0 Students understand advanced metallurgy principles and fabrication techniques:

- B9.1 Understand metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Understand how to design project plans by using mechanical drawing techniques.
- B9.5 Understand how to finish a metal project by implementing proper sequencing.
- B9.6 Know how to manipulate and finish metal by using a variety of machines and techniques (e.g., lathe, mill, CNC plasma, shears, press break).
- B9.7 Construct a welding project (using any electric welding process, appropriate products, joints, and positions), including interpreting a plan, developing a bill of materials, selecting materials, and developing a clear and concise fabrication contract.

B10.0 Students understand small and compact engines:

- B10.1 Understand engine theory for both two- and four-stroke cycle engines.
- B10.2 Know different types of small engines and their applications.
- B10.3 Know small engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, lubrication systems).
- B10.4 Know how to troubleshoot and solve problems with small engines.
- B10.5 Know how to disassemble, inspect, adjust, and reassemble a small engine.
- B10.6 Know how to look up parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Students understand the principles and applications of various engines and machinery used in agriculture:

- B11.1 Understand how to identify common agricultural machinery.
- B11.2 Operate and maintain equipment safely and efficiently.
- B11.3 Know the various types of engines found on agricultural machinery and understand the theory and safe operation of their systems (e.g., cooling, electrical, fuel).
- B11.4 Know the theory and operation of mobile hydraulic systems and power take-off systems.
- B11.5 Troubleshoot common problems with engines and agricultural equipment.
- B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 Students understand land measurement and construction techniques commonly used in agriculture:

B12.1 Understand common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout).

B12.2 Know how to draw and interpret architectural plans.

B12.3 Know how to install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Understand how to construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.

C. Agriscience Pathway

The Agriscience Pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

C1.0 Students understand the role of agriculture in the California economy:

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Understand how California agriculture affects the quality of life.
- C1.3 Understand the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Understand the economic impact of leading California agricultural commodities.
- C1.5 Understand the economic impact of major natural resources in California.
- C1.6 Know the economic importance of major agricultural exports and imports.

C2.0 Students understand the interrelationship between agriculture and the environment:

- C2.1 Understand important agricultural environmental impacts on soil, water, and air.
- C2.2 Understand current agricultural environmental challenges.
- C2.3 Understand how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Understand how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Students understand the effects of technology on agriculture:

- C3.1 Understand how an agricultural commodity moves from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, communication, and so forth.
- C3.3 Understand public concern for technological advancements in agriculture, such as genetically modified organisms.
- C3.4 Understand the laws and regulations concerning biotechnology.

C4.0 Students understand the importance of animals, the domestication of animals, and the role of animals in modern society:

- C4.1 Understand the evolution and roles of domesticated animals in society.
- C4.2 Know the differences between domestication and natural selection.
- C4.3 Understand the modern-day uses of animals and animal by-products.

C4.4 Understand various points of view regarding the use of animals.

C4.5 Understand unique and alternative uses of animals (e.g., Handi-Riders and companion animals).

C5.0 Students understand the cell structure and function of plants and animals:

C5.1 Understand the purpose and anatomy of cells.

C5.2 Know how cell parts function.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Understand how plant and animal cells are alike and different.

C6.0 Students understand animal anatomy and systems:

C6.1 Know the names and locations of the external anatomy of animals.

C6.2 Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Students understand basic animal genetics:

C7.1 Differentiate between genotype and phenotype, and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

C7.3 Understand how to display phenotype and genotype ratios (e.g., by using a Punnett Square).

C7.4 Understand the fertilization process.

C7.5 Understand the purpose and processes of mitosis and meiosis.

C8.0 Students understand fundamental animal nutrition and feeding:

C8.1 Know types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).

C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements, for ruminant, monogastric, equine, and avian digestive systems.

C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Students understand basic animal health:

C9.1 Assess the appearance and behavior of a normal, healthy animal.

C9.2 Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.

C9.3 Understand the causes and control of common animal diseases.

C9.4 Understand how to control parasites and why.

C9.5 Understand the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications and know proper equipment handling and disposal techniques.

C10.0 Students understand soil science principles:

C10.1 Recognize the major soil components and types.

C10.2 Understand how soil texture, structure, pH, and salinity affect plant growth.

C10.3 Understand water delivery and irrigation system options.

C10.4 Understand the types, uses, and applications of amendments and fertilizers.

C11.0 Students understand plant growth and development:

C11.1 Understand the anatomy and functions of plant systems and structures.

C11.2 Understand plant growth requirements.

C11.3 Know annual, biennial, and perennial life cycles.

C11.4 Examine plant sexual and asexual reproduction.

C11.5 Understand the photosynthesis process and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.

C11.6 Understand the respiration process in the breakdown of food and organic matter.

C12.0 Students understand fundamental pest management:

C12.1 Understand the major classifications of pests (e.g., insects, weeds, disease, vertebrate pests).

C12.2 Understand chemical, mechanical, cultural, and biological methods of plant pest control.

C12.3 Understand the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Students understand the scientific method:

C13.1 Understand the steps of the scientific method.

C13.2 Analyze an animal or plant problem and devise a solution based on the scientific method.

C13.3 Use the scientific method to conduct agricultural experiments.

D. Animal Science Pathway

In the Animal Science Pathway, students study large, small, and 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:

- D2.1 Understand the flow of nutrients from the soil, through the animal, and back to the soil.
- D2.2 Understand the principles for providing proper balanced rations for a variety of production stages in ruminants and monogastrics.
- D2.3 Understand the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- 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.

D4.0 Students understand animal reproduction, including the function of reproductive organs:

- D4.1 Understand animal conception (including estrus cycles, ovulation, and insemination).
- D4.2 Understand the gestation process and basic fetal development.
- D4.3 Understand the parturition process, including the identification of potential problems and their solutions.
- D4.4 Understand the role of artificial insemination and embryo transfer in animal agriculture.
- D4.5 Understand commonly used animal production breeding systems (e.g., purebred compared with crossbred) and reasons for their use.

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.
- D5.3 Research and discuss current technology used to measure desirable traits.
- D5.4 Understand how to predict phenotypic and genotypic results of a dominant and recessive gene pair.
- D5.5 Understand the role of mutations (both naturally occurring and artificially induced) and hybrids in animal genetics.

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.
- D6.7 Understand the impacts on local, national, and global economies as well as on consumers and producers when animal diseases are not appropriately contained and eradicated.

D7.0 *Students understand common rangeland management practices and their impact on a balanced ecosystem:*

- D7.1 Understand the role of rangeland use in an effective animal production program.
- D7.2 Know how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
- D7.3 Understand how to manage rangelands (including how to calculate carrying capacity) for a variety of animal species and locations.
- D7.4 Understand how to balance rangeland use for animal grazing and for wildlife habitat.

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

- D8.1 Understand animal waste treatment and disposal management systems.
- D8.2 Understand various methods for using animal waste and their environmental impacts.
- D8.3 Understand the health and safety regulations that are an integral part of properly managed animal waste systems.

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.
- D9.2 Understand public concerns for animal welfare in the context of housing, behavior, nutrition, transportation, disposal, and harvest of animals.
- D9.3 Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
- D9.4 Understand the regulations for humane transport and harvest of animals, such as those delineated by the U.S. Department of Agriculture, Food Safety and Inspection Service, and the Humane Methods of Slaughter Act.

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.

D11.0 Students understand the production of specialty animals (e.g., fish, marine animals, llamas, tall flightless birds):

D11.1 Understand the specialty animal's role in agriculture (e.g., fish farms, pack animals, working dogs).

D11.2 Understand the unique nutrition, health, and habitat requirements for specialty animals.

D11.3 Know how to synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.

D11.4 Understand how to develop, maintain, and use growth and management records for specialty 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 nonedible 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.

D12.4 Understand how nonmeat products (such as eggs, wool, pelts, hides, and by-products) are harvested and processed.

D12.5 Understand how meat products and nonmeat products are marketed.

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

E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources Pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

E1.0 Students understand the importance of energy and energy cycles:

- E1.1 Understand the oxygen, carbon, nitrogen, and water cycles.
- E1.2 Understand the difference between renewable and nonrenewable energy sources.
- E1.3 Understand the difference between natural resource management conservation strategies and preservation strategies.
- E1.4 Compare the effects on air and water quality of using different forms of energy.
- E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Students understand air and water use, management practices, and conservation strategies:

- E2.1 Understand the government's role in regulating air, soil, and water use management practices and conservation strategies.
- E2.2 Understand air and water conservation issues.
- E2.3 Understand appropriate water conservation measures.
- E2.4 Understand the component of a plan that monitors water quality.
- E2.5 Understand the component of a plan that monitors air quality.
- E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Students understand soil composition and soil management:

- E3.1 Understand the systems used to classify soils.
- E3.2 Understand the reasons for and importance of soil conservation.
- E3.3 Understand how to analyze soils found in the different natural resource management areas.
- E3.4 Understand how to develop and implement a soil management plan for a natural resource management area.
- E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

E4.0 Students understand rangeland management:

- E4.1 Know the locations of major U.S. and California rangeland areas.
- E4.2 Understand the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
- E4.3 Understand practices used to improve rangeland quality.
- E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
- E4.5 Distinguish among different browse and forage species in California rangelands.
- E4.6 Understand the components of a rangeland monitoring plan.
- E4.7 Understand the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service).

E5.0 Students understand wildlife management and habitat:

- E5.1 Understand the relationship between habitat and wildlife population.
- E5.2 Understand habitat requirements for different species and identify factors that influence population dynamics.
- E5.3 Understand the methods for determining existing wildlife species populations.
- E5.4 Understand mammalian and avian reproductive processes and explain how nutrition and habitat affect reproduction and population.
- E5.5 Understand a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
- E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
- E5.7 Understand the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0 Students understand aquatic resource use and management:

- E6.1 Understand the different types of aquatic resources.
- E6.2 Know the major body parts, digestive systems, and reproductive organs of aquatic species.
- E6.3 Understand a variety of methods to determine the populations of existing aquatic species.
- E6.4 Analyze the relationship between water quality and aquatic species habitat.
- E6.5 Understand a variety of management practices for managing aquatic species for sport fishing and other purposes.
- E6.6 Understand how to make financial and production decisions and maintain growth and management records for a selected aquatic species.

E7.0 Students understand the outdoor recreation industry:

- E7.1 Understand the potential environmental impacts of recreational activities and how to manage the resources affected.
- E7.2 Understand basic survival skills and first-aid procedures.
- E7.3 Understand appropriate trail construction and maintenance techniques.
- E7.4 Understand how to select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
- E7.5 Know how to set up a campsite for minimum environmental impact.

E8.0 Students understand basic plant physiology, anatomy, and taxonomy:

- E8.1 Understand the scientific method of animal classification, including order, family, genus, and species.
- E8.2 Know how to use a dichotomous key to identify plants and animals.
- E8.3 Know how to identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
- E8.4 Recognize the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Students understand the role of fire in natural resource management:

- E9.1 Understand the role of fire in forest and rangeland ecosystems.
- E9.2 Understand the significance of each of the components of the "fire triangle."
- E9.3 Know appropriate wildland fire-suppression practices.
- E9.4 Understand the components of a fire-control plan.
- E9.5 Know how to use fire-control tools safely.
- E9.6 Know the training requirements for fire-suppression certification.

E10.0 Students understand forest management practices:

- E10.1 Understand how social, political, and economic factors can affect the use of forests.
- E10.2 Understand the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
- E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
- E10.4 Analyze harvest and renewability (e.g., re-seeding and thinning) systems and identify the impact of each on the land.
- E10.5 Understand Silvicultural systems and skills, including appropriate tool use.
- E10.6 Understand how to identify and diagnose damage from destructive insects, diseases, and weather, and know methods for their management.

E11.0 Students understand the basic concepts of measurement, surveying, and mapping:

- E11.1 Understand the Public Land Survey System.
- E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass to determine area, boundaries, and elevation differences.
- E11.3 Know how to apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
- E11.4 Understand how to create a management plan map that includes layer information and data points from global information systems.

E12.0 Students understand the use, processing, and marketing of products from natural resource industries:

- E12.1 Know the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
- E12.2 Know how to manufacture a product (to manufacturing standards) from a natural resource.
- E12.3 Analyze the production of specialty and seasonal products from natural resources.
- E12.4 Know different wood types and their uses.
- E12.5 Know lumber manufacturing processes.

E13.0 Students understand public and private land issues:

- E13.1 Understand the differences between publicly and privately held lands.
- E13.2 Understand the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
- E13.3 Understand the role of public and private property rights and how they affect agriculture.
- E13.4 Understand the role of government in managing public and private property rights.

F. Ornamental Horticulture Pathway

The Ornamental Horticulture Pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture as well as landscaping design, installation, and maintenance.

F1.0 Students understand plant classification and use principles:

- F1.1 Understand how to classify and identify plants by order, family, genus, and species.
- F1.2 Understand how to identify plants by using a dichotomous key.
- F1.3 Understand how common plant parts are used to classify the plants.
- F1.4 Understand how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Understand plant selection and identification for local landscape applications.

F2.0 Students understand plant physiology and growth principles:

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Understand the seed's essential parts and functions.
- F2.3 Understand how primary, secondary, and trace elements are used in plant growth.
- F2.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Understand the factors that affect plant growth.

F3.0 Students understand sexual and asexual plant reproduction:

- F3.1 Understand the different forms of sexual and asexual plant reproduction.
- F3.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Understand how to monitor plant reproduction for the development of a saleable product.

F4.0 Students understand basic integrated pest management principles:

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
- F4.2 Understand how pesticide regulations and government agencies affect agriculture.
- F4.3 Understand common horticultural pests and diseases and methods of controlling them.
- F4.4 Understand the systematic approach to solving plant problems.

F5.0 Students understand water and soil (media) management practices:

- F5.1 Understand how basic soil science and water principles affect plant growth.
- F5.2 Know basic irrigation design and installation methods.
- F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
- F5.4 Understand major issues related to water sources and water quality.
- F5.5 Know the components of soilless media and the use of those media in various types of containers.

F6.0 Students understand ornamental plant nutrition practices:

- F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
- F6.2 Understand basic nutrient testing procedures on soil and plant tissue.
- F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
- F6.4 Understand how to read and interpret labels to properly apply fertilizers.

F7.0 Students understand the selection, installation, and maintenance of turf:

- F7.1 Understand the selection and management of landscape and sports field turf.
- F7.2 Understand how to select, install, and maintain a designated turfgrass area.
- F7.3 Understand how the use of turf benefits the environment.

F8.0 Students understand nursery production principles:

- F8.1 Understand how to properly use production facilities and common nursery equipment.
- F8.2 Understand common nursery production practices.
- F8.3 Understand how to propagate and maintain a horticultural crop to the point of sale.
- F8.4 Understand marketing and merchandising principles used in nursery production.

F9.0 Students understand the use of containers and horticultural tools, equipment, and facilities:

- F9.1 Understand the use of different types of containers and demonstrate how to maintain growing containers in controlled environments.
- F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
- F9.3 Select proper tools for specific horticultural jobs.
- F9.4 Understand how to install landscape components and electrical land and water features.

F10.0 Students understand basic landscape planning, design, construction, and maintenance:

- F10.1 Know the terms associated with landscape and design and their appropriate use.
- F10.2 Understand the principles of residential design, including how to render design to scale.
- F10.3 Understand proper landscape planting and maintenance practices.
- F10.4 Prune ornamental shrubs, trees, and fruit trees.
- F10.5 Develop clear and concise landscape business contracts.

F11.0 Students understand basic floral design principles:

- F11.1 Understand the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Understand marketing and merchandising principles used in the floral industry.

G. Plant and Soil Science Pathway

The Plant and Soil Science Pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment as well as cultural and harvest practices.

G1.0 Students understand plant classification principles:

- G1.1 Understand how to classify and identify plants by order, family, genus, and species.
- G1.2 Understand how to identify plants by using a dichotomous key.
- G1.3 Understand how common plant parts are used to classify the plants.
- G1.4 Understand the differences between and uses of native and nonnative plants.
- G1.5 Understand the differences between monocots and dicots.
- G1.6 Understand the differences between plants under production and weeds.

G2.0 Students understand cell biology:

- G2.1 Understand the differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
- G2.2 Understand plant cellular function reactions when plants are grown under different conditions.
- G2.3 Understand what functions organelles play in the health of the cell.
- G2.4 Understand the part of the cell that is responsible for the genetic information that controls plant growth and development.
- G2.5 Understand plant inheritance principles, including the structure and role of DNA.
- G2.6 Understand which organelles in plant cells carry out photosynthesis.

G3.0 Students understand plant physiology and growth principles:

- G3.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- G3.2 Understand the seed's essential parts and functions.
- G3.3 Understand how primary, secondary, and trace elements are used in plant growth.
- G3.4 Understand the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- G3.5 Understand the tissues seen in a cross section of woody and herbaceous plants.
- G3.6 Understand the factors that affect plant growth and predict plant response.

G4.0 *Students understand sexual and asexual reproduction of plants:*

- G4.1 Understand the different forms of sexual and asexual plant reproduction.
- G4.2 Understand the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
- G4.3 Understand the proper sterile technique used in tissue culture.

G5.0 *Students understand pest problems and management:*

- G5.1 Understand how to categorize insects as pests, beneficial, or neutral and their roles.
- G5.2 Understand the role of other pests, such as nematodes, molds, mildews, and weeds.
- G5.3 Know conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
- G5.4 Understand integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
- G5.5 Understand how biotechnology can be used to manage pests.

G6.0 *Students understand soils and plant production:*

- G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
- G6.2 Understand soil properties necessary for successful plant production, including pH, EC, and essential nutrients.
- G6.3 Understand soil biology and diagram the soil food chain.
- G6.4 Understand how soil biology affects the environment and natural resources.

G7.0 *Students understand effective tillage and soil conservation management practices:*

- G7.1 Understand how to effectively manage and conserve soil through conventional, minimum, conservation, and no-tillage irrigation and through drainage and tillage practices.
- G7.2 Understand how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
- G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 *Students understand effective water management practices:*

- G8.1 Understand California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
- G8.2 Understand the local, state, and federal agencies that regulate water quality and availability in California.

G8.3 Understand the definition of a watershed and how it is used to measure water quality.

G8.4 Understand effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Know water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Students understand the concept of an "agrosystem" approach to production:

G9.1 Understand how to identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Understand the elements of conventional, sustainable, and organic production systems.

G9.3 Understand the components of "whole-system management."

G10.0 Students understand local crop management and production practices:

G10.1 Understand local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

G10.2 Understand common marketing and shipping characteristics of local commodities.

G10.3 Understand general maturity and harvest-time guidelines for specific local plant products.

G11.0 Students understand plant biotechnology:

G11.1 Understand how changing technology—such as micropropagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis)—affects plant production, yields, and management.

G11.2 Understand the various technology advancements that affect plant and soil science (such as global positioning systems, global information systems, variable rate technology, and remote sensing).

G11.3 Know how herbicide-resistant plant genes can affect the environment.

G11.4 Understand how genetic engineering techniques have been used to improve crop yields.

G11.5 Understand the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.

R2 Teacher Information
Madera South HS,Madera
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
George	Brent		Male	White	9	Agriculture Specialist	[redacted]	[redacted]	[redacted]	0	N
Mckenna	Kristin	A	Female	White	5	Agriculture Specialist	[redacted]	[redacted]	0	[redacted]	Y
Williams	John	S	Male	White	5	Agriculture Specialist	[redacted]	[redacted]	[redacted]	0	N
Deniz	Tim	W	Male	White	11	Agriculture Specialist	[redacted]	[redacted]	0	0	Y
Gilles	Darlene	E	Female	White	30	Agriculture Specialist	[redacted]	[redacted]	0	0	N
Sheehan	Kristin		Female	White	14	Agriculture Specialist	[redacted]	[redacted]	0	0	N
Luera	Crystal		Female	Hispanic	2	Agriculture Specialist	[redacted]	[redacted]	0	0	N

Deniz, Tim					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	0	6:40	ROP Welding	22	Ag Mechanics
1	1	7:40	ROP Welding	22	Ag Mechanics
1	2	8:54	Ag. Mech II	16	Ag Mechanics
1	3	10:01	Ag. Mech II	22	Ag Mechanics
1	4	11:15	SAE Period	0	SAE
1	5	12:56	Prep	0	Prep

George, Brent					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:40	Ag. Mech 1	31	Ag Mechanics
1	2	8:54	Prep	0	Prep
1	3	10:01	Ag. Mech 1	32	Ag Mechanics
1	4	11:15	Ag. Mech 1	35	Ag Mechanics
1	5	12:56	Ag. Mech 1	33	Ag Mechanics
1	6	2:10	Ag. Mech 1	32	Ag Mechanics

Gilles, Darlene					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:40	Prep	0	Prep
1	2	8:54	Floral	36	Occ. Floral
1	3	10:0[illegible]	Ag. Earth Scien[illegible]	38	Other Ag

1	4	11:15	Advanced/Retail Floral	14	O.H./Floral
1	5	12:56	Ag. Economics	32	Ag Bus Mgt
1	6	2:10	Floral	32	O.H./Floral

Luera, Crystal					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:40	Ag. Earth Science	38	Other Ag
1	2	8:54	Ag. Earth Science	38	Other Ag
1	3	10:01	Ag. Biology	36	Ag Biology
1	4	11:15	Prep	0	Prep
1	5	12:56	Ag. Biology	36	Ag Biology
1	6	2:10	Ag. Science 1	29	Agriscience I

Mckenna, Kristin					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:40	SAE Period	0	SAE
1	2	8:54	Ag. Science 1	27	Agriscience I
1	3	9:44	Horticulture 1	28	O.H./Floral
1	4	11:15	Horticulture 1 and 2	38	O.H./Floral
1	5	12:56	Ag. Science 1	35	Agriscience I
1	6	2:10	Prep	0	Prep

Sheehan, Kristin					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:40	Veterinary Science	38	Animal Science
1	2	8:54	Small Animal Care	30	Animal Science
1	3	10:01	Prep	0	Prep
1	4	11:15	Ag. Biology	38	Ag Biology
1	5	12:56	Ag. Biology	33	Ag Biology
1	6	2:10	Ag. Biology	34	Ag Biology

Williams, John					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:40	ROP Diesel	24	Ag Mechanics
1	2	8:54	ROP Diesel	24	Ag Mechanics
1	3	10:01	Diesels	31	Ag Mechanics
1	4	11:15	Ag. Leadership	20	Other Ag
1	5	12:56	Diesels	29	Ag Mechanics
1	6	2:10	Prep	0	Prep

Matt Angell
24220 Ave 13 1/2
Madera, CA 93638

James Cavallero
10759 Road 24
Madera, CA 93637

Craig Farmer
8981 Ave. 23 1/2
Chowchilla, CA 93610

Richard Haupt
2622 N. Vagedes Ave.
Fresno, CA 93705

Todd Houlding
119 East Loop
Madera, CA 93637

Richard Kuckenbecker
800 Madera Ave
Madera, CA 93637

Tim Leach
32288 Ave.12
Madera, CA 93638

Eddie Martinazzi
14390 Silk Oak Lane
Madera, CA 93637

Jeff McKinney
22457 Ave 13 1/2
Madera, CA 93637

Don Nelson
1901 W.Cleveland
Madera, CA 93637

Rik Wilson
28777 Ave 15 1/2
Madera, CA 93637

Robert Chavez
1902 Howard Road
Madera, CA 93637

Don Farnesi
35155 Mustang Lane
Madera, CA 93637

Shelly Head
23296 Road 24
Madera, CA 93610

Phillip Janzen
19930 Del Mar Road
Madera, CA 93638

Joe Lilles
P.O. Box 506
Madera, CA 93639

Ed LeTourneau DVM
P.O. Box 990
Madera, CA 93639

Brad McDonald
1200 Maple
Madera, CA 93637

Bret Mercer
12872 Road 36 1/2
Madera, CA 93636

Bruce Norton
3055 Fairmont Ct
Madera, CA 93637

Jim Bomprezzi
2105 National Ave
Madera, CA 93637

Jim Erickson
10797 Road 29 1/2
Madera, CA 93637

Gary Geist
17663 Island Drive
Madera, CA 93636

Bob Houlding
15782 Road 21
Madera, CA 93637

John Koretoff
2300 Riverview Drive #101
Madera, CA 93637

Bob Labrucherie
9671 Road 28 1/2
Madera, CA 93637

David Loquaci
131 East Loop
Madera, CA 93637

Neil McDougal
332 Madera Ave
Madera, CA 93637

Bob Naden
39880 Ave. 7 1/2
Madera, CA 93638

Kevin Peters
1135 South Granada Drive
Madera, CA 93637

Dennis Prosperi
11409 Road 26 1/2
Madera, CA 93637

Kelly Porterfield
1902 Howard Road
Madera, CA 93637

Robert Roland
332 Madera Ave
Madera, CA 93637

Michael Salvador
25742 El Vado
Madera, CA 93638

Stan Samuelson
800 S. Madera Ave
Madera, CA 93637

Steve Schafer
14484 Road 21
Madera, CA 93637

Mike Schafer
4614 Road 24 1/2
Madera, CA 93637

Carl Schroeder
20769 Road 30
Madera, CA 93638

Ray Seibert
15252 Road 23
Madera, CA 93637

John Stafford
1902 Howard Road
Madera, CA 93637

Stan Williams
400 Fairview Ave.
Madera, CA 93637

Madera FFA
705 W. Pecan
Madera, CA 93637

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Madera FFA
705 W. Pecan
Madera, CA 93637

Angell	Mr.	Matt	24220 Ave 13 1/2	Madera	CA	93638	675-3425		217-9064	-	C.M
Bomprezzi	Mr.	Jim	2105 National Ave	Madera	CA	93637	674-0568		474-5714		
Cavallero	Mr.	James	10759 Road 24	Madera	CA	93637	673-9442	352-6668		jimc@britzinc.com	C.M.
Chavez	Mr.	Robert	1902 Howard Road	Madera	CA	93637				robertchavez@maderausd.org	CAO
Cox	Mrs.	Rosalind	1205 Madera Ave	Madera	CA	93637		675-4548		rosalindcox@maderausd.org	District M.
Erickson	Mr.	Jim	10797 Road 29 1/2	Madera	CA	93637	674-2529	674-2529	871-0661		C.M.
Farmer	Mr.	Craig	8981 Ave. 23 1/2	Chowchilla	CA	93610	665-2114	665-3293	209-761-1060		C.M.
Farnesi	Mr.	Don	35155 Mustang Lane	Madera	CA	93637	645-0818	673-8411	647-1988		C.M.
Geist	Mr.	Gary	17663 Island Drive	Madera	CA	93636	674-4117	661-1702	474-1177	kvimadera@aol.com	Chairman
Haupt	Mr.	Richard	10170 Road 29	Madera	CA	93637	212-8473				C.M.
Houlding	Mr.	Bob	15782 Road 21	Madera	CA	93637	674-1828	673-7670			C.M.
Houlding	Mr.	Todd	119 East Loop	Madera	CA	93637	675-8608	673-7670	977-4306	todd@houldingfirearms.com	C.M.
Kuckenbecker	Mr.	Erich	800 Madera Ave	Madera	CA	93637		674-8830			C.M.
Lilles	Mr.	Joe	P.O. Box 506	Madera	CA	93639					C.M.
Labrucherie	Mr.	Bob	9671 Road 28 1/2	Madera	CA	93637	673-4332			labrucher@aol.com	
Leach	Mr.	Tim	32288 Ave.12	Madera	CA	93638	674-3340	871-7860	871-7860		C.M.
LeTourneau	Mr	Ed	P.O. Box 990	Mader	CA	9363	673-			23668 Avenue 17,	C.M.

DVM	.			a		9	5500			**93637**	
Loquaci	**Mr.**	**David**	131 East Loop	Madera	CA	93637	674-7200	673-2198	647-9380	dave@maderaag.com	**C.M.**
Martinazzi	Mr.	**Eddie**	14390 Silk Oak Lane	Madera	CA	93637	673-0840	673-0840	706-0496		**C.M.**
McDonald	Mr.	**Brad**	1200 Maple	Madera	CA	93637	645-4219	673-2767	706-2235		**C.M**
McDougal	Mr.	Neil	332 Madera Ave	Madera	CA	93637					**C.M.**
McKinney	**Mr.**	**Jeff**	22457 Ave 13 1/2	Madera	CA	93637	673-4086		479-0379		**C.M.**
Mercer	Mr.	**Bret**	12872 Road 36 1/2	Madera	CA	93636					**C.M.**
Monreal	Mr.	**Tony**	1902 Howard Road	Madera	CA	93637		675-4500 ex 200		tonymonreal@maderausd.org	
Naden	Mr.	**Bob**	39880 Ave. 7 1/2	Madera	CA	93638	431-0868	431-5820	363-9675		**C.M.**
Nelson	Mr.	**Don**	1901 W.Cleveland	Madera	CA	93637					**C.M.**
Norton	**Mr.**	**Bruce**	3055 Fairmont Ct	Madera	CA	93637	675-0923				**C.M.**
Peters	Mr.	**Kevin**	1135 South Granada Drive	Madera	CA	93637		673-7117	232-4020		**C.M.**
Prosperi	Mr	**Dennis**	11409 Road 26 1/2	Madera	CA	93637	673-3921				**C.M.**
Rodriguez	Mr.	**Oracio**	705 W. Pecan	Madera	CA	93637		675-4450		oraciorodriguez@maderausd.org	
Salvador	**Mr.**	**Michael**	25742 El Vado	Madera	CA	93638	673-7413	673-7413	232-2038	salvadorm@comcast.net	**Board M.**
Samuelson	Mr.	**Stan**	800 S. Madera Ave	Madera	CA	93637	661-0242	674-2496	706-1819	stan5399@sbcglobal.net	**C.M.**
Schafer	**Mr.**	**Steve**	14484 Road 21	Madera	CA	93637	674-9998				**C.M.**

Schafer	Mr.	Mike	4614 Road 24 1/2	Madera	CA	93637	673-7675		647-1989		C.M.
Schroeder	Mr.	Carl	20769 Road 30	Madera	CA	93638	674-8175				C.M.
Seibert	Mr.	Ray	15252 Road 23	Madera	CA	93637	674-6502	479-0699	479-0699	raygseibert@gmail.com	Board M.
Schwartz	Mr.	Sandon	705 W. Pecan	Madera	CA	93637		675-4450		sandonschwartz@maderausd.org	Principal
Seslowe	Mr.	Jay	332 S. Madera Ave	Madera	CA	93637				jseslowe@madera-county.com	
Sisil	Mrs.	Sheryl	705 W. Pecan	Madera	CA	93638				sherylsisil@maderausd.org	V.P. Curriculum
Williams	Mr.	Stan	400 Fairview Ave.	Madera	CA	93637	674-1669			stan.williams@gmail.com	C.M.
Woods	Mrs.	Shirley	26355 Ave 13	Madera	CA	93637		675-4482		shirleywoods@maderausd.org	Perkins
Yates	Mr.	David	1280 Kiwi Lane	Nipoma	CA	93444	805-929-6267		559-312-6267	dlyateach@yahoo.com	C.M.

Agriculture Advisory Meeting
Madera South High School
October 10, 3013

In attendance: See attachment #1

Oracio Rodriguez	Michael Salvador	Sheryl Sisil
Dick Haupt	Jim Bomprezzi	Bob Naden
Carl Schroeder	Don Farnesi	Bob Labrucherie
Dave Loquaci	Jim Cavallero	Shirley Woods
Prince Marshall	Sandon Schwartz	Ed LeTourneau
Jim Erickson	Kristin McKenna	John Williams
Darlene Gilles	Tim Deniz	Brent George
Kristin Sheehan	Crystal Luera	Johnny Lopes

The meeting was called to order by the department chairperson Kristin McKenna in Gary Geist's absence at 6:05 p.m. After a brief introduction the members were dismissed for dinner.

The meeting resumed at 6:15 p.m. and introductions were made of all present. Our new teacher Crystal Luera and student teacher Johnny Lopes were highlighted. Darlene Gilles was presented a plaque for 7 years of outstanding service as the department head.

A motion to approve the minutes from the March 2013 advisory meeting was made by Jim Erickson and seconded by Jim Cavallero, minutes approved, voice vote.

The agenda started with John Williams presenting a power point listing the accomplishments and many activities of the Madera FFA members from May to the present.

Kristin McKenna led a review of the Agriculture Incentive Grant checklist that needed to be certified by the advisory committee. The findings were we don't meet criteria's 10A, 11B and 12A. (Attachment 2) The goal of the department is to work towards meeting 12A, however with the current budget issues, criteria's 10A and 11B are out of reach at this time. The checklist was approved with a motion by Jim Cavallero and 2nd by Dave Loquaci, checklist approved, voice vote.

John Williams reported on the status of the vineyard. The work started shortly after our last Ag. Advisory committee meeting; with trenching and manifolds being put in, stakes and wiring being hung, drip lines installed, and the vines being planted. All of the work done on the vineyard was completed by students. A list of donors can be found in (attachment 3).

Tim Deniz and Brent George presented the Ag. Mechanics Welding and Fabrication Pathway. They reviewed with everyone the courses that make up the pathway, topics that are covered and career opportunities for students that pursue the pathway. Tim also informed the

committee that the classes are now articulated with Butte College and articulations are in the works for Fresno City and Merced. (Attachment 4)

Dave Loquaci asked a question about what effects common core will have on the Ag. Department and the time frame until full implementation. Sheryl Sisil stated that step one is rewriting core courses and then step 2 will be re-working elective classes. It is her opinion that common core will help our courses since the focus is in real life applications rather than memorization. Some of our courses may change in content taught in them but we will still be providing real life skills.

Meeting adjourned 7:07 p.m.

Respectfully submitted
Kristin McKenna
MSHS Ag Dept.

Madera South High School
Agriculture Department
Budget

Perkins 2013-2014	**42,000**
Books/Supplies	3,200
Services/Operating Expenditures:	
Transportation	11,800
Instruction	5,000
Professional Development	8,000
New Professionals National FFA convention San Joaquin region road show Regional Meetings CATA Summer Conference	
Substitute's	8,000
FFA Leadership Packets	6,000
Incentive Grant	**26,000**
Instructional Supplies	16,000
Travel	5,000
Equipment Replacement	5,000

Madera South High School
Agriculture Department
705 W. Pecan
Madera, CA 93637
(559)675-4475

Madera South Agriculture Graduate Follow Up System

Madera South High School calls all graduates in August and September following graduation to find out they key information for the R-2. We keep their contact information and if we cannot get a hold of the student, we call the parent. The questions asked include:

- Name
- Address
- Phone Number
- What are you doing now?
    - * Attending School?
        - ♦ Full Time or Part Time
        - ♦What School
        - ♦Major
    - *Working?
        - ♦Full Time or Part Time
        - ♦ What type of business or industry are you involved in?
        - ♦Job Title or Description
        - ♦What skills from MSHS Ag. are you using in your job?
    - *Military or Other
- What experiences in Ag. and FFA were most valuable for you?
- Any other comments?!?

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Madera, CA 93637
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Madera South Agriculture Placement Sites

The following is a list of places students are currently interning or working at, or are places we could potentially send students.

- Midland Tractor
- Kuckenbecker Tractor
- Madera Tractor Company
- Mower Plus
- Farm Machinery Corporation
- Baltimore Air Coil
- Madera Welding and Manufacturing
- Blue Arc Welding
- U.S. Rental
- Madera Pump Company
- Jim Erickson Farms
- Talley Concrete
- Producers Livestock
- Production Credit Association
- Gus' Food Locker
- Madera Thoroughbreds
- TECO Feed and Hardware
- Valley Feed
- Evans Feed and Livestock Supply
- Floral Fantasy
- Purl Sheet Metal
- Schafer Metal Stake
- Madera Ag. Services
- Madera District Fairgrounds
- Schaffer Ranches
- S&J Lumber
- H&H Welding and Fabrication
- Warnock Food Products
- Valley Grain Products
- Valley Wide Irrigation
- Haupt Custom Almond Harvesting
- Evapco West Inc.
- Madera Animal Hospital
- Ag-Right Enterprises
- Tolmachoff & Son Custom Harvesting
- Valley Pistachio Inc.
- Western Farm Service
- Advanced Drainage
- Ambroso Veterinary Hospital
- Bass & Sons Septic Tank
- Bolderoff Custom Harvesting
- Britz Fertilizers Inc.
- Chavira Trucking
- General Builder Supply Company
- Steve's Wrought Iron
- Peters Brothers Nursery .
- Kings Valley Industry
- Landmark Irrigation
- American Grape Harvester
- Cherokee
- Dave Loqacci Famrs

School of Agriculture Sciences and Technology

Madera South High School
Agriculture Department

CAREER PATHWAYS

- Animal Science
  - Ag Science I
  - Ag Science II – HS Life Science Graduation Requirement
  - Ag Biology – CSU/UC Lab Science Requirement
  - Veterinary Science – CSU/UC Elective Requirement
  - Veterinary Care & Handling

CAREER PATHWAYS

- Environmental Science
  - Environmental Sciences I – HS Physical Science Requirement
  - Environmental Science II – HS Life Science Requirement
- Floriculture
  - Floral Design I – HS Fine Art Requirement
  - Advanced Floral Design
  - Retail Floral Shop

CAREER PATHWAYS

- Agriculture Mechanics & Technology
  - Welding/Fabrication
    - Agriculture Mechanics I
    - Agriculture Mechanics II
    - Agriculture Mechanics III
    - Agriculture Mechanics IV

CAREER PATHWAYS

- Agriculture Mechanics & Technology
  - Power Mechanics
    - Agriculture Mechanics I
    - Diesel Tech
    - ROP Small Engines
    - ROP Diesel Engines
- Ornamental Horticulture
  - Horticulture I – HS Life Science Requirement
  - Horticulture II – HS Physical Science Requirement
  - Nursery Management – 2 hour course

FACILITIES

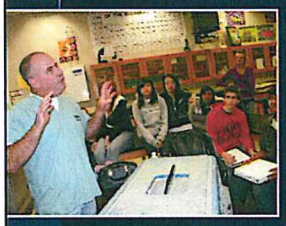
- Agriculture Engineering Complex
  - Small engines shop
  - Agriculture Mechanics Shop
  - Ag Construction Shop
  - Wood Shop
- Agriculture Science Classrooms
  - Life Science, Physical Science, Environmental Science, & Veterinary Science
- 20 acre student school farm laboratory
  - Includes: greenhouse, horse unit, cattle unit, sheep/goat unit, swine unit, horse arena, and pastures

OH / FLORICULTURE

AGRICULTURE MECHNANICS SHOPS

Laboratory and Classroom Instruction

Laboratory and Classroom Instruction



STUDENT LEADERSHIP

- National FFA Association
- Part of Ag Education Classes
- Personal Growth, Premier Leadership, & Career Success
- Madera FFA is represented at the local, sectional, regional, & state levels
- Madera FFA has 670 members

Madera FFA Officer Team

FFA Meetings

FFA Activities
Inflatable Fun

Community Service Activities

- Pumpkin Festival
  - 1600 K-1 students from local elementary schools
- FFA Food Drive
  - Donate non-perishable food to Madera Rescue Mission
- Farm Tours
- Bowl-a-Thon
  - Benefiting Children's Hospital

Pumpkin Festival

FFA Conferences & Conventions

- FFA Conventions
  - National FFA Convention
  - State FFA Convention
- FFA Conferences
  - Greenhand Conference
  - Made for Excellence
  - Advanced Leadership Academy
  - Washington Leadership Conference
  - Sacramento Leadership Experience
  - COLC, SOLC, ROLC

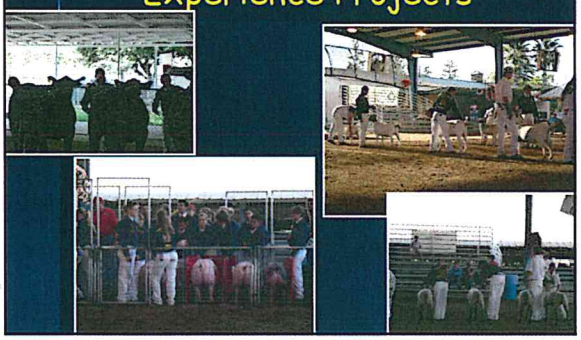
National FFA Convention
Indianapolis, Indiana

STUDENT PROJECTS

- Students will be required to participate in a supervised agriculture experience project.
- You gain real life experience and in most cases earn MONEY.
- An extremely diverse range of acceptable projects.

Supervised Agriculture Experience Projects

Supervised Agriculture Experience Projects



Supervised Agriculture Experience Projects

Career Development Events & FFA Competitions

- Creed Speaking
- Best Informed Greenhand
- Novice Parliamentary Procedure
- Advanced Parliamentary Procedure
- Farm Records
- Cooperative Marketing
- Banking
- Nursery Landscape
- Livestock Judging Agriculture Welding
- Meats Judging
- Floriculture
- Small Engines
- Farm Power
- Horse Judging
- Prepared Public Speaking
- Vine Pruning
- Cotton Judging
- And many more!!

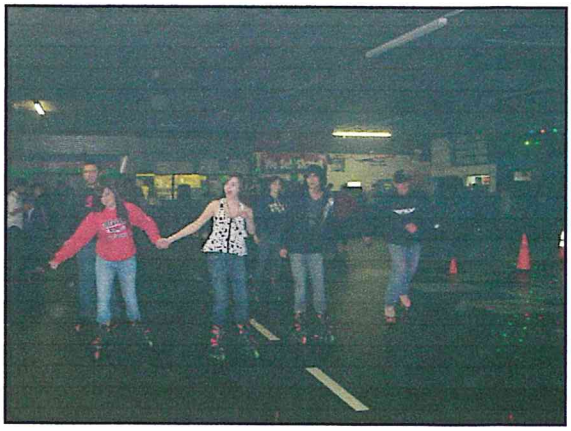
FFA Judging Teams & FFA Contests

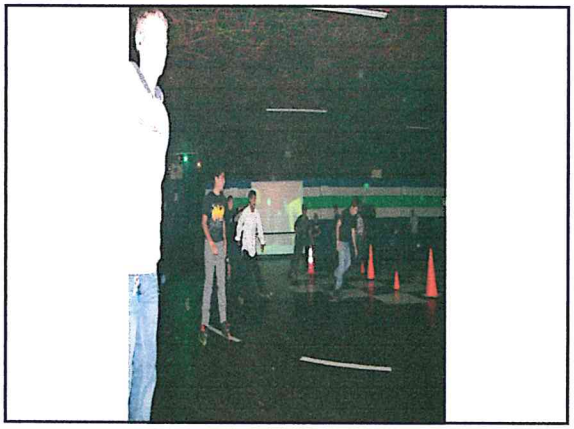
School of Agriculture, Science, & Engineering

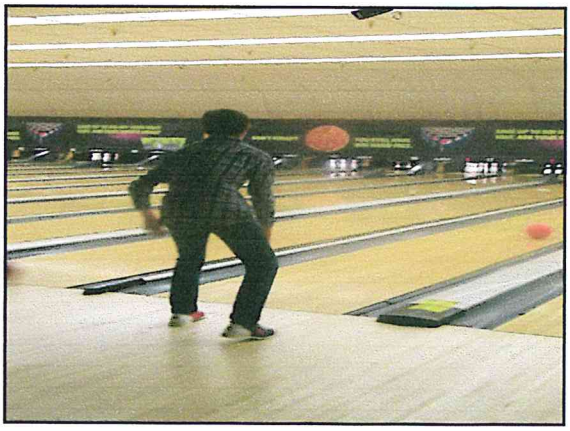
"Making a positive difference in the lives of our students through premier leadership, personal growth, & career success."

Madera FFA
Fun, Travel, and Friends

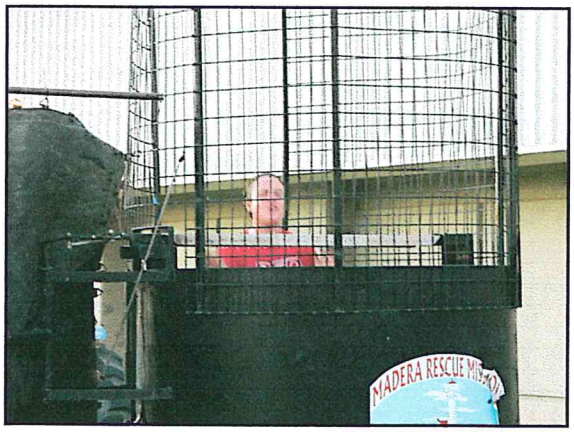
FFA State Finals

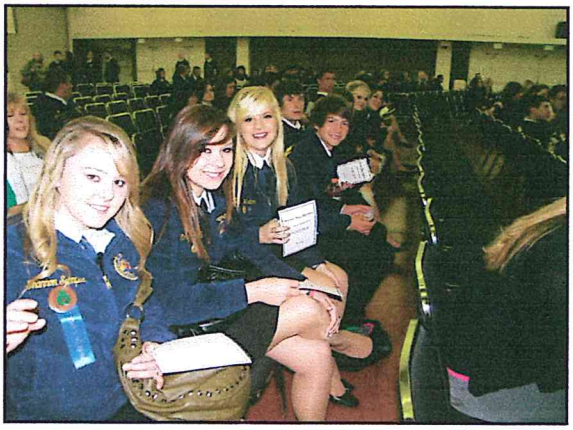


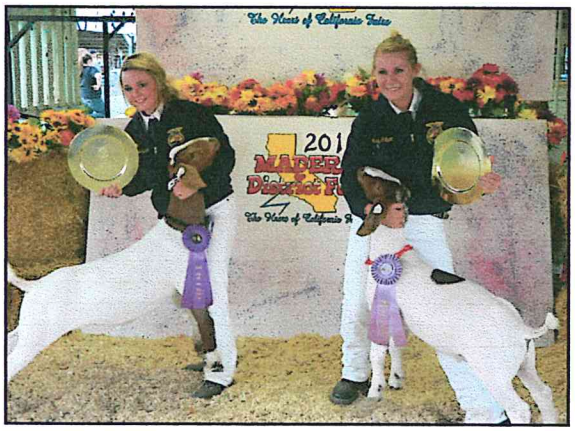


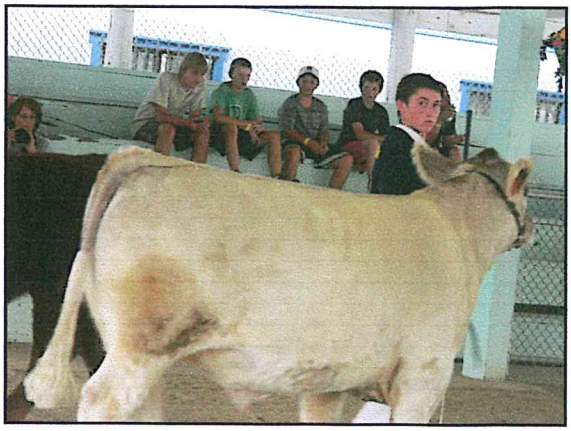


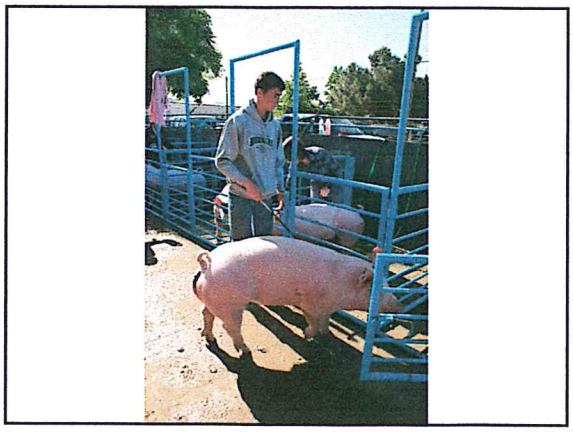
CAKE


MADERA RESCUE

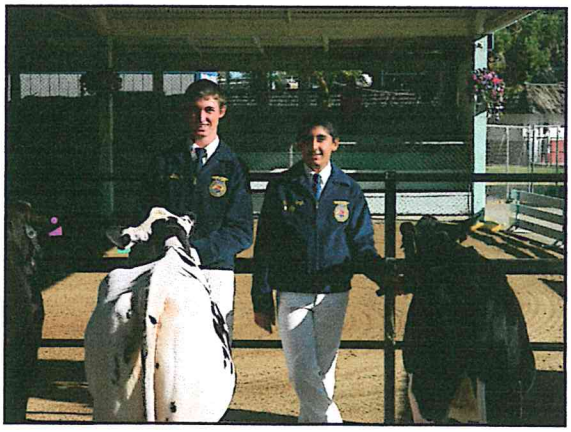



The Voice of California Fairs





CALIFORNIA



INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** 2012-13 **School** **Madera South H S**

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	Casso	Deniz	George	Gilles	McKenna	Sheehan	Williams	
Fall Region Meeting	X	X	X	X	X	X	X	
Region In-service Day	X		X		X	X	X	
Spring Region Meeting			X	X	X	X	X	
Section In-service*	X	X	X	X	X	X	X	
Section In-service*	X		X	X	X	X	X	
Section In-service*	X		X	X	X	X	X	
Section In-service*	X			X	X	X	X	
Summer Conference	X	X	X	X	X	X	X	
University AgEd Skills Week								
Professional Development **	X	X			X		X	

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

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

1 Deniz - Lincoln Electric Welding Training

2 Deniz - Arc Exposure Welding Training

3 Deniz & Williams - ROP Fall Conference

4 McKenna - CTE Online Curriculum Workshops

5 Casso - New Professionals

Ag Dept Meeting
Friday, August 9th, 2013

1. Welcome to Student Teacher Johnny Lopes
   CELL PHONE NUMBER ***209-564-0902***
   Period 1 –ROP Diesels –Williams, Unit towards end of semester
   Period 2 – Ag Mech II – Deniz – Start September 9
   Period 3 – Ag. Earth Science – Gilles – Start 8-12-13
   Period 4 – Ag. Mech I – George – Start 8-26-13
   Period 5 – Diesels – Williams, Start September 16
   Period 6 – Prep

2. Welcome Crystal to our Staff, Cell ***661-444-1968***

3. Ag. Incentive Money – Leftover must be spent September 30 and items received. PO for $1800 Poppper has been submitted.

4. Roadshow/Regional Meeting – Tenaya Lodge, November 15-16
   a. Who is going for both- All Teachers
   b. Must make own Hotel Reservations through Regional Block, will be reimbursed for ½, so find a roommate.
   c. Chuckchansi Bus – Head Count

5. Fair Entries- Due August 13th

6. Chart of Responsibilities: Signed and returned to department head.

7. FFA – None at this time

Fall Activities – August and September
SOLC- Fri/Sat – 8-9 and 8-10
Boot Camp, SCICON – August 16-17
Welcome Back BBQ – August 21
Madera Fair Horse Show – August 24th
COLC/CATA Meetings – August 28th
Madera Fair – September 3-8
Blackbeard's – September 10
Mud Volleyball – September 18
Drive Thru BBQ – September 20
Madera Cotton Contest – September 26
Greenhand Applications Due – September 27

Ag Dept Meeting
Monday, August 19, 2013

1. Ag. Incentive Money – PO's in by Thursday August 22nd

2. Roadshow/Regional Meeting – Tenaya Lodge, November 15-16
   a. Don't forget to make hotel reservation. Online use group code 30U01G.

3. Fair Paperwork/Subs – Get subs called in, make sure you put the pay code under Professional Leave-AG

4. Dates for R-2 Data Sheets – We chose the week after fair to do R-2

5. Superintendent Visit – September 11th @ 3:30pm

6. Student Teacher Project – Build Engine stands for the diesel classes.

7. FFA –
   - Bootcamp Recap – All officers went it was a great bonding activity.
   - Welcome Back BBQ – All teachers need to help setup after school, Deniz and George are BBQing, Sheehan and Luera are doing Sign In table, all other teachers will help with food prep.
   - ASB Accounts – Budgets and Minutes need to be turned into me by next Friday.
   - Blackbeards – Williams, Lopes, Luera and George are riding the busses with the students.
   - Drive Thru BBQ – This Friday in williams' classroom, all teachers are needed to help after school.

Fall Activities – August and September
Welcome Back BBQ – August 22
Madera Fair Horse Show – August 24th
COLC/CATA Meetings – August 28th
Poultry Show – August 31st
Madera Fair – September 3-8

Ag Dept Meeting
Monday, August 26, 2013

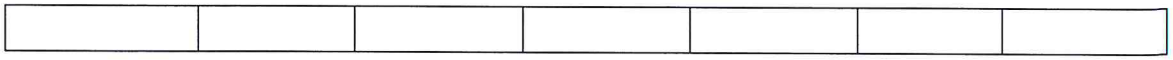
1. Horse Show Results – Miranda was 2nd in Showmanship
2. Ag. Incentive Money – Remaining $300 will open for Farm Tools
3. Fair Paperwork/Subs – Make sure you put in for your subs.
4. Superintendent Visit – September 11th @ 3:30pm
5. Advisory Meeting Dates – We will select the dates that work best for our advisory members.
6. Advisory Member Update – List was looked over in meeting to check and make sure advisors still want to be a part of the committee
7. CATA Meeting Wednesday, 5pm Clovis East
8. FFA –
   - Welcome Back BBQ Recap – Over 300 students and family members attended.
   - Blackbeards – FULL, all students will be responsible for money for dinner.
   - Tee Shirt Sales – Please sell t-shirts in your classes, money will be due next week.
   - Committee Meetings – All committee meetings will need to be done this week.

Fall Activities – August to October 15

COLC/CATA Meetings – August 28th
Poultry Show – August 31st
Madera Fair – September 3-8
Blackbeard's – September 10
Mud Volleyball – September 18
Drive Thru BBQ – September 20
Madera Cotton Contest – September 26
Greenhand Applications Due – Sept 27
Greenhand Interviews – October 2
Greenhand Voting –October 4
Ag. Literacy Clean Up – October 11th
Corcoran Cotton Contest – October 12th
Ag. Literacy Day – October 15-16

Vehicle Use and Service Needs

Date	Truck 127	Truck 128	Truck 119	Truck 112	Van 117	Van 199
Mon 8-26						
Tues 8-27						
Weds 8-28						
Thurs 8-29						
Fri 8-30						
Sat 8-31						
Sun 9-1						
Vehicle Service Needs						
FARM NEEDS						
Date	**Truck 127**	**Truck 128**	**Truck 119**	**Truck 112**	**Van 117**	**Van 199**
Mon 9-2						
Tues 9-3						
Weds 9-4						
Thurs 9-5						
Fri 9-6						
Sat 9-7						
Sun 9-8						



Ag Dept Meeting
Monday, September 9, 2013

1. Fair Results, Email -
2. Superintendent Visit – September 16th @ 3:30pm
3. Advisory Meeting Dates – October 8 or 10?
4. Advisory Agenda – Incentive Advisory Review, Pathway, Etc??
5. FFA –
   - Blackbeards –
   - Drive Thru BBQ –
   - Tee Shirt Sales –
   - Committee Meetings –
   - Mud Volleyball -
   - Homecoming-

Fall Activities – September - October

Blackbeard's – September 10
Mud Volleyball – September 18
Drive Thru BBQ – September 20
Madera Cotton Contest – September 26
Greenhand Applications Due – Sept 27
Greenhand Interviews – October 2
Greenhand Voting –October 4
Ag. Literacy Clean Up – October 11th
Corcoran Cotton Contest – October 12th
Ag. Literacy Day – October 15-16
FFA Meeting – October 23rd
Greenhand Conference – October 24th
Modesto Cotton – October 26th
Nation Convention – October 27-Nov. 2

Ag Dept. Meeting
Monday, September 16, 2013

1. R-2 Reminders – In by Friday, Double check addresses, separate by year in Ag.
2. Fair Results, Email -
3. Superintendent Visit – September 16th @ 3:30pm
4. Advisory Meeting Dates – October 10
5. Teacher Schedules-
6. FFA –
   - Drive Thru BBQ –
   - Tee Shirt Sales –
   - Committee Meetings –
   - Mud Volleyball -
   - Homecoming-
   - National Money
   - Aggie of the Month
   - Greenhand Office

Fall Activities – September - October

Mud Volleyball – September 18
Drive Thru BBQ – September 20
Madera Cotton Contest – September 26
Greenhand Applications Due – Sept 27
Greenhand Interviews – October 2
Greenhand Voting –October 4
Ag. Literacy Clean Up – October 11th
Corcoran Cotton Contest – October 12th
Ag. Literacy Day – October 15-16
FFA Meeting – October 23rd
Greenhand Conference – October 24th
Modesto Cotton – October 26th
Nation Convention – October 27-Nov. 2

Ag Department Meeting
Monday, September 23, 2013

1. Turn in Student Data Sheets -
2. Alumni Dinner –
3. Cotton Contest- Rooms, Help?
4. Five Year Facility and Acquisition Schedule
5. FFA –
    - Homecoming-
        - Spirit Walk
    - Aggie of the Month Lunch
    - Greenhand Office –

Fall Activities – September - November

Madera Cotton Contest – September 26
Greenhand Applications Due – Sept 27
Greenhand Interviews – October 2
Greenhand Voting –October 4
Ag. Literacy Clean Up – October 11th
Corcoran Cotton Contest – October 12th
Ag. Literacy Day – October 15-16
FFA Meeting – October 23rd
Greenhand Conference – October 24th
Modesto Cotton – October 26th
Nation Convention – October 27-Nov. 2
Hanford Cotton –November 7
State Cotton Finals-November 9
Region Officer Meeting-November 10
Veterans Day (NO SCHOOL)-Nov 11
Opening and Closing – Nov 13
SJ Roadshow and Meeting-Nov 15-16
FFA Meeting – Nov. 20
Recordbook Work Day- Nov 25
Thanksgiving Break –Nov 25-29

Ag Department Meeting
Monday, September 30, 2013

1. R2 – 1,003 Contacts, Unduplicated 597, additional $2k for Tim's classes.
2. Tenaya Lodge – Online Code **30U01G**
3. Advisory Agenda- Any Additions?
4. Incentive Carryover - $160 at Lowe's
5. FFA –
   - Greenhand Office –
   - MFE/ALA –
   - Ag. Literacy Day –
   - Snack Sale –
   - Community Service Meeting – Tuesday @ Lunch

Fall Activities – October - November

Greenhand Interviews – October 2
Greenhand Voting –October 4
Ag. Literacy Clean Up – October 11th
Corcoran Cotton Contest – October 12th
Ag. Literacy Day – October 15-16
FFA Meeting – October 23rd
Greenhand Conference – October 24th
Modesto Cotton – October 26th
Nation Convention – October 27-Nov. 2
Hanford Cotton –November 7
State Cotton Finals-November 9
Region Officer Meeting-November 10
Veterans Day (NO SCHOOL)-Nov 11
Opening and Closing – Nov 13
SJ Roadshow and Meeting-Nov 15-16
FFA Meeting – Nov. 20
Recordbook Work Day- Nov 25
Thanksgiving Break –Nov 25-29

Ag Department Meeting
Monday, October 7, 2013

1. Tenaya Lodge – Online Code **30U01G**
2. Advisory Meeting – Thursday, Reminder Calls, Dinner
3. Incentive Carryover – 4 New Brooms, Spent All
4. Alegria Guild – Thanks Darlene for Handling it!!!
5. Corcoran Cotton Contest – October 12th

6. FFA –
   - Greenhand Officers –
   - Ag. Literacy Day –
   - Snack Sale –

Fall Activities – October - November

Ag. Literacy Clean Up – October 11th
Corcoran Cotton Contest – October 12th
Ag. Literacy Day – October 15-16
FFA Meeting – October 23rd
Greenhand Conference – October 24th
Modesto Cotton – October 26th
Nation Convention – October 27-Nov. 2
Hanford Cotton –November 7
State Cotton Finals-November 9
Region Officer Meeting-November 10
Veterans Day (NO SCHOOL)-Nov 11
Opening and Closing – Nov 13
SJ Roadshow and Meeting-Nov 15-16
FFA Meeting – Nov. 20
Recordbook Work Day- Nov 25
Thanksgiving Break –Nov 25-29

Ag Department Meeting
Monday, October 14, 2013

1. Cotton Contest Results –
2. Grades – Due by Midnight –
3. Tenaya Lodge – Chuckchansi Bus??
4. District Advisory Meeting – Wednesday October 16 @ 6pm, DO
5. Curriculum Meeting – Wednesday October 23rd 3:30-5:30pm Cafeteria

6. FFA –
   - Ag. Literacy Day –
   - Snack Sale –
   - FFA Meeting, Haunted Farm -

Fall Activities – October - November

Ag. Literacy Day – October 15-16
NO SCHOOL – October 18
FFA Meeting – October 23rd
Greenhand Conference – October 24th
Modesto Cotton – October 26th
Nation Convention – October 27-Nov. 2
Hanford Cotton –November 7
State Cotton Finals-November 9
Region Officer Meeting-November 10
Veterans Day (NO SCHOOL)-Nov 11
Opening and Closing – Nov 13
SJ Roadshow and Meeting-Nov 15-16
FFA Meeting – Nov. 20
Recordbook Work Day- Nov 25
Thanksgiving Break –Nov 25-29

Ag Department Meeting
Monday, October 21, 2013

1. Tenaya Lodge –Deniz, McKenna, W
2. Curriculum Meeting – Wednesday October 23rd 3:30-5:30pm Cafeteria
3. Student Recruitment – Dates and Career School Switches
4. Ag. Incentive Support Letters -
5. FFA –
   - Snack Sale –
   - FFA Meeting, Haunted Farm –
   - Greenhand Conference -

Fall Activities – October - December

FFA Meeting – October 23rd
Greenhand Conference – October 24th
Modesto Cotton – October 26th
Nation Convention – October 27-Nov. 2
Hanford Cotton –November 7
State Cotton Finals-November 9
Region Officer Meeting-November 10
Veterans Day (NO SCHOOL)-Nov 11
Opening and Closing – Nov 13
SJ Roadshow and Meeting-Nov 15-16
FFA Meeting – Nov. 20
Recordbook Work Day- Nov 25
Thanksgiving Break –Nov 25-29
Greenhand/Chapter App Due –Dec 6
Greenhand Banquet – December 11th
Officer Christmas Party- December 20th

Ag Department Meeting
Monday, November 4, 2013

1. National Convention- Great Job, BIG (2nd), Meats (6th), National Winner
2. New Attendance Policies –
3. Cotton Contests – Thursday and Saturday
4.

5. FFA –
   - Opening and Closing –
   - CLC –
   - Friday Tailgate –
   - Casino Night Meeting -

Fall Activities – October - December
Hanford Cotton –November 7
State Cotton Finals-November 9
Region Officer Meeting-November 10
Veterans Day (NO SCHOOL)-Nov 11
Opening and Closing – Nov 13
SJ Roadshow and Meeting-Nov 15-16
FFA Meeting – Nov. 20
Recordbook Work Day- Nov 25
Thanksgiving Break –Nov 25-29
Greenhand/Chapter App Due –Dec 6
Greenhand Banquet – December 11th
Officer Christmas Party- December 20th
Christmas Vacation – December 20-Jan 13
Recordbook Work Day – January 9th

Ag Department Meeting
Monday, November 12, 2013

1. Cotton Contests – 4th High Team, Jenae 2nd High Individual
2. Board Meeting – Tonight @7pm
3. Judging Team Contracts – Brainstorm
4. Subs for Friday – SB-Ag
5. Cal Poly Visit- Thursday

6. FFA –
   - Opening and Closing –
   - Casino Night Meeting – Date Change, November 21st
   - Assemblymen Visit -

Fall Activities – October - December

Opening and Closing – Nov 13
Cal Poly Visit – Nov 14
SJ Roadshow and Meeting-Nov 15-16
FFA Meeting – Nov. 21
Recordbook Work Day- Nov 25
Thanksgiving Break –Nov 25-29
Greenhand/Chapter App Due –Dec 6
Greenhand Banquet – December 11th
Officer Christmas Party- December 20th
Christmas Vacation – December 20-Jan 13
Recordbook Work Day – January 9th

Ag Department Meeting
Monday, November 18, 2013

1. Judging Team Contracts – Changes?
2. Reimbursement Forms – Turn in
3. Cal Poly Visit- Thursday
4. Record book Work Days?
5. PG&E Requests -

6. FFA –
   - Casino Night Meeting –
   - Banquet -
   - Assemblymen Visit –
   - Other needs for John -

Fall Activities – October - December
FFA Meeting – Nov. 21
Recordbook Work Day- Nov 25
Thanksgiving Break –Nov 25-29
Greenhand/Chapter App Due –Dec 6
Greenhand Banquet – December 11th
Officer Christmas Party- December 20th
Christmas Vacation – December 20-Jan 13
Recordbook Work Day – January 9th

Ag Department Meeting
Monday, December 2, 2013

1. Record book Work Day Reminders -
2. PG&E Requests –
3. Course Sequencing –
4. Bigelow/Cannella Visit- December 19th
5. FFA –
   - Banquet –
     - Applications and RSVP Due Friday

Fall Activities – October - January

Greenhand/Chapter App Due –Dec 6
Greenhand Banquet – December 11th
Officer Christmas Party- December 20th
Christmas Vacation – December 20-Jan 13
Recordbook Work Day – January 8th-9th
St. Helena Vine Pruning – January 10-11
Start of 2nd Semester – January 13th
Recordbook Scoring-Madera – January 15th
Dinuba Vine Pruning – January 18th
No School-MLK Day – January 20th
BIG and Banking – January 22nd
Skate Night Meeting – January 23rd
Regional Officer Applications Due – Jan. 24
Reedley Vine Pruning – January 25th
Recordbooks Scoring, Kingsburg – Jan. 29

Ag Department Meeting
Monday, December 9, 2013

1. Bigelow/Cannella/Berryhill Visit- December 19th – Students Names
2. Chico and Davis Registration –
3. FFA –
   - Canned Food Drive
   - Banquet –

Fall Activities – October - January

Greenhand Banquet – December 11th
Farm Clean Up – December 18th 1pm
AIG Vist – December 19th
Officer Christmas Party- December 20th
Christmas Vacation – December 20-Jan 13
Recordbook Work Day – January 8th-9th
St. Helena Vine Pruning – January 10-11
Start of 2nd Semester – January 13th
Recordbook Scoring-Madera – January 15th
Dinuba Vine Pruning – January 18th
No School-MLK Day – January 20th
BIG and Banking – January 22nd
Skate Night Meeting – January 23rd
Regional Officer Applications Due – Jan. 24
Reedley Vine Pruning – January 25th
Recordbooks Scoring, Kingsburg – Jan. 29

Ag Department Meeting
Monday, December 16, 2013

1. Bigelow/Cannella/Berryhill Visit- December 19th – Students Names, Video
    a. Farm Clean Up/Classroom Clean Up
    b. Vehicle Cleaning
2. Chico and Davis Registration –Anything you need?
3. Thursday Lunch –
4. Student Teacher Schedule -
    1st
    2nd
    3rd
    4th - George, Ag. Mech 1
    5th
    6th
5. FFA –
    - Canned Food Drive Reflection
    - Banquet Reflection
        - Solving Greenhand/Chapter Degree Issue

Fall Activities – October - January

Farm Clean Up – December 18th 1pm
AIG Vist – December 19th
Officer Christmas Party- December 20th
Christmas Vacation – December 20-Jan 13
Recordbook Work Day – January 8th-9th
St. Helena Vine Pruning – January 10-11
Start of 2nd Semester – January 13th
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BIG and Banking – January 22nd
Skate Night Meeting – January 23rd
Regional Officer Applications Due – Jan. 24
Reedley Vine Pruning – January 25th
Recordbooks Scoring, Kingsburg – Jan. 29

Agriculture Department Equipment Inventory

School Name:	Madera South High School							
Equipment Description	Equipment ID #	Funding Source (AIG, District, VEA, ROP, Other)	Acquisition Date	Acquisition Cost	Equipment Location (Building & Room #)	Current Condition (good, fair, poor)	Date Last Inspected	Reason for Transfer, Replacement, Disposition
Chipper Shredder	42450	Ag farm	2/1/2005	2369	Farm			
Drilling Machine	a1340		4/7/2000	1500	Ag Shop			
Wire feeder	u1950206997			950	Shop 601			
Wire feeder	jb513155			850	Shop 601			
Wire feeder	jj458499		4/7/2000	900	Shop 601			
Wire feeder	ka800784		4/7/2000	900	Shop 601			
Wire feeder	ja384319		4/7/2000	800	Shop 601			
Iron Worker	3p562x		4/7/2000	6800	Shop 601			
Iron Worker	3238m788		4/7/2000	6650	Shop 601			
Iron Worker	3238m788		4/7/2000	3025	Shop 601			
Plasma cutting system	a8092ga181b			3600	Shop 601			
Ranger 9 Welder	41990s22498	Ag farm	2/7/2001	5948	Farm			
Abrasive Saw			4/7/2000	665	Shop 601			
Arc Welder	u19503253-4			3325	Shop 601			
Arc Welder	388159			840	Shop 601			
Arc Welder	232637			720	Shop 601			
Arc Welder	a1340		4/7/2000	720	Shop 601			
Arc Welder	ja396061		4/7/2000	1200	Shop 601			
Arc Welder			4/7/2000	1200	Shop 601			
Arc Welder	jj480048		4/7/2000	1200	Shop 601			
Arc Welder	ac-536889		4/7/2000	960	Shop 601			
Arc Welder	ac-410054		4/7/2000	720	Shop 601			
Arc Welder	ac-191599		4/7/2000	825	Shop 601			
Arc Welder	ac-536890		4/7/2000	960	Shop 601			
Mig Welder	jb509668		4/8/2000	1700	Shop 601			
Mig Welder	72069		4/9/2000	1200	Shop 601			
Mig Welder	jc604887		4/10/2000	2125	Shop 601			
Mig Welder	jj432709		4/11/2000	1600	Shop 601			
Mig Welder	ja401525		4/7/2000	1700	Shop 601			
Mig Welder	hk251250		4/7/2000	1700	Shop 601			
Complete Welder Set Up	LA171260		2/7/2001	3472.08	Shop 602			

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Complete Welder Set Up	LA171268		2/7/2001	3472.08	Shop 602			
2001 Ford Flatbed			9/1/2009	Donation				
2003 Ford Van	1FMRE11L03HA85723	AIG	9/1/2003		Farm			
1987 Ford Dually Crew Cab	2FTJW3510HCA8158	AIG	9/1/1987		Farm			
1990 Ford Dually Crew Cab	2FTJW35M5LCA8424	AIG	9/1/1990		Farm			
1996 Ford Dually Crew Cab	1FTJW35F1TEB78010	AIG	9/1/1996		Farm			
1993 Ford Crew Cab	2FTJE35M7PCB05797	AIG	9/1/1993		Farm			
1988 Chevy Van	1FMHEZ1M3JHC24752	Other	9/1/1988		Farm			
1983 International Dually Flatbed	1HTAA16EXEHA20524	Other	9/1/1991		Farm			
1985 Chevy 1 1/2 ton Flatbed								
1992 Featherlite Gooseneck Trailer 7"x20"	E913935	AIG	9/1/1992		Farm			
Ford 9600 Tractor	C480937				Farm			
Ford 1600 Tractor					Farm			
16 LA Skip Loader					Farm			
Massey Ferguson 290 Tractor	391678				Farm			
Massey Ferguson 175 Tractor	678969				Farm			
Ford Skip Loader								
Equipment Carrier					Farm			
20' Tiltbed Trailer					Farm			

Agriculture Department Equipment Inventory

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20' Beaver Tail 3 Axle Gooseneck Trailer					Farm			
14' Pull Trailer - Brown					Farm			
Ben Trailer					Farm			
8' Spring Tooth A683					Farm			
Till Smith AWT Model 48-N	522474				Farm			
12' Cultapac Model 1281216	133600PP				Farm			
12' Tie Grain Drill					Farm			
Boarder Maker					Farm			
12' Offset disk Wheel Lift					Farm			
10' Hay Trailer Pull					Farm			
John Deere 5' Scraper					Farm			
Hyster Forklift	95189	Other						
Paul Livestock Scale			4/1/2007	2,182.20	Farm			
Paul Livestock Scale					Farm			
2 - Listers Electric Shears			9/1/2003	1000	Farm			
5 Sadles								
5 silver bites								
7500 Generator					Farm			
5500 Generator					Farm			
5HP Power Washer					Farm			
5HP 8gal Air Compressor					Farm			
6' Barbeque					Farm			
Lathe								
Drill Press								
Grinder								
Portable Welder					Farm			
Lincoln Wire Feeder					Shop 601			
Lincoln Arc Welder	AC-707152				Shop 601			

Agriculture Department Equipment Inventory

School Name:	Madera South High School							
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Lincoln Mig Welder	V1000624735				Shop 601			
Lincoln Arc Welder	536890				Shop 601			
Miller XMT	KJ143423				Shop 601			
Miller XMT	LA259899				Shop 601			
Lincoln Invertec	U1000624682				Shop 601			
Miller Wire Feeder	KJ203413				Shop 601			
Miller Wire Feeder	K1152307				Shop 601			
Miller Wire Feeder	LA259666				Shop 601			
Miller Wire Feeder	JJ370446				Shop 601			
Lincoln Arc Welder	C1970200301				Shop 602			
Lincoln Arc Welder	C1951200218				Shop 602			
Lincoln Arc Welder	C1970200330				Shop 602			
Lincoln Arc Welder	AC-234964				Shop 602			
Lincoln Arc Welder	AC-279767				Shop 602			
Lincoln Arc Welder	AC-182615				Shop 602			
Lincoln Arc Welder	AC-182757				Shop 602			
Lincoln Wire Feeder	U1000505821				Shop 602			
Lincoln Arc Welder	AC-344199				Shop 602			
Lincoln Arc Welder	AC-482857				Shop 602			
Miller XMT	KK168532							
Miller XMT	KJ082028							
Miller XMT	KJ107266							
MillerWire Feeder	KK068292							
Miller Wire Feeder	U1000505821							
Miller Mig Welder	HK229185							
Miller Wire Feeder	JA384319							
Miller Wire Feeder	KJ290099							
Miller Wire Feeder	LA193378							
Miller Wire Feeder	KA800785							
Hypertherm//Plasmcutter	PMX600-035369							
Miller Mig Welder 22A	LA259659							

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Miller Mig Welder XMT 304	LA259900							
Lincoln LN-7 Mig Welder	U100505852							
Lincoln V350 Pro Mig Welder	U1000624727							
Miller 22A Mig Welder	LE348962							
Miller XMT 304 Mig Welder	LE329231							
Lincoln LN-7 Mig Welder	U1001004629							
Lincoln V350 Pro Mig Welder	U1000624726							
Lincoln LN-7 Mig Welder	U1000812712							
Lincoln V350 Pro Mig Welder	U1000624728							
Miller 22A Mig Welder	LA263348							
Millller XMT 304 Mig Welder	LA259897							
Lincoln LN-7 Mig Welder	U1000618304							
Lincoln V350 Pro Mig Welder	U1000624733							
Miller S-22E Mig Welder	KF858641							
Miller CP-300 Mig Welder	KF881640							
Miller S-5E Mig Welder	JJ369762							
Miller CP-200 Mig Welder	JJ432708							
Miller 22A Mig Welder	LA259665							
Miller XMT 304 Mig Welder	LA259896							
Miller 22A Mig Welder	LA193386							
Lincoln LN-7 Mig Welder	U1000931220							
Lincoln V350 Pro Mig Welder	U1000506280							
Lincoln LN-7 Mig Welder	U1000931522							
Lincoln V350 Pro Mig Welder	U1000624734							

Agriculture Department Equipment Inventory

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Equipment Description	Equipment ID #	Funding Source (AIG, District, VEA, ROP, Other)	Acquisition Date	Acquisition Cost	Equipment Location (Building & Room #)	Current Condition (good, fair, poor)	Date Last Inspected	Reason for Transfer, Replacement, Disposition
Lincoln V350 Pro Mig Welder	U1000624735							
Miller 60 Series Mig Welder	KG263480							
Powermax 500 Plasma Cutter	FMX600-035359							
Lincoln Tig 300 Welder	U1970612565							
Lincoln Tig 300 Welder	U1970519099							
Miller Syncrowave 500 Tig Welder	JH168499				Shop 601			
Miller Syncrowave 500 Tig Welder	JG056617				Shop 601			
Miller Syncrowave 500 Tig Welder	JH253998				Shop 601			
Miller Syncrowave 500 Tig Welder	JH186410				Shop 601			
Miller Syncrowave 500 Tig Welder	JH186401				Shop 601			
Miller Syncrowave 500 Tig Welder	JH222265				Shop 601			
Miller Syncrowave 500 Tig Welder	JG077560				Shop 601			
Miller Syncrowave 500 Tig Welder	JH183143				Shop 601			
Miller Syncrowave 500 Tig Welder	JH288022				Shop 601			
Jet Drill Press	D2-3020702							
Bandsaw	30997081							
Blader Bench Grinder	P599							
Miller 22A Mig Welder	LA263344							
Miller XMT 304 Mig Welder	LA259894							

Agriculture Department Equipment Inventory

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Equipment Description	Equipment ID #	Funding Source (AIG, District, VEA, ROP, Other)	Acquisition Date	Acquisition Cost	Equipment Location (Building & Room #)	Current Condition (good, fair, poor)	Date Last Inspected	Reason for Transfer, Replacement, Disposition
Miller 22A Mig Welder	LA259664							
Miller XMT 304 Mig Welder	LA259895							
Kubota Diesel Engine	D902-4g0438	Kubota	9/15/2005		Shop 603			
Kubota Diesel Engine	D902-4g0430	Kubota	9/15/2005		Shop 603			
Kubota Diesel Engine	Z482-1q0663	District			Shop 603			
Kubota Diesel Engine	z482-1q0661	District			Shop 603			
Kubota Diesel Engine	z482-1q0637	District			Shop 603			
Kubota Diesel Engine	z482-1q0646	District			Shop 603			
Kubota Diesel Engine	z482-1q0638	District			Shop 603			
Kubota Diesel Engine	z482-1q0635	District			Shop 603			
Kubota Diesel Engine	z482-ww8864	District			Shop 603			
Kubota Diesel Engine	z482-1q0639	District			Shop 603			
Kubota Diesel Engine	z482-123780	District			Shop 603			
Grime Fighter Steam Cleaner	2294	ROP			Shop 603			
Sioux Valve Grinder	4833	ROP			Shop 603			
Sioux Valve Grinder	3782	ROP			Shop 603			
Bead Blaster 275	937	ROP			Shop 603			
EZ Bore Boring Bar	1987	ROP	5/4/1995		Shop 603			
Parts Washer pe245	2010217	Perkins			Shop 603			
Small Engine Dynomometer	pl100d	ROP			Shop 603			
Dell Laptop Computer		ROP			Shop 603			
10 - GPS Units		AIG Spec	4/1/2007	1350	RM 706	Excellent	6/1/2007	
Con Win Air Force 3 Inflator		Other	9/1/2002	350	Rm 705			
Qualatex Master Bow Maker			Sep-05	900	Rm 705	Excellent	Sep-09	
Con Win Duplicator 2			6/3/2002	1000	Rm 705	Excellent	9/1/2009	

Madera South High School
Agriculture Department
705 W. Pecan
Madera, CA 93637
(559)675-4475

X. Madera South Courses for Alternative Credit

The following courses count for alternative credit.

- Agriculture Biology—A-G Biological Science
- Floral Design—A-G Fine Art
- Environmental Science I and II—High School Physical Science
- Ag. Econ and Government—A-G Social Science
- Vet Science—A-G Elective Credit
- Ag. Science I and II—High School Life Science
- Natural Resources I—High School Physical Science
- Ag. Mech IV (2 periods) - High School Fine Art
- Horticulture II—High School Fine Art

A student graduating from a Madera Unified high school must meet the following requirements:

1) Shall have earned or successfully completed 230 credits.

2) Shall have passed the California High School Exit Examination CAHSEE) in both English language arts and mathematics.

3) Shall have completed:

a) 30 credits in English:
To include: one semester of composition and one semester of grammar.

b) 30 credits in social science:
To include: 10 credits in world history (freshman or sophomore),10 credits in U.S. history (junior), 5 credits in civics (senior), 5 credits in economics (senior).

c) 20 credits in math:
(Including passing Algebra I)

d) 20 credits in science:
10 credits in biology or 20 credits in agricultural science I & agricultural science II
10 credits in physical science, chemistry, physics or natural resources I

e) 30 credits in physical education:
(Ten credits may be waived upon application and authorization).

f) 10 credits in fine arts:
To be selected from foreign language, music, art, or one of these specific classes: horticulture II, floriculture, drafting technology, drama or agricultural mechanics IV (2 periods).

4) Shall have earned a 2.0 or above grade point average.

5) Shall have achieved proficiency level (score of 4 or higher) on the graduation requirement for occupational education (G2).

A student shall be eligible for graduation, and the receipt of a diploma, if they have completed all the requirements listed in 1, 2, 3, 4 and 5.

UPDATE MAY 13, 2008: Students who fulfill all graduation requirements above **EXCEPT** for No. 2 ("shall have passed the California High School Exit Examination in both English language arts and mathematics") may participate in graduation ceremonies but **WILL NOT** receive a diploma. Instead, they will receive a certificate of completion.

Q. One Copy of Each Advisory Committee Minutes for Current Year

Agriculture Advisory Meeting
Madera South High School
October 10, 3013

In attendance: See attachment #1

Oracio Rodriguez	Michael Salvador	Sheryl Sisil
Dick Haupt	Jim Bomprezzi	Bob Naden
Carl Schroeder	Don Farnesi	Bob Labrucherie
Dave Loquaci	Jim Cavallero	Shirley Woods
Prince Marshall	Sandon Schwartz	Ed LeTourneau
Jim Erickson	Kristin McKenna	John Williams
Darlene Gilles	Tim Deniz	Brent George
Kristin Sheehan	Crystal Luera	Johnny Lopes

The meeting was called to order by the department chairperson Kristin McKenna in Gary Geist's absence at 6:05 p.m. After a brief introduction the members were dismissed for dinner.

The meeting resumed at 6:15 p.m. and introductions were made of all present. Our new teacher Crystal Luera and student teacher Johnny Lopes were highlighted. Darlene Gilles was presented a plaque for 7 years of outstanding service as the department head.

A motion to approve the minutes from the March 2013 advisory meeting was made by Jim Erickson and seconded by Jim Cavallero, minutes approved, voice vote.

The agenda started with John Williams presenting a power point listing the accomplishments and many activities of the Madera FFA members from May to the present.

Kristin McKenna led a review of the Agriculture Incentive Grant checklist that needed to be certified by the advisory committee. The findings were we don't meet criteria's 10A, 11B and 12A. (Attachment 2) The goal of the department is to work towards meeting 12A, however with the current budget issues, criteria's 10A and 11B are out of reach at this time. The checklist was approved with a motion by Jim Cavallero and 2nd by Dave Loquaci, checklist approved, voice vote.

John Williams reported on the status of the vineyard. The work started shortly after our last Ag. Advisory committee meeting; with trenching and manifolds being put in, stakes and wiring being hung, drip lines installed, and the vines being planted. All of the work done on the vineyard was completed by students. A list of donors can be found in (attachment 3).

Tim Deniz and Brent George presented the Ag. Mechanics Welding and Fabrication Pathway. They reviewed with everyone the courses that make up the pathway, topics that are covered and career opportunities for students that pursue the pathway. Tim also informed the

committee that the classes are now articulated with Butte College and articulations are in the works for Fresno City and Merced. (Attachment 4)

Dave Loquaci asked a question about what effects common core will have on the Ag. Department and the time frame until full implementation. Sheryl Sisil stated that step one is rewriting core courses and then step 2 will be re-working elective classes. It is her opinion that common core will help our courses since the focus is in real life applications rather than memorization. Some of our courses may change in content taught in them but we will still be providing real life skills.

Meeting adjourned 7:07 p.m.

Respectfully submitted
Kristin McKenna
MSHS Ag Dept.

Agriculture Advisory Meeting
Madera South High School
March 18, 2013

In attendance: See attachment #1

Ray Seibert	Shirley Woods	Oracio Rodriguez
Stan Williams	Bob Labrucherie	Robert Chavez
Sheryl Sisil	Jim Cavallero	Bob Naden
Mike Schafer	Sandon Schwartz	Jim Erickson
Todd Houlding	Gary Geist	Brent George
John Williams	Tim Deniz	Kristin Mckenna
Kristin Sheehan	Celia Casso	Darlene Gilles
Ed LeTourneau		

The meeting was called to order by the chairman Gary Geist at 6:20 p.m. After a brief introduction the members were dismissed for dinner.

The meeting resumed at 6:40 p.m. and introductions where made of all present.

The agenda started with Kristin McKenna presenting a power point listing the accomplishments and many activities of the Madera FFA members from October to the present. Following her remarks freshman Clayton Sheehan recited the FFA Creed. Clayton is preparing for the Regional finals in Creed Speaking.

The Ag Departments purposed Perkins budget was presented by Darlene Gilles for the committee's approval. See attachment #2. Discussion followed as the purposed expenditures were explained. Questions were asked and answered about:

How much Ag Incentive Grants does the department receive?
How much does the District contribute to the department?
How much Perkins does the department receive on average?

Sheryl Sisil and Shirley Woods explained the criteria used to determine the amount of Perkins a program will receive.

Jim Cavallero moved that the committee except the Perkins budget as presented. Stan Williams seconded the motion and the motion passed by voice vote.

John Williams gave the committee an update on the vineyard. Western Ag trenched and put in the pipe, etc for the irrigation. The rows will be set up and done on Saturday. There will be 12 rows of wine grapes planted in 4 different varieties. The department used Perkins money this year to purchase a vineyard disc and a sulfur sprayer.

During the Fall Advisory Meeting there was discussion by the members on the need for a viticulture class because of the vineyard going in. Celia Casso shared with the committee the draft of a new class "Viticulture and Crops. She explained the different units for class would

cover. See attachment #3. Members were asked for feedback on the purposed class; any other areas that needed to be included?

Questions: Could students get their personal applicators license while in taking the class? No not till they turn 18 years of age. Will this class receive UC Credit? UC Credit will be applied for. Will there be a possibility to job shadowing with a PCA? That can be added to the course. What about adding a business component: cost of raising a crop/doing business/can money be made?

Committee members asked about the possibility of a Ag Math class.

Bob Naden asked about a refrigeration class. John explained he does a brief unit in his ROP Diesel's class as a trouble shooting skill. We do not have the equipment or money for equipment to get deeper into the subject. John will contact Midland Tractor and Caterpillar for additional information and help.

Dr. Ed LeTourneau presented information on the Chowchilla Western Stampede Scholarship. He needs a committee of Ag Advisory members from each High School that the scholarship is available to, to chose the winning recipient. The following members volunteered to be on the committee:

Jim Cavallero
Bob Labrucherie
Mike Schafer
Dr. Ed LeTourneau

The scholarship committee will meet on Wednesday April 3rd at 5 pm on campus in room 706. Darlene Gilles will call to remind them of the meeting.

Tim Deniz shared that Gary Geist and Kuckenbecker Tractor are the recipients of the ROP Noley Award which will be presented on April 23 at Clovis North High School.

Jim Cavallero asked how the department was doing with transportation; are we able to get additional vehicles if and when we need them? The department has been able to manage with easily with the addition of the new van and truck. To date we have not needed to request any additional vehicles for events the department needs to attend.

The meeting was adjourned at 8:10 p.m.

Respectfully submitted
Darlene Gilles
MSHS Ag Dept.

R. One Copy Of A Completed Student Program Plan

STUDENT PROGRAM . LANNING FORM

L. 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 School Year	SOPHOMORE YEAR School Year	JUNIOR YEAR School Year	SENIOR YEAR School Year
Course	Course	Course	Course
Algebra 1	Geometry	Algebra 2	Civics
Ag 1	Biology	P.E.	English 4
Ag Earth Science	Ag Mech 2	Chemistry	Spanish 2
Ag Mech 1	English 2	English 3	Rep Welding
	P.E.	Spanish	
English 1	World history	Ag Diesel	
Sports			

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

S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size
Mole Lawn	2hrs AW	Fix cars	5hrs	Pick trees	2hrs AW	Plant trees	4hrs
Wash cars		Change oil		Water trees		Fields	

N. Planned Department Activity (FFA)

Madera fair	Madera fair	Block tours	Block tours
Bowl-a-thon	Bowl-a-thon	Bowl-a-thon	Bowl-a-thon
Mud Volley ball	Mud Volley ball	Mud volley ball	Madera fair
block tours	Block tours	Madera fair	Mud Volley ball

Parents/Guardians Signature: _____

S. Copy Of Proficiency Standards Or Work In Progress On Proficiency Standards

School of Agriculture

Career Pathways

Animal Science

Career Pathway Elective Choices

- Agricultural Science I
  Pending A-G Elective Requirement
- Animal Care and Vet Aid
- Ag Science III
  Meets A-G Elective Requirement
  (offered every even year)
- Veterinary Science
  Meets A-G Elective Requirement
  (offered every odd year)

Power Mechanics

Career Pathway Elective Choices

- Ag Mechanics I
- Diesel Engines
- ROP Small Engines
  (offered every even year)
- ROP Diesel Engines
  (offered every odd year)

Fabrication and Construction

Career Pathway Elective Choices

- Ag Mechanics I
- Ag Mechanics II
- Ag Mechanics III – Farm Management
- ROP Ag Mechanics and Fabrication

Floriculture

Career Pathway Elective Choices

- Horticulture I
- Floral Design
  Meets A-G Fine Art Requirement
- Advanced Floral Design
  Pending A-G Elective Requirement
- Retail Floral

Plant Science

Career Pathway Elective Choice

- Agricultural Science
  Pending A-G Elective Requirem
- Horticulture I
- Horticulture II
- Nursery Management

Madera South High School
Agriculture Department
Proficiency Standard

Upon completion of the following pathway, students should be proficient in the following:

Agriculture Mechanics:

1. Students show competency in measurement
2. Students understand personal and group safety in the shop
3. Students understand the basic electricity principles and wiring practices commonly used in agriculture
4. Students understand basic plumbing system practices commonly used in agriculture
5. Students understand cold metal processes
6. Students understand concrete and masonry practices commonly used in agriculture
7. Students understand oxy-fuel cutting and welding
8. Students understand electric arc welding processes
9. Students understand the principles of basic woodworking

Agriculture Science:

1. Students can identify and understand the importance of production agriculture
2. Students understand the importance of the role of agriculture in the California economy
3. Students understand the interrelationship between agriculture and the environment
4. Identify lab equipment and materials used in Ag Science lab settings
5. Students understand the effects of technology on agriculture
6. Students understand the importance of animals of animals, the domestication of animals, and the role of animals in modern society
7. Students understand basic animal health
8. Students understand plant growth and development
9. Students understand soils and plant production
10. Students understand the scientific method

Madera South High School
Agriculture Department
Proficiency Standard

O.H.

1. To identify and understand the importance of horticulture production
2. Students understand plant classification and use principles
3. Students understand sexual and asexual plant reproduction
4. Students understand ornamental and floral plant nutrition practices and needs
5. Students understand the use of containers and horticulture tools, equipment, and facilities
7. Students understand agribusiness as it applies to the horticulture industry

Floral Design

1. Students know principles of all basic arrangements
2. Students are able to identify common tools, plants and materials
3. Students know the eras and art for each period of design

Students understand agribusiness as it applies to the floral industry

T. A Copy Of Credential Or Authorization Letter

COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

Back | Email Document

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: WILLIAMS
First Name: JOHN
Middle Name: S.

Document Information:

Document Number: 123151464
Document Title: Single Subject Teaching Credential
Term: Clear
Status: Valid
Issue Date: 5/10/2012
Expiration Date: 6/1/2017
Original Issue Date: 1/21/2010
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authori 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	NONE		MAJ	

COMMISSION ON TEACHER CREDENTIALING
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To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: WILLIAMS
First Name: JOHN
Middle Name: S.

Document Information:

Document Number: 101076138
Document Title: Specialist Instruction Credential (Agriculture)
Term: Clear
Status: Valid
Issue Date: 1/21/2010
Expiration Date: 2/1/2015
Original Issue Date: 1/21/2010
Grade:
Special Grade:
SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ Minor	Added Authori Date
R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture	MAJ	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

U. Calendar Of
Your/Department/Chapter Activities

Madera FFA Calendar 2013-2014

July 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8 Jaime'S Bday ROLC, San Luis	9	10	11	12	13
14	15 Madera FFA Officer Retreat, Shaver	16	17	18	19	20
21	22	23	24	25	26	27 Jorge's Bday
28 SJR FFA Officer Meeting	29	30 District Catering	31			

August 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4 Jimmy's Bday	5	6	7	8	9 Sectional Officer Leadership Conf.	10 →
11	12 1ST Day Of School	13	14	15	16 SJR FFA Boot camp SCICON	17 →
18	19 Drive Thru Tix Out	20	21 Welcome Back Activity Mtg 6-8 Pm	22	23	24 Madera Fair Horse Show
25 Madera Fair Horse Show	26	27	28 COLC and CATA Mtg, Clovis, 5pm	29	30	31

September 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Labor Day, No School	3 Madera County Fair	4	5	6	7
8	9	10 WFM Blackbeard's Activity	11	12	13	14
15	16	17	18 Mud Volley Ball 5-7pm	19	20 Drive Thru BBQ 5-7 pm Greenhand Apps Out	21
22	23	24 National Conv. Delegate Training	25	26 Madera Cotton Contest	27 Greenhand Apps Due	28
29	30					

October 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2 Greenhand Officer Interviews 3:15 pm	3	4 Greenhand Officer Voting	5
6	7	8	9 Clayton;s Bday	10	11 Ag Lit Work Day After School 3:15	12 Corcoran Cotton
13	14 Columbus Day	15 Ag Literacy Day's →	16	17	18 No School	19
20	21	22	23 FFA Meeting 6-8 pm	24 Greenhand Conference Clovis	25	26 Modesto Cotton
27	28 National Convention	29 →	30	31 →		

November 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 No School *National Convention*	2 →
3	4	5	6	7 *Hanford Cotton, 7pm*	8	9 *Cotton State Finals*
10 *SJR FFA Officer Meeting*	11 No School *Veterans Day*	12	13 *Opening and Closing 5pm, Madera*	14	15 *SJR CATA Roadshow Bass Lake*	16 *SJR CATA Meeting Bass Lake*
17	18 **Greenhand/ Chapter Degree Apps Out**	19	20 FFA Meeting 5:30-7:30 pm	21	22	23
24	25 *Thanksgiving Break* **Record Book Work Day**	26	27	28 *Thanksgiving*	29 →	30

December 2013

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 Greenhand/Chapter Degree Apps Due	7
8	9	10	11 **Fall Banquet**	12	13	14
15 *SJ FFA Officer Meeting*	16	17	18	19	20 Officer XMAS Party Atwater	21
22	23	24	25 *Christmas*	26	27	28 **Sarah's Bday**
29	30	31				

January 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 *New Years Day*	2	3	4
5	6	7	8	9 Record Book Work Day	10	11 *St. Helena Vine Pruning*
12	13 *School Starts*	14	15 *Recordbook Scoring Madera, 5pm*	16	17	18 *Dinuba Vine Pruning*
19	20 *Martin Luther King Day*	21	22 *BIG and Banking Contest, Central*	23 **Skate Night Mtg TBD**	24 SJR FFA Officer Apps Due	25 *Reedley Vine Pruning*
26	27	28	29 EFM/WFM Record Book-Kingsburg 5pm	30	31 **Michael's BDAY**	

February 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 **Madera FFA Alumni Dinner** Winter State Finals -Fresno State
2 *SJR FFA Officer Meeting*	3	4	5 *WFM Manuscripts*	6	7 *Bowl-A-Thon* →	8 →
9	10 *No School* *SJR Proficiency Scoring-Fresno*	11 Farm Show Day *World Ag Expo* →	12 *WFM CoOp-Laton 5pm*	13 →	14 *SJR Interviews MFE/ALA, Visalia* →	15 →
16	17 *No School* *Presidents Day*	18 *FFA Week* →	19 *WFM Speaking-Caruthers 4pm*	20 **FFA Mtg 5-7 pm**	21 *Lunchtime Activity*	22 *SJR FFA/CATA Meeting-Lemoore*
23	24	25	26	27	28	

March 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 Chico Field Day
2	3	4 SLE-Sacramento	5	6	7 UC Davis Parli Pro	8 UC Davis Field Day
9	10	11	12 WFM Parli Pro-Sierra	13 **FFA Mtg** **5-7 pm**	14	15 Merced College FD
16 SJR State Officer Candidate Training-	17	18 Sectional Johns	19	20	21 SJR Parli Pro-COS Tulare	22 Dinuba Sp. Animals
23	24	25	26	27	28 SJR Speaking-COS Tulare	29 **Jenae's Bday** Modesto Field Day
30	31					

April 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 *State Degree Banquet*	*2*	*3*	*4*	*5* Reedley College FD Madera Weld/Engines
6	*7*	*8* **Pool Party Meeting TBD**	*9*	*10* State Speaking Finals	*11* *State Parli Pro Finals*	*12* **Fresno State Field Day** **Clovis East Weld** *FFA State Conference*
13 *State Conference* →	*14* *Spring Breaks* →	*15* →	*16*	*17*	*18*	*19* →
20 *Easter*	*21* *No School*	*22* *Chapter Apps Out*	*23*	*24*	*25* *WFM FFA Officer App Due*	*26* Madera Floral 8am *Hanford Field Day*
27. *Chowchilla Horse Show*	*28*	*29*	*30*			

May 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 *WFM Off Screening*	2	3 *State Finals-Cal Poly*
4	5	6 *Chapter Apps Due @ 3:15 pm*	7 *Chapter Officer Interviews*	8 CATA Planning/ FFA Off Elect-Kingsburg 4:30pm	9	10
11 *Mothers Day*	12 *Chowchilla Fair* →	13	14	15	16	17
18	19 *American Degree Scoring-Kingsburg*	20	21 *End Of The Year Banquet*	22	23	24
25	26 *Memorial Day*	27	28	29	30	31

June 2014

MADERA FFA

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	*2*	*3*	*4*	*5* *Graduation*	*6*	*7*
8	*9* *Top 30 Trip*	*10*	*11*	*12*	*13*	*14*
15 *Fathers Day*	*16*	*17* *SJR FFA Officer Retreat-Morro Bay*	*18*	*19*	*20*	*21*
22	*23*	*24*	*25*	*26*	*27*	*28*
29	*30*					

V. Copies Of Your Daily Logs For Your Current Year

Madera South High

Class Roster

Period	Course Title	Term	Sec#	Crs#	Teacher	Days	Room	Year
5	Diesel Engines	Y	5064	6530	Williams, John	MTWTF	603	13-14

	Stu#	Student Name		U3	LF	GR
01	025097	Antonio, Gilberto	(559) 674-1368		4	11
02	034956	Daza, Eduardo C	(559) 661-5705		4	10
03	035065	Delarosa, Evelyn	(559) 661-4130		4	10
04	034746	Delgado, Elias I.	(559) 674-4663		1	10
05	036941	Guzman, Ismael	(559) 481-0315		3	11
06	024455	*Hernandez, Jac	(559) 871-8310	R	1	11
07	025043	Jimenez, Marcos	(559) 675-3824		4	11
08	024800	Lopez, Daniel	(559) 661-4736		3	11
09	034887	Lopez, Jesus J.	(559) 664-0952		4	10
10	034617	Martinez, David J	(559) 706-0921		4	10
11	034566	Mendoza, Alexis	(559) 675-1613		4	10
12	036935	Morales, Alexis	(559) 673-6185		4	10
13	024709	*Ortega, Rodrigo	(559) 674-7663		4	11
14	014262	Perez, Fernando	(559) 416-2078		4	12
15	024457	Pimentel, Gabriel	(559) 675-0781		2	11
16	034474	*Rendon, Alfons	(559) 662-1490		4	10
17	24572	Rendon, Juan A.	(559) 232-7676		3	11
18	024870	Sandoval, Josue	(559) 673-2699	5	4	11
19	034573	Santos, Jesus A.	(559) 232-1189		4	10
20	035101	Serna, Raymond	(559) 917-6557		1	10
21	035365	Williams, Michae	(559) 673-0269		1	10
22	034463	Zaragoza, Miguel	(559) 416-1966		4	10
23	034451	Zarate, Yuvani I.	(559) 674-4862		3	10
24	034793	Zurita, Carlos D.	(559) 674-2932		4	10

	11	12	13	14		18	19	20	21		24	25	26	27	28	3	4	5	6	7	
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
01																					
02																					
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24																					

To the best of my knowledge, the information contained on this

Madera South High

Class Roster

Period	Course Title	Term	Sec#	Crs#	Teacher	Days	Room	Year
4	Ag Leadership	Y	4089	6514	Williams, John	MTWTF	603	13-14

	Stu#	Student Name	U3	LF	GR	12 13 14					18 19 20 21					24 25 26 27 28					3 4 5 6 7				
						M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
01	034861	Alvarez, Mario I. (559) 479-8370		4	10	/	/																		
02	013238	Beavers, James (559) 675-3985		1	12		/																		
03	025085	Bradford, Justin (559) 341-1877		1	11		/	K								/	/								
04	033705	Cavallero, Mark (559) 673-9442		1	11				K															/	
05	009977	Cuevas, Jaime E (559) 674-9469		2	12												K								
06	008552	Duarte, Vanessa (559) 662-1869		1	12																			/	
07	034351	Ewing, Michael L (559) 871-3541		1	11																				
08	025024	Hansen, Jenae J (559) 674-9022		1	11																			/	
09	010499	Jones, Victoria J. (559) 479-8811	R	1	12	/	/					/		/	/					/					
10	024611	Kang, Virat (559) 664-1119		2	11							/												/	
11	024826	Maravilla, Vanesa (559) 662-0875		4	11																			/	
12	024635	Mendoza, Jorge (559) 674-2406		4	11																				
13	025026	O'Haro, Christop (559) 674-1804		1	11				/																
14	035173	Ortega, Gabrielle (559) 269-5577		1	10																				
15	033708	Pedraza, Gissel (559) 674-9504	Z	4	11		/	/	/			/	/	/	/	/	/	/	/	/	/	/	/	/	
16	034962	Reece, Sarah A., (559) 662-8902		1	10																				
17	034959	Rodriguez, Rodol (559) 673-7587		4	10																				
18	035252	Sheehan, Clayto (559) 645-1057		1	10		/																		
19	025081	Shippey, Quinn A (559) 664-9594		1	11																				

To the best of my knowledge, the information contained on this

Madera South High

Class Roster

Period	Course Title	Term	Sec#	Crs#	Teacher	Days	Room	Year
3	Diesel Engines	Y	3067	6530	Williams, John	MTWTF	603	13-14

	Stu#	Student Name		U3	LF	GR	1 M	1 T	2 W	2 T	3 F	18 M	19 T	20 W	21 T	21 F	24 M	25 T	26 W	27 T	28 F	3 M	4 T	5 W	6 T	7 F
01	034885	Aguirre, Angel N.	(559) 474-5221	R	4	10																				
02	009578	Alvarado, Edwin	(559) 416-7435	Z	4	12																				
03	034512	Becerra, Cruz A.	(559) 667-4830		2	10																				
04	013698	Bennett, Steven	(559) 871-7792	R	1	12		X																		
05	000527	Caballero, Andre	(559) 674-2314		4	12																				
06	034747	Castillo-Magana,	(559) 664-1899		4	10																				
07	034865	Cortes, Brian	(559) 975-0026		4	10																				
08	008504	Egure, Michael A	(559) 977-3921		1	12																				
09	025083	Escalante Nieves	(559) 232-8945		3	11																				
10	024627	Hernandez, Char	(559) 673-7682		4	11																				
11	034816	Jayme, Gerardo	(559) 661-4269		4	10																				
12	024808	*Leal, Casimiro F	(559) 706-2411	R	1	11																				
13	034460	Lopez, Ricardo	(559) 517-6792		4	10																				
14	013549	Marquez, Danny	(559) 718-4782		4	12																				
15	024352	Martines, Oscar	(559) 871-1175	R	3	11																				
16	024659	Martinez, Cresce	(559) 871-7556		4	11																				
17	024540	*Martinez, Gusta	(559) 479-6313		3	11																				
18	034992	Mendez, Eduard	(559) 661-8054		4	10																				
19	024528	Molina, Arturo	(559) 718-5178		3	11																				
20	024884	Montano, Luis J.	(559) 674-0145		4	11																				
21	013484	Neely, Jevon A.	(559) 908-9648		1	12																				
22	010353	Ocegueda, Noel	(559) 661-0853		4	12																				
23	034937	Perez, Giovanni	(559) 718-4868		4	10																				
24	034864	Ramos, Christian	(559) 975-7279		1	10																				
25	025021	*Smith, Troy T.	(559) 675-9161		1	11																				
26	034678	*Trigos, Isaac	(559) 363-5337		1	10																				
27	034870	Vargas, Jonatha	(559) 664-0519		4	10																				
28	034570	Vasquez, Victor	(559) 674-8066		2	10																				

Madera South High

Class Roster

Period	Course Title	Term	Sec#	Crs#	Teacher	Days	Room	Year
1-2	ROP Diesel Eng.	Y	1062	8399	Williams, John	MTWTF	603	13-14

	Stu#	Student Name		U3	LF	GR
	024944	*Carrasquillo Qui	(559) 395-3220		1	11
02	036874	Cortez, Sergio	(559) 674-3907		4	12
03	009977	Cuevas, Jaime E	(559) 674-9469		2	12
04	010279	Diaz, Ricardo	(559) 474-6432		4	12
05	024676	Fernandez, Ange	(559) 481-9023		4	11
06	035455	*Gonzalez, Ram	(559) 232-5467		4	12
07	024356	Guzman, Jose D.	(559) 451-8079		4	11
08	013356	Harder, Dylan E.	(559) 363-8643		1	12
09	016258	*Leyva, Erick R.	(559) 871-7282		4	12
10	014903	Manzano, Juan E.	(559) 661-4068		4	12
11	013572	Martinez, George	(559) 514-4562		1	12
12	034037	Mealy, Matthew J	(559) 871-0040		1	11
13	003967	Moreno, Javier J.	(559) 718-8526	R	1	12
14	024966	Morris, Tyler M.	(559) 416-1248		1	11
15	025084	Ochoa, Eric	(559) 673-0794		4	11
16	019734	Padilla-Navarro,	(559) 674-2697		4	12
	036892	Pichardo, Bryan	(559) 664-1377		4	12
	034363	Reece, Justin T.	(559) 662-8902		1	12
19	024730	Reyes Deleon, El	(559) 664-8523		4	11
20	024686	Romero, David	(559) 718-6664	R	3	11
21	024972	Salazar, Luis A.	(559) 718-6858		4	11
22	013602	Segura, Ignacio	(559) 481-0923		4	12
23	008584	Singh, Sukhvir	(559) 662-1536		4	12
24	010204	Vargas, Juan C.	(559) 664-0519		4	12

11	12	13	14	18	19	20	21	24	25	26	27	28	3	4	5	6	7
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F

Teacher (and/or Substitute) Signature _____ Date _____

To the best of my knowledge, the information contained on this attendance sheet is correct

W. A List Of Expected Professional Growth Activities.

Professional Growth

- CATA Summer Conference
- SJ Region Fall and Spring Meetings
- Briggs and Stratton Advanced Technician School
- Stihl Certification
- American Vintners Conference

X. Copy Of Current Year's R-2 Reports

Madera South HS
R2 Student Report
Year:2013

Gender

Schnum	ProgName	Male	Female
170	Ag Bus Mgt	8	3
170	Ag Mech.	303	9
170	Agriscience	46	22
170	An. Science	38	97
170	Forestry/NR	1	1
170	O.H.	7	48
170	Plant/Soil Sci.	23	16

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	11	0
Ag Mech.	266	46
Agriscience	55	13
An. Science	109	26
Forestry/NR	2	0
O.H.	49	6
Plant/Soil Sci.	32	7

Race*

ProgName	White	Black	Hispanic	Americian Indian	Asian	Native Hawaiian/Pacifc Island	2 or more
Ag Bus Mgt	11	0	0	0	0	0	0
Ag Mech.	269	6	0	13	13	2	11
Agriscience	63	1	0	1	1	0	2
An. Science	124	1	0	3	3	1	5
Forestry/NR	2	0	0	0	0	0	0
O.H.	53	1	0	0	0	0	1
Plant/Soil Sci.	38	1	0	0	0	0	0

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	214	38	31	30	0	0	0	0	313
2	0	120	10	13	0	0	0	0	143
3	0	0	85	10	0	0	0	0	95
4	0	0	0	56	0	0	0	0	56
5	0	0	0	0	11	0	0	0	11

6	0	0	0	0	0	3	0	0	3
7	0	0	0	0	0	0	1	0	1
Total	214	158	126	109	11	3	1	0	622
								Total 9-12	607

Freshman Persistance:
Cohort Year: 2010-2011

Years in Ag Completed	Count	Percent
1	79	38%
2	59	29%
3	13	6%
4	56	27%
Freshman Cohort Students	207	
Average Years Completed	2.2	

*Prior to 2010 Hispanic is listed as a race.
Printed: 3/13/2014 10:54:13 AM

FFA Roster

CA0141 Madera - Madera South
Madera South HS
705 West Pecan
Madera, CA 93637

Year: 2013 Go

FFA #	Last Name	First Name	Address	City	St	Zip	Year	Grade	Gender	Hispanic	Race	Program
* 600845896	[redacted]	Isabel	[redacted]	Madera	CA	93638	2	10	F	X	White	An. Science
* 0	[redacted]	Paloma	[redacted]	Madera	CA	93638	1	12	F	X	White	O.H.
* 0	[redacted]	Sheldon	[redacted]	Madera	CA	93637	1	09	M	X	White	Ag Mech.
* 600059995	[redacted]	Brittany	[redacted]	Madera	CA	93637	3	11	F		White	An. Science
* 600597236	[redacted]	Bryan	[redacted]	Madera	CA	93638	2	10	M	X	White	Agriscience
* 0	[redacted]	Cynthia	[redacted]	Madera	CA	93638	1	12	F	X	White	O.H.
* 553557365	[redacted]	David	[redacted]	Madera	CA	93637	3	12	M	X	White	Ag Mech.
* 600059997	[redacted]	Gerardo	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 0	[redacted]	Jonathan	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597240	[redacted]	Angel N	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Abraham	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Martin	[redacted]	Madera	CA	93638	1	09	M		White	Agriscience
* 600060000	[redacted]	Tifany	[redacted]	Madera	CA	93638	3	11	F	X	White	O.H.
* 553557369	[redacted]	Edwin	[redacted]	Madera	CA	93637	4	12	M	X	White	An. Science
* 0	[redacted]	Estevan	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597246	[redacted]	Jose	[redacted]	Madera	CA	93638	4	12	M	X	White	Ag Bus Mgt
* 600597248	[redacted]	Mario I	[redacted]	Madera	CA	93637	2	10	M	X	White	Ag Mech.
* 553557374	[redacted]	Cesar	[redacted]	Madera	CA	93638	4	12	M	X	2 or More	Ag Mech.
* 0	[redacted]	Daniel	[redacted]	Madera	CA	93638	1	11	M	X	White	Ag Mech.
* 0	[redacted]	Jesse	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Antonio	[redacted]	Madera	CA	93638	1	09	M	X	White	Agriscience
* 0	[redacted]	Giovanni	[redacted]	Madera	CA	93638	1	11	M	X	White	Ag Mech.
* 553557377	[redacted]	Emily	[redacted]	Madera	CA	93638	4	12	F		White	An. Science
* 0	[redacted]	Yazmin	[redacted]	Madera	CA	93638	1	09	F	X	White	Agriscience
* 0	[redacted]	Adrian	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597261	[redacted]	Misty M	[redacted]	Madera	CA	93638	2	12	F		White	O.H.
* 0	[redacted]	[redacted]	[redacted]	Madera	CA	93637	1	09	M	X	White	An. Science
* 553557380	[redacted]	[redacted]mingo	[redacted]	Madera	CA	93638	4		M	X	Asian	Ag Mech.
* 600060012	[redacted]	[redacted]el	[redacted]	Madera	CA	93638	3		M	X	White	Ag Mech.

* 0	[redacted]	Destiny	[redacted]	Madera	CA	93637	1	09	F	X	White	An. Science
* 0	[redacted]	Alfredo	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597269	[redacted]	Andrew L	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Juan	[redacted]	Madera	CA	93637	1	09	M	X	White	An. Science
* 600597270	[redacted]	Raymond M	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597274	[redacted]	Burgundy	[redacted]	Madera	CA	93638	2	12	F		2 or More	O.H.
* 0	[redacted]	Alberto	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597276	[redacted]	Jakelin A	[redacted]	Madera	CA	93638	2	10	F	X	White	An. Science
* 600597278	[redacted]	Angel	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Tania	[redacted]	Madera	CA	93638	1	10	F	X	White	O.H.
* 0	[redacted]	Michael	[redacted]	Madera	CA	93638	1	09	M	X	White	An. Science
* 600597282	[redacted]	Elisabet	[redacted]	Madera	Ca	93638	2	10	F	X	White	An. Science
* 0	[redacted]	Franki	[redacted]	Madera	CA	93638	1	12	F	X	White	O.H.
* 600597284	[redacted]	Luis A	[redacted]	Madera	CA	93638	2	10	M	X	White	O.H.
* 0	[redacted]	Miriam	[redacted]	Madera	CA	93638	1	12	F	X	White	An. Science
* 0	[redacted]	Sergio	[redacted]	Madera	CA	93637	1	12	M	X	White	Agriscience
* 553360345	[redacted]	Crystal	[redacted]	Madera	CA	93638	5	13	F	X	White	An. Science
* 0	[redacted]	Yesenia	[redacted]	Madera	CA	93638	1	11	F	X	White	O.H.
* 553557384	[redacted]	Jimmy	[redacted]	Madera	CA	93638	4	12	M		White	An. Science
* 600597288	[redacted]	Cruz	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Edward	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600060030	[redacted]	Tais	[redacted]	Madera	CA	93638	3	11	F	X	White	An. Science
* 553557387	[redacted]	Steven	[redacted]	Madera	CA	93638	4	12	M		White	Plant/Soil Sci.
* 600597291	[redacted]	Joel G	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600060035	[redacted]	Justin	[redacted]	Madera	CA	93638	3	11	M		White	Ag Mech.
* 600597295	[redacted]	Edessen	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600060038	[redacted]	Justin	[redacted]	Madera	CA	93638	3	11	M		White	Ag Mech.
* 0	[redacted]	Savana	[redacted]	Madera	CA	93637	1	09	F		White	An. Science
* 600597298	[redacted]	Steven	[redacted]	MAdera	Ca	93638	2	10	M		White	Ag Mech.
* 553386975	[redacted]	Scott	[redacted]	Madera	CA	93636	5	13	M		White	Agriscience
* 553557394	[redacted]	Andres	[redacted]	Madera	CA	93638	4	12	M	X	Am. Ind.	Ag Mech.
* 0	[redacted]	Jesus	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Maryssa	[redacted]	Madera	CA	93638	1	11	F	X	White	O.H.
* 0	[redacted]	Melina	[redacted]	Madera	CA	93638	1	09	F	X	White	Plant/Soil Sci.
* 0	[redacted]	Angel	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Jesus	[redacted]	Madera	CA	93638	1	11	M	X	White	Ag Mech.
* 0	[redacted]	Maria	[redacted]	Madera	CA	93638	1	09	F	X	White	Agriscience
* 0	[redacted]	Ricardo	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.

			Street									
* 552723001	[redacted]	Shelby	[redacted]	Madera	CA	93636	7	15	F		White	Agriscience
* 0	[redacted]	Cecelia	[redacted]	Madera	CA	93637	1	09	F	X	White	An. Science
* 600597310	[redacted]	Adrian C	[redacted]	MAdera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Maria	[redacted]	Madera	CA	93638	1	11	F	X	White	O.H.
* 600060048	[redacted]	Jose	[redacted]	Madera	CA	93638	3	11	M	X	Black	Ag Mech.
* 0	[redacted]	Samantha	[redacted]	Madera	CA	93638	1	09	F	X	White	Ag Mech.
* 0	[redacted]	Juan	[redacted]	Madera	CA	93638	1	09	M	X	White	Agriscience
* 553557406	[redacted]	Eduardo	[redacted]	Madera	CA	93638	4	12	M	X	Am. Ind.	Ag Mech.
* 600597318	[redacted]	Ivan	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597321	[redacted]	Sabas	[redacted]	Mader	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Yanelli	[redacted]	Madera	CA	93637	1	09	F	X	White	An. Science
* 600060053	[redacted]	Laura	[redacted]	Madera	CA	93638	3	12	M	X	White	An. Science
* 0	[redacted]	Andie	[redacted]	Madera	CA	93638	1	10	F	X	White	An. Science
* 0	[redacted]	Jolan	[redacted]	Madera	CA	93638	1	09	F		White	An. Science
* 553100632	[redacted]	Matthew J	[redacted]	Madera	CA	93637	6	14	M		White	An. Science
* 600060056	[redacted]	Mark	[redacted]	Madera	CA	93637	3	11	M		White	Agriscience
* 553100633	[redacted]	Matthew S	[redacted]	Madera	CA	93637	6	14	M		White	Ag Mech.
* 0	[redacted]	Jacqueline	[redacted]	Madera	CA	93638	1	09	F	X	White	O.H.
* 600597328	[redacted]	Luis A	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Raquel	[redacted]	Madera	CA	93638	1	11	F	X	White	O.H.
* 600597330	[redacted]	Sabrina M	[redacted]	Madera	CA	93638	2	12	F	X	White	An. Science
* 0	[redacted]	Aaron	[redacted]	Madera	CA	93638	1	09	M		Asian	Ag Mech.
* 0	[redacted]	Angelina	[redacted]	Madera	CA	93638	1	10	F	X	White	O.H.
* 600597334	[redacted]	Jonathan	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Nathan	[redacted]	Madera	CA	93637	1	09	M	X	White	Agriscience
* 600060063	[redacted]	Adam	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 0	[redacted]	Angel	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597336	[redacted]	Edward	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600060066	[redacted]	Laura	[redacted]	Chowchilla	CA	93610	2	12	F		White	An. Science
* 600597337	[redacted]	Sadie E	[redacted]	Madera	CA	93638	2	10	F		White	Agriscience
* 0	[redacted]	Joshua	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 553557419	[redacted]	Andres	[redacted]	Madera	CA	93638	4	12	M	X	White	Ag Mech.
* 600060067	[redacted]	Maria	[redacted]	Madera	CA	93638	3	11	F	X	White	An. Science
* 600597340	[redacted]	Adam	[redacted]	Madera	CA	93638	3	11	M	X	White	An. Science
	[redacted]	Roberto	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
	[redacted]	Angel	[redacted]	Madera	CA	93637	1	09	M	X	White	Ag Mech.
* 600060068	[redacted]	Antho	[redacted]	Ma	CA	93638	3	11	M	X	Black	Ag Mech.

* 600597342	Cortes	Brian	12317 Crescent Dr	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	Cortes	Jessenia	905 Cross St.	Madera	CA	93638	1	12	F	X	White	O.H.
* 600597343	Cortes	Joel C	240 Wallace	Madera	Ca	93638	2	10	M	X	White	An. Science
* 0	Cortez	Alexa	518 South A Street	Madera	CA	93638	1	09	F	X	White	An. Science
* 600597344	Cortez	Ariana	1110 Kennedy st	Madera	CA	93638	2	10	F	X	White	Agriscience
* 0	Cortez	Damaris	1306 Fresno Street	Madera	CA	93638	1	09	F	X	White	Plant/Soil Sci.
* 553557423	Cortez	Daniel	1110 Kennedy Street Apt 26	Madera	CA	93638	4	12	M	X	Am. Ind.	Ag Mech.
* 600060070	Cortez	Deysi	518 South A Street	Madera	CA	93638	3	11	F	X	White	An. Science
* 0	Cortez	George	1217 Tornado Dr.	Madera	CA	93638	1	09	M	X	White	Agriscience
* 0	Cortez	Miguel	1984 Madison Dr.	Madera	CA	93638	1	09	M	X	White	Agriscience
* 553557425	Cortez	Sergio	1174 Laguna Way	Madera	CA	93638	3	12	M	X	Am. Ind.	Ag Mech.
* 0	Cota	Annie	1448 N. Taylor Dr	Madera	CA	93638	1	09	F		White	An. Science
* 0	Craig	Kaelan	26251 Pied Piper Lane	Madera	CA	93638	1	09	M		White	Ag Mech.
* 0	Craig	Marlon	26251 Pied Piper Lane	Madera	CA	93638	1	09	M		White	Ag Mech.
* 0	Cristobal	Maribel	337 Knoll Ave. Apt#63	Madera	CA	93638	1	11	F	X	White	O.H.
* 0	Crucenro	Jose	15793 Howard St	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600060074	Crucenro	Iris	15793 Howard Street	Madera	CA	93637	3	11	F	X	White	Agriscience
* 600845987	Cruz	Araceli	9664 Golden State Dr.	Madera	CA	93637	2	10	F	X	White	An. Science
* 600060076	Cruz	Drivi	204 Monterey Street	Madera	CA	93638	3	11	F	X	White	An. Science
* 600597352	Cruz	Marcos	1780 Madison Dr	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	Cuevas	Enayjah	211 Hall St.	Madera	CA	93638	1	09	F	X	White	An. Science
* 553557428	Cuevas	Jaime	17049 Cressent Drive	Madera	CA	93638	4	12	M	X	Am. Ind.	Ag Mech.
* 553360380	Davila	Jessica	1850 Monterey Street	Madera	CA	93638	5	13	F	X	2 or More	An. Science
* 600597355	Daza	Eduardo	27532 Ave 16	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	De Horta	Valentin	1895 N Lake St Apt B1	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597358	Delarosa	Evelyn B	1995 N. Lake St	Madera	CA	93638	2	10	F	X	White	Ag Mech.
* 600597360	Delgadillo	Alexis	26423 Oregon Ave	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597361	Delgado	Elias I	20028 E. Rd 31	Madera	CA	93638	2	10	M	X	White	O.H.
* 0	Delgado	Stephanie	18362 Regal Dr.	Madera	CA	93638	1	11	F	X	White	O.H.
* 0	Diaz	Gabino	2006 Valbella Path	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Diaz	Joshua	19814 Road 30 1/2	Madera	CA	93637	1	09	M		White	Ag Mech.
* 0	Diaz	Karen	1798 Truman Dr.	Madera	CA	93638	1	10	F	X	White	O.H.
* 553557435	Diaz	Ricardo	16600 Calaveras Street	Madera	CA	93638	4	12	M	X	2 or More	Ag Mech.
* 0	Dill	Matthew	19891 Olympia Rd.	Madera	CA	93638	1	09	M	X	White	Agriscience
* 553557437	Dolores	Miguel	17812 El Camino Road	Madera	CA	93638	4	12	M	X	Am. Ind.	Ag Mech.
* 0	Dolores	Valentin	1784 Ave 17	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Donald-Cox	Katelynn	1640 Krohn Ave	Madera	CA	93638	1	09	F	X	White	An. Science

* 553557440	[redacted]	Michael	[redacted]	Madera	CA	93638	4	12	M	X	White	Ag Mech.
* 553557441	[redacted]	Vanessa	[redacted]	Madera	CA	93638	4	12	F	X	White	An. Science
* 0	[redacted]	Bryce	[redacted]	Madera	CA	93638	1	09	M		White	Ag Mech.
* 553557444	[redacted]	Michael	[redacted]	Madera	CA	93638	4	12	M	X	Am. Ind.	Ag Mech.
* 600597371	[redacted]	Ernesto	[redacted]	Madera	CA	93638	2	11	M	X	White	Ag Mech.
* 553557445	[redacted]	Luis	[redacted]	Madera	CA	93638	4	12	M	X	2 or More	An. Science
* 600060087	[redacted]	Justine	[redacted]	Madera	CA	93638	3	11	M	X	White	An. Science
* 600060089	[redacted]	Brenda	[redacted]	Madera	CA	93637	3	11	M	X	White	Plant/Soil Sci.
* 600597374	[redacted]	Raemon A	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597378	[redacted]	Michael L	[redacted]	Madera	CA	93638	3	11	M		White	Ag Mech.
* 0	[redacted]	Brandon	[redacted]	Madera	CA	93637	1	09	M	X	White	Agriscience
* 600060095	[redacted]	Angel	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600597384	[redacted]	Angel E	[redacted]	Madera	CA	93638	2	12	M	X	Am. Ind.	Ag Mech.
* 600060097	[redacted]	Cesar	[redacted]	Madera	CA	92638	3	11	M	X	White	Ag Mech.
* 600060098	[redacted]	Christopher	[redacted]	Madera	CA	93637	3	11	M	X	White	Ag Mech.
* 0	[redacted]	Jenna	[redacted]	Madera	CA	93638	1	10	F	X	White	O.H.
* 0	[redacted]	Jose	[redacted]	Madera	CA	93638	1	09	M	X	White	Plant/Soil Sci.
* 553360399	[redacted]	Matthew C	[redacted]	Madera	CA	93638	5	13	M	X	2 or More	Ag Mech.
* 600060100	[redacted]	Michael	[redacted]	Madera	CA	93638	2	11	M	X	White	Ag Mech.
* 0	[redacted]	Roman	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Sergio	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Deward	[redacted]	Madera	CA	93638	1	09	M	X	2 or More	Agriscience
* 0	[redacted]	Juan	[redacted]	Madera	CA	93638	1	09	M	X	White	An. Science
* 600060103	[redacted]	Jose	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600597390	[redacted]	Katia J	[redacted]	Madera	CA	93638	3	11	F	X	White	An. Science
* 600597393	[redacted]	Katheryne	[redacted]	Madera	CA	93638	2	10	F		White	An. Science
* 553557458	[redacted]	Eleno	[redacted]	Madera	CA	93638	4	12	M	X	White	Ag Mech.
* 553557459	[redacted]	Jacqueline	[redacted]	Madera	CA	93638	3	12	F	X	White	An. Science
* 0	[redacted]	Amaranta	[redacted]	Madera	CA	93638	1	10	F	X	White	O.H.
* 0	[redacted]	Daniel	[redacted]	Madera	CA	93637	1	09	M	X	White	Ag Mech.
* 600060108	[redacted]	Richard	[redacted]	Madera	CA	93637	3	11	M	X	White	Ag Mech.
* 0	[redacted]	Deana	[redacted]	Madera	CA	93638	1	09	F	X	White	An. Science
* 0	[redacted]	Brandon	[redacted]	Madera	CA	93638	1	09	M		White	Ag Mech.
* 0	[redacted]	Alejandro	[redacted]	Madera	CA	93638	1	09	M	X	White	Agriscience
* 600597400	[redacted]	Andrea	[redacted]	Madera	CA	93638	[illegible]	[illegible]	F	X	White	An. Science
* 600597401	[redacted]	Andrea C	[redacted]	Madera	CA	93638	[illegible]	[illegible]	M	X	White	Ag Mech.
* 0	[redacted]	[redacted]	[redacted]	Madera	CA	93638	[illegible]	[illegible]	M	X	White	Ag Mech.

* 600597403	[redacted]	Christian	[redacted]	Madera	CA	93638	2	10	M	X	White	Agriscience
* 600597404	[redacted]	Christopher G	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 553360406	[redacted]	Dalice J	[redacted]	Madera	CA	93638	5	13	M	X	White	Ag Mech.
* 0	[redacted]	Daniela	[redacted]	Madera	CA	93638	1	10	F	X	White	O.H.
* 600597407	[redacted]	David	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Domingo	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597409	[redacted]	Estevan P	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597411	[redacted]	Hector M	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600846035	[redacted]	Issac	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600060116	[redacted]	Jose F	[redacted]	Madera	CA	93638	3	11	M	X	White	Agriscience
* 0	[redacted]	Juan	[redacted]	Madera	CA	93638	1	12	M	X	White	An. Science
* 0	[redacted]	Juan	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Laura	[redacted]	Madera	CA	93638	1	12	F	X	White	O.H.
* 0	[redacted]	Maria	[redacted]	Madera	Ca	93638	1	09	F	X	White	An. Science
* 0	[redacted]	Oswaldo	[redacted]	Madera	CA	93638	1	09	M	X	White	Agriscience
* 0	[redacted]	Anthony	[redacted]	Madera	CA	93638	1	09	M	X	White	An. Science
* 0	[redacted]	Melisa	[redacted]	Madera	CA	93638	1	09	F	X	White	An. Science
* 553557470	[redacted]	Alberto	[redacted]	Madera	CA	93638	4	12	M	X	White	Ag Mech.
* 600597422	[redacted]	Luis F	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Eduardo	[redacted]	Madera	CA	93638	1	10	M	X	White	Ag Mech.
* 600597423	[redacted]	Prentiss J	[redacted]	Madera	CA	93638	3	11	M		Black	O.H.
* 0	[redacted]	Ricardo	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Carlos	[redacted]	Madera	CA	93638	1	09	M		Asian	Ag Mech.
* 600597426	[redacted]	Erika	[redacted]	Madera	CA	93638	2	12	F	X	White	O.H.
* 0	[redacted]	Nancy	[redacted]	Madera	CA	93638	1	09	F	X	White	An. Science
* 0	[redacted]	Gustavo	[redacted]	Madera	CA	93638	1	10	M	X	White	Agriscience
* 600597428	[redacted]	Cynthia I	[redacted]	Madera	CA	93638	2	10	F	X	White	An. Science
* 0	[redacted]	Emilio	[redacted]	Madera	CA	93638	1	09	M	X	White	An. Science
* 0	[redacted]	Leonardo	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Janeica	[redacted]	Madera	CA	93638	1	12	F	X	White	Ag Mech.
* 600060134	[redacted]	Fernando	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600060135	[redacted]	Lizette	[redacted]	Madera	CA	93638	3	11	F	X	White	An. Science
* 0	[redacted]	Lorenzo	[redacted]	Madera	CA	93638	1	11	M	X	White	O.H.
* 600597435	[redacted]	Ramon	[redacted]	Madera	CA	93638	2	12	M	X	White	Ag Mech.
* 0	[redacted]	Raymond	[redacted]	Madera	CA	93638	1	09	M	X	White	An. Science
* 0	[redacted]	Sebastian	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Yesmani	[redacted]	Madera	CA	93638	1	09	M	X	White	An. Science
* 0	[redacted]	Miriam	[redacted]	Madera	CA	93638	1	11	F	X	White	H.
* 0	[redacted]	Vivian	[redacted]	Madera	CA	93637	1	11	F	X	White	An. Science

* 0	[redacted]	Brett	[redacted]	Madera	CA	93638	1	09	M		Asian	Ag Mech.
* 600060145	[redacted]	Brian	[redacted]	Madera	CA	93637	3	11	M	X	White	Ag Mech.
* 600060144	[redacted]	Bryan	[redacted]	Madera	CA	93637	3	11	M	X	White	Ag Mech.
* 0	[redacted]	Cesar	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600060146	[redacted]	Cristian	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600597442	[redacted]	Kayla M	[redacted]	Madera	CA	93638	2	10	F		White	An. Science
* 0	[redacted]	Daniel	[redacted]	Madera	CA	93638	1	12	M	X	White	Plant/Soil Sci.
* 0	[redacted]	Jerando	[redacted]	Madera	CA	93638	1	09	M	X	White	Agriscience
* 600597446	[redacted]	Marcos	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Rosalea	[redacted]	Madera	CA	93638	1	11	F	X	White	Ag Bus Mgt
* 0	[redacted]	Amado	[redacted]	Madera	CA	93637	1	09	M	X	White	An. Science
* 0	[redacted]	Ismael	[redacted]	Madera	CA	93638	1	11	M	X	White	Ag Mech.
* 0	[redacted]	Jennifer	[redacted]	Madera	CA	93638	1	10	F	X	White	O.H.
* 600060149	[redacted]	Jose	[redacted]	Madera	CA	93637	3	11	M	X	White	Ag Mech.
* 600060151	[redacted]	Jenae	[redacted]	Madera	CA	93638	3	11	F		White	O.H.
* 600060152	[redacted]	Kirstie	[redacted]	Madera	CA	93638	3	11	F		White	Agriscience
* 553557486	[redacted]	Dylan	[redacted]	Madera	CA	93638	4	12	M		White	Ag Mech.
* 553557487	[redacted]	Maria	[redacted]	Madera	CA	93638	4	12	F	X	Am. Ind.	Agriscience
* 553557488	[redacted]	Allison	[redacted]	Madera	CA	93638	4	12	F		White	An. Science
* 553360447	[redacted]	Taylor B	[redacted]	Madera	CA	93638	5	13	F		White	An. Science
* 553360448	[redacted]	Alexus R	[redacted]	Madera	CA	93637	5	13	F	X	White	Agriscience
* 600597458	[redacted]	Amalia	[redacted]	Madera	CA	93638	2	10	F	X	White	An. Science
* 0	[redacted]	Braulio	[redacted]	Madera	CA	93638	1	11	M	X	White	Ag Mech.
* 600060157	[redacted]	Charlie	[redacted]	Madera	CA	93637	3	11	M	X	White	Agriscience
* 0	[redacted]	Eric	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Issac	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600060160	[redacted]	Jacob	[redacted]	Madera	CA	93637	3	11	M	X	White	Ag Mech.
* 0	[redacted]	Katherinn	[redacted]	Madera	CA	93638	1	09	F	X	White	An. Science
* 0	[redacted]	Luis	[redacted]	Madera	CA	93639	1	09	M	X	White	Ag Mech.
* 600597466	[redacted]	Veicitlalin	[redacted]	Madera	CA	93638	2	12	F	X	White	O.H.
* 0	[redacted]	Elizabeth	[redacted]	Madera	CA	93637	1	09	F	X	White	Ag Mech.
* 0	[redacted]	Jesus	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Juan	[redacted]	Madera	CA	93638	1	09	M	X	White	Plant/Soil Sci.
* 0	[redacted]	Nelly	[redacted]	Madera	CA	93637	1	10	F	X	White	O.H.
* 600060175	[redacted]	Teresa	[redacted]	Madera	CA	93637	3	11	F	X	White	An. Science
* 553557496	[redacted]	Yamilet	[redacted]	Madera	CA	93638	4	12	F	X	White	Forestry/NR

* 0	[redacted]	Lexis	[redacted]	Madera	CA	93638	1	09	F	X	White	Plant/Soil Sci.
* 0	[redacted]	Tristan	[redacted]	Madera	CA	93637	1	09	M		White	Ag Mech.
* 0	[redacted]	Luis	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597474	[redacted]	Damarrea M	[redacted]	MAdera	CA	93638	2	10	M		Black	Ag Mech.
* 0	[redacted]	Ricardo	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Bus Mgt
* 0	[redacted]	Jonathan	[redacted]	Madera	CA	93638	1	09	M		White	Plant/Soil Sci.
* 600597475	[redacted]	Gerardo	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Seth	[redacted]	Madera	CA	93638	1	09	M		White	Ag Mech.
* 553557501	[redacted]	Eduardo	[redacted]	Madera	CA	93638	4	12	M	X	2 or More	Ag Mech.
* 600597477	[redacted]	Emilio	[redacted]	Madera	CA	93638	2	10	M	X	White	An. Science
* 600060183	[redacted]	Marcos	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600060184	[redacted]	Margarita	[redacted]	Madera	CA	93638	3	11	F	X	White	An. Science
* 600597480	[redacted]	Maribel	[redacted]	Madera	CA	93638	2	10	F	X	White	Agriscience
* 600597481	[redacted]	A Drewyan D	[redacted]	MAdera	CA	93638	2	10	M	X	White	Ag Mech.
* 553557504	[redacted]	Victoria	[redacted]	Madera	CA	93638	4	12	F		White	An. Science
* 600597483	[redacted]	Jeff J	[redacted]	MAdera	CA	93638	2	10	M		White	An. Science
* 0	[redacted]	Alexandro	[redacted]	Madera	CA	93638	1	09	M	X	White	Agriscience
* 0	[redacted]	Cesar	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597484	[redacted]	Cesar	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597485	[redacted]	Hernan A	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597486	[redacted]	Jennifer	[redacted]	Madera	CA	93638	2	10	F	X	White	An. Science
* 0	[redacted]	Jesus	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600060190	[redacted]	Virat	[redacted]	Madera	CA	93636	3	11	M		Asian	Ag Mech.
* 553360471	[redacted]	Cody C	[redacted]	Madera	CA	93638	5	13	M		White	Ag Mech.
* 0	[redacted]	Steven	[redacted]	Madera	CA	93638	1	10	M		White	Ag Mech.
* 600060191	[redacted]	Kolin	[redacted]	Madera	CA	93638	3	11	M		White	Ag Mech.
* 600597491	[redacted]	Steven P	[redacted]	Madera	CA	93638	2	10	M		White	Ag Mech.
* 0	[redacted]	Erin	[redacted]	Madera	CA	93638	1	12	F		White	O.H.
* 0	[redacted]	Evanie	[redacted]	Madera	CA	93638	1	10	F	X	White	O.H.
* 553557509	[redacted]	Alejandra	[redacted]	Madera	CA	93638	4	12	F		Am. Ind.	An. Science
* 0	[redacted]	Janette	[redacted]	Madera	CA	93638	1	11	F	X	White	O.H.
* 600060193	[redacted]	Jorge	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600060195	[redacted]	Casimiro	[redacted]	Madera	CA	93638	2	11	M		White	Ag Mech.
* 600597495	[redacted]	Trinesha L	[redacted]	Madera	CA	93638	2	10	F		Black	Agriscience
* 600597498	[redacted]	Daniel R	[redacted]	Madera	CA	93638	2	10	M	X	White	An. Science
* 0	[redacted]	Trey	[redacted]	Madera	CA	93638	1	09	M		White	Ag Mech.
* 553557516	[redacted]	Erick	[redacted]	Madera	CA	93638	4	12	M	X	White	Ag Mech.
* 0	[redacted]	Francisco	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597500	[redacted]	Danielle A	[redacted]	Madera	CA	93638	2	10	M		White	Ag.

* 0	[redacted]	Allen	[redacted]	Madera	CA	93637	1	09	M		White	Ag Mech.
* 0	[redacted]	Jesus	[redacted]	Madera	CA	93638	1	10	M	X	White	Plant/Soil Sci.
* 0	[redacted]	Alexander	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600060199	[redacted]	Alvaro J	[redacted]	Madera	CA	93638	3	11	M	X	White	Agriscience
* 0	[redacted]	Daniel	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600060200	[redacted]	Danny	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 0	[redacted]	Eriberto	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 553642078	[redacted]	Esteban	[redacted]	Madera	CA	93638	2	10	M	X	White	An. Science
* 0	[redacted]	Gersain	[redacted]	Madera	CA	93638	1	11	M	X	White	Ag Mech.
* 0	[redacted]	Gissel	[redacted]	Madera	CA	93638	1	11	F	X	White	O.H.
* 600597508	[redacted]	Jesus J	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 553269787	[redacted]	Jose	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Leslie	[redacted]	Madera	CA	93638	1	10	F	X	White	Agriscience
* 0	[redacted]	Luis	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Mireya	[redacted]	Madera	CA	93638	1	09	F	X	White	Plant/Soil Sci.
* 600060206	[redacted]	Omar	[redacted]	Madera	CA	93637	3	11	M	X	White	Ag Mech.
* 600597513	[redacted]	Ricardo	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597515	[redacted]	Silvestre	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600207457	[redacted]	Victor	[redacted]	Madera	CA	93638	2	10	M	X	White	O.H.
* 0	[redacted]	Kobe	[redacted]	Madera	CA	93638	1	09	M		Hawaiian/Pac Is.	Ag Mech.
* 600597517	[redacted]	Antonio	[redacted]	Madera	CA	93638	2	10	M	X	White	Plant/Soil Sci.
* 0	[redacted]	Felipe	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597519	[redacted]	Alfredo	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 553557524	[redacted]	Ingrid	[redacted]	Madera	CA	93638	4	12	F	X	White	An. Science
* 0	[redacted]	Alberto	[redacted]	Madera	CA	93638	1	09	M	X	Am. Ind.	Ag Mech.
* 0	[redacted]	Jacqueline	[redacted]	Madera	CA	93637	1	09	F	X	White	An. Science
* 600060213	[redacted]	Celeste	[redacted]	Madera	CA	93638	3	11	F	X	White	An. Science
* 0	[redacted]	Yesenia	[redacted]	Madera	CA	93637	1	10	F	X	White	An. Science
* 0	[redacted]	Daniel	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Jessica	[redacted]	Madera	CA	93638	1	09	F	X	White	Ag Mech.
* 0	[redacted]	Rafael	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 553557528	[redacted]	Ryan	[redacted]	Madera	CA	93638	4	12	M	X	White	Ag Mech.
* 0	[redacted]	Carli	[redacted]	Madera	CA	93638	1	12	F		White	Plant/Soil Sci
* 600597533	[redacted]	Leslie	[redacted]	Madera	CA	93638	2	10	F	X	White	An. Science
* 0	[redacted]	Jaskiran	[redacted]	Madera	CA	93638	1	09	M		Asian	An. Science
* 600597584	[redacted]	Leslie	[redacted]	Madera	CA	93638	2	10	F	X	White	O.H.
* 0	[redacted]	Dena	[redacted]	Madera	CA	93638	1	09	F	X	White	An. Science

* 600060217	Manzano	Juan	[redacted]	Madera	CA	93638	3	12	M	X	White	Ag Mech.
* 0	Manzo	Miguel	[redacted]	Madera	CA	93637	1	09	M	X	White	Agriscience
* 600060218	Maravilla	Vanessa	[redacted]	Madera	CA	39638	3	11	F	X	White	An. Science
* 0	Marleal	Demetria	[redacted]	Madera	CA	93638	1	09	F		White	An. Science
* 553557530	Marquez	Danny	[redacted]	Madera	CA	93638	4	12	M	X	White	Ag Mech.
* 600060221	Martinez	Patricia	[redacted]	Madera	CA	93638	3	11	F	X	White	An. Science
* 0	Martinez	Alexander	[redacted]	Madera	CA	93638	1	09	M	X	White	Agriscience
* 600597541	Martinez	Alfredo	[redacted]	Madera	CA	93638	2	10	M		White	Ag Mech.
* 0	Martinez	Crescenciano	[redacted]	Madera	CA	93638	1	11	M	X	White	Plant/Soil Sci.
* 600597545	Martinez	David J	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	Martinez	Fernando	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 553557534	Martinez	George	[redacted]	Madera	CA	93638	3	12	M	X	Asian	Ag Mech.
* 600597546	Martinez	Gustavo	[redacted]	Madera	CA	93638	2	11	M	X	White	Ag Mech.
* 600060225	Martinez	Javier	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600060226	Martinez	Jessica	[redacted]	Madera	CA	93638	2	11	F	X	White	Ag Bus Mgt
* 0	Martinez	Luis	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Martinez	Marco	[redacted]	Madera	CA	93638	1	09	M	X	White	An. Science
* 0	Martinez	Marlene	[redacted]	Madera	CA	93638	1	09	F	X	White	Ag Mech.
* 0	Martinez	Miguel	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597553	Martinez	Miguel A	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597554	Martinez	Miranda	[redacted]	Madera	CA	93638	2	12	F		White	O.H.
* 0	Martinez	Natalie	[redacted]	Madera	CA	93638	1	12	F	X	White	O.H.
* 600597555	Martinez	Oscar	[redacted]	Madera	CA	93638	2	11	M	X	White	Ag Mech.
* 600597556	Martinez	Oscar E	[redacted]	Madera	CA	93638	2	10	M	X	White	Agriscience
* 553557543	Mayberry	William	[redacted]	Madera	CA	93638	4	12	M		2 or More	Ag Mech.
* 600060234	McCann	Sabrina	[redacted]	Madera	CA	93637	3	11	F		White	An. Science
* 600060237	Meaney	Matthew	[redacted]	Madera	CA	93638	3	11	M		White	Ag Mech.
* 600060238	Medina	Christian	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600597562	Medina	Raul	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	Mejia	Gabriel	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597565	Mejia	Irvin U	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 55336050	Melikian	Christopher M	[redacted]	Madera	CA	93638	5	13	M		White	Ag Mech.
* 553557545	Melikian	Kayla	[redacted]	Madera	CA	93638	4	12	F		White	An. Science
* 0	Mendez	Adal	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597571	Mendez	Eduardo L	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	Mendez	Jimmy	[redacted]	Madera	CA	93638	1	10	M	X	White	Ag Mech.
* 0	Mendez	Marissa	[redacted]	Madera	CA	93637	1	09	F	X	White	Agriscience
* 0	[redacted]	[redacted]	[redacted]	[redacted]	CA	93638	1	12	F	X	White	Soil

* 0	[redacted]	Antonio	[redacted]	Madera	CA	93637	1	09	M	X	White	Agriscience
* 553828935	[redacted]	Alexis	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Angel	[redacted]	Madera	CA	93637	1	09	M	X	White	Agriscience
* 600597576	[redacted]	Guimbel	[redacted]	Madera	CA	93638	2	10	M	X	White	Plant/Soil Sci.
* 600060246	[redacted]	Jorge	[redacted]	Madera	CA	93637	3	11	M	X	White	Agriscience
* 600597579	[redacted]	Michael A	[redacted]	Madera	CA	93638	2	10	M	X	White	O.H.
* 0	[redacted]	Fernando	[redacted]	Madera	CA	93638	1	10	M	X	White	Plant/Soil Sci.
* 600597580	[redacted]	Joel	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597584	[redacted]	Alexander	[redacted]	madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Kyle	[redacted]	Madera	CA	93638	1	09	M		White	Ag Mech.
* 553557552	[redacted]	Angel	[redacted]	Madera	CA	93638	4	12	M	X	2 or More	Ag Mech.
* 600060255	[redacted]	Arturo	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 0	[redacted]	Collin	[redacted]	Madera	CA	93638	1	09	M	X	White	Agriscience
* 0	[redacted]	Juan	[redacted]	Madera	CA	93637	1	09	M	X	White	Agriscience
* 0	[redacted]	Andres	[redacted]	Madera	CA	93638	1	09	M	X	White	Agriscience
* 600060258	[redacted]	Luis	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600060259	[redacted]	Alexxuss	[redacted]	Madera	CA	93638	2	11	M	X	White	Ag Mech.
* 0	[redacted]	Carmen	[redacted]	Madera	CA	93638	1	09	F	X	White	An. Science
* 600597590	[redacted]	Isaiah	[redacted]	Madera	CA	93638	2	10	M		Black	An. Science
* 0	[redacted]	Stephanie	[redacted]	Madera	CA	93638	1	09	F		White	Plant/Soil Sci.
* 0	[redacted]	Alexis	[redacted]	Madera	CA	93638	1	10	M	X	White	Ag Mech.
* 600060263	[redacted]	Concepcion	[redacted]	Madera	CA	93637	3	11	F	X	White	An. Science
* 600060264	[redacted]	Gustavo	[redacted]	Madera	CA	93638	3	11	M	X	White	Agriscience
* 600060266	[redacted]	Noradeli	[redacted]	Madera	CA	93638	3	11	F	X	White	An. Science
* 0	[redacted]	Fatima	[redacted]	Madera	CA	93638	1	09	F	X	White	Agriscience
* 0	[redacted]	Rafael	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597602	[redacted]	Alondra Y	[redacted]	Madera	CA	93638	2	10	F	X	White	An. Science
* 0	[redacted]	Angel	[redacted]	Madera	CA	93637	1	11	M	X	White	Plant/Soil Sci.
* 553557562	[redacted]	Eliseo	[redacted]	Madera	CA	93638	4	12	M	X	Asian	Ag Mech.
* 0	[redacted]	Esmeralda	[redacted]	Madera	CA	93638	1	09	F	X	White	An. Science
* 0	[redacted]	Esteban	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 55355756	[redacted]	Javier	[redacted]	Madera	CA	93638	4	12	M	X	2 or More	Ag Mech.
* 0	[redacted]	Maria	[redacted]	Madera	CA	93638	1	12	F	X	White	O.H.
* 600060270	[redacted]	Tyler	[redacted]	Madera	CA	936378	-	11	M		White	Ag Mech
* 600597608	[redacted]	Jose	[redacted]	Madera	CA	93638	-	10	M	X	White	Ag Mech
* 0	[redacted]	Marisol	[redacted]	Madera	CA	93638	-	10	F	X	White	Plant Soil

													Sci.
*	553557567	[redacted]	Jesalynn	[redacted]	Madera	CA	93638	4	12	F		White	Agriscience
*	0	[redacted]	Raymond	[redacted]	Madera	CA	93638	1	09	M		Am. Ind.	Ag Mech.
*	553557570	[redacted]	Jevon	[redacted]	Madera	CA	93638	4	12	M		2 or More	Ag Mech.
*	553557574	[redacted]	Daniel	[redacted]	Madera	CA	93638	4	12	M	X	Hawaiian/Pac Is.	An. Science
*	0	[redacted]	Juan	[redacted] 1/2	Madera	CA	93638	1	09	M	X	White	Ag Mech.
*	0	[redacted]	Manuel	[redacted]	Madera	CA	93637	1	09	M	X	White	Ag Mech.
*	553557577	[redacted]	Noel	[redacted]	Madera	CA	93638	4	12	M	X	White	Ag Mech.
*	0	[redacted]	Angelica	[redacted] Ave.	Madera	CA	93638	1	09	F	X	White	Ag Mech.
*	600060276	[redacted]	Eric	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
*	600597619	[redacted]	Jeremiah	[redacted]	Madera	CA	39368	2	10	M	X	White	Ag Mech.
*	0	[redacted]	Luis	[redacted]	Madera	CA	93637	1	09	M	X	White	Ag Mech.
*	0	[redacted]	Michael	[redacted]	Madera	CA	93637	1	09	M	X	White	Ag Mech.
*	0	[redacted]	Ramon	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
*	600060277	[redacted]	Rounel	[redacted] Apt 101	Madera	CA	93638	3	11	M	X	White	Ag Mech.
*	600060274	[redacted]	Christopher	[redacted]	Madera	CA	93638	3	11	M		White	An. Science
*	0	[redacted]	Wendy	[redacted]	Madera	CA	93638	1	09	F	X	White	Plant/Soil Sci.
*	0	[redacted]	Brenda	[redacted]	Madera	CA	93637	1	11	F	X	White	Plant/Soil Sci.
*	0	[redacted]	Julio	[redacted]	Madera	CA	93637	1	09	M		Asian	Agriscience
*	0	[redacted]	Stephanie	[redacted]	Madera	CA	93637	1	11	F	X	White	O.H.
*	600060278	[redacted]	Hugo	[redacted] Street	Madera	CA	93638	3	11	M	X	White	Ag Mech.
*	600597625	[redacted]	Jerry	[redacted]	Madera	CA	93638	2	10	M	X	White	Agriscience
*	0	[redacted]	Victoria	[redacted]	Madera	CA	93638	1	11	F	X	White	O.H.
*	600597626	[redacted]	Juan C	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
*	0	[redacted]	Rudy	[redacted]	Madera	CA	93637	1	12	M	X	White	O.H.
*	600597628	[redacted]	Gabrielle M	[redacted]	Madera	CA	93638	2	10	F	X	White	Ag Mech.
*	0	[redacted]	Miguel	[redacted]	Madera	CA	93637	1	10	M	X	White	Plant/Soil Sci.
*	600060281	[redacted]	Rodrigo	[redacted] Drive	Madera	CA	93638	3	11	M	X	White	Ag Mech.
*	0	[redacted]	Carlos	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
*	0	[redacted]	Karmjit	[redacted]	Madera	CA	93638	1	10	M		Asian	Ag Mech.
*	553557585	[redacted]	Juan	[redacted]	Madera	CA	93638	4	12	M	X	Am. Ind.	Ag Mech.
*	0	[redacted]	Julia	[redacted]	Madera	CA	93638	1	09	F	X	White	Plant/Soil Sci.
*	0	[redacted]	Drew	[redacted]	Madera	CA	93638	1	09	M		Black	Ag Mech.
*	600060288	[redacted]	Gissel	[redacted]	Madera	CA	93637	3	11	F	X	White	An. Science
*	0	[redacted]	Eladio	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
*	0	[redacted]	Elianeth	[redacted]	Madera	CA	93638	1	09	F	X	White	Agriscience
*	0	[redacted]	Fernando	[redacted]	Madera	CA	93638		12	M	X	White	Ag Mech.
*	600597620	[redacted]	Gilberto	[redacted]	Madera	CA	93638		10	M	X	White	An. Science

* 600597644	Perez	Giovanni	17279 Crescent Dr	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	Perez	Gloria	338 W. Sherwood Way Apt 1005	Madera	CA	93638	1	09	F	X	White	An. Science
* 0	Perez	Jesus	1210 Fresno St.	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597645	Perez	Jorge C	1608 Tulare Street	Madera	CA	93638	2	12	M	X	White	Ag Mech.
* 0	Perez	Jose	1294 Adrilla Dr.	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Perez	Joseph	1221 Davis Ave.	Madera	CA	93638	1	11	M	X	White	An. Science
* 0	Perez	LillyAna	16449 Road 28 1/2	Madera	CA	93638	1	09	F	X	White	Agriscience
* 553557596	Perez	Suzana	503 South Lake Street	Madera	Ca	93638	4	12	F	X	White	Agriscience
* 0	Peterson	Terrance	28472 Brightwood Rd.	Madera	CA	93638	1	09	M		Black	Ag Mech.
* 0	Pichardo	Bryan	2840 Harbor Ave.	Madera	CA	93637	1	12	M	X	White	Ag Mech.
* 0	Pimental	Daisy	17446 Camden Ave.	Madera	CA	93638	1	12	F	X	White	O.H.
* 600597649	Pimentel	Gabriel	648 Mazatta Ct.	Madera	CA	93638	2	11	M	X	White	Ag Mech.
* 600060299	Pineda	Jorge	17076 Crystal Dr.	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600597652	Pinedo	Gerardo	632 E St.	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	Pinedo	Johnny	26982 Frisco Way	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Pisano	Jacob	1011 Austin Ave.	Madera	CA	93638	1	09	M		Am. Ind.	Ag Mech.
* 600597655	Pinedo	Yasmin	204 N Elm St	Madera	CA	93638	2	10	F	X	White	An. Science
* 0	Porras	Eric	236 Stadium Rd.	Madera	CA	93637	1	09	M	X	White	Plant/Soil Sci.
* 600597657	Pozos	Angel A	413 S D St.	Madera	CA	93638	2	10	M	X	White	Agriscience
* 0	Prudente	Federico	229 Wallace Ave.	Madera	CA	93638	1	10	M	X	White	Ag Mech.
* 0	Prudente	Oscar	29 Drysdale Way	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Pulido	Audrey	305 Oak St.	Madera	CA	93637	1	12	M	X	White	An. Science
* 0	Quiz	Madison	19931 Del Mar Rd.	Madera	CA	93638	1	11	F		White	An. Science
* 0	Ramirez	Alejandro	740 Lilly St.	Madera	CA	93638	1	12	M	X	White	An. Science
* 553557604	Ramirez	Irwin	628 Kennedy	Madera	Ca	93638	4	12	M	X	2 or More	Ag Mech.
* 0	Ramirez	Jessica	1701 Sherwood Way	Madera	CA	93638	1	09	F	X	White	Plant/Soil Sci.
* 0	Ramirez	Jose	25626 Temple Dr.	Madera	CA	93638	1	10	M	X	White	Ag Mech.
* 0	Ramirez	Josue	1133 Tolica Way	Madera	CA	93638	1	09	M	X	White	Agriscience
* 0	Ramirez	Juan	16115 Austin Street	Madera	CA	93638	1	09	M	X	White	Ag Bus Mgt
* 0	Ramirez	Nicole	1260 Adrilla Dr.	Madera	CA	93638	1	09	F	X	White	Plant/Soil Sci.
* 600597670	Ramos	Alejandro	102 Fig St.	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600597671	Ramos	Christian G	338 W. Sherwood Way	Madera	CA	93638	2	10	M	X	Hawaiian/Pac Is.	Ag Mech.
* 0	Rapisey	Kahlid	1067 Lemon Ave.	Madera	CA	93637	1	09	M	X	White	Ag Mech.
* 553557608	Rangel	Salvador	926 South C Street	Madera	Ca	93638	2	12	M	X	2 or More	Ag Mech.
* 600597674	Reece	Justin	29574 Diane Way	Madera	CA	93638	2	12	M		White	Ag Mech.
* 600597675	Reece	Sarah A	29574 Diane Way	Madera	CA	93638	2	10	F		White	An. Science
* 600597676	Reyndon	Alfonso J	1 Fig Ave.	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600060314	Reyndon	Juan	1 East Ellsal	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 553557611	Reyes	Cecilia	1 West Smith Way	Madera	Ca	93638	4	12	F		Am. Ind.	An. Science

* 0	Resendez	Javier	1110 [illegible] Ave	Madera	CA	93637	1	11	M	X	White	Plant/Soil Sci.
* 600597679	Reyes	Anita B	30 Los Cerritos Way	Madera	CA	93638	2	10	F	X	White	An. Science
* 0	Reyes	Arthur	1518 Michelan Ct	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Reyes	Brenda	29418 Ave 22	Madera	CA	93638	1	09	F	X	White	An. Science
* 0	Reyes	Carolina	1213 1/2 Clinton St	Madera	CA	93638	1	09	F	X	White	An. Science
* 600597680	Reyes	Carolina	17251 Rodeo Dr.	Madera	CA	93638	2	10	F	X	White	An. Science
* 0	Reyes	Crisol	1134 Lucia Way	Madera	CA	93638	1	12	F	X	White	O.H.
* 600060315	Reyes	Elwin	25416 Ave 19	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 0	Reyes	Ismael	803 S Julian Dr.	Madera	CA	93637	1	09	M	X	White	Ag Mech.
* 600597684	Reyes	Jonathan	17533 Rodeo Dr	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600060318	Reyes	Juan	1114 Malta Street	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600060320	Reyes	Nicholas	1025 Barnett Way Apt 26	Madera	CA	93637	3	12	M	X	White	Plant/Soil Sci.
* 0	Reyes	Odemaris	2270 W. Cleveland Apt 315	Madera	CA	93637	1	09	F	X	White	An. Science
* 0	Reyes	Oscar	709 S. 13th Street	Madera	CA	93638	1	09	M	X	White	Ag Bus Mgt
* 0	Reyes	Ruben	301 South B Street Apt 19	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Ridel	Nicole	23262 Ave 14	Madera	CA	93637	1	09	F		White	Agriscience
* 600060323	Rios	Daisy	1758 Monroe Ave	Madera	CA	93638	3	11	F	X	White	An. Science
* 0	Rios	Lorena	16229 Chapin St	Madera	CA	93638	1	11	F	X	2 or More	An. Science
* 0	Rios	Maria	337 Knox Ave Apt 30	Madera	CA	93638	1	10	F	X	White	An. Science
* 0	Rios	Virginia	220 Fig Street Apt B	Madera	CA	93638	1	11	F	X	White	O.H.
* 600597693	Rivera	Angel G	609 Moore St	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	Rivera	Ashley	135 Manzana Ct	Madera	CA	93638	1	12	F	X	White	O.H.
* 600597695	Roberts	Allyson A	2412 Judith Ct	Madera	CA	93638	2	10	F		White	An. Science
* 600060325	Robles	Jennifer	329 Hull Ave	Madera	CA	93638	3	11	F	X	White	Ag Bus Mgt
* 600060327	Rodriguez	Angel	12389 Road 25	Madera	CA	93637	3	11	M	X	White	Ag Mech.
* 0	Rodriguez	Darin	1100 Raymond Rd Apt 201	Madera	CA	93638	1	09	M	X	White	Agriscience
* 0	Rodriguez	David	1992 Valbella Park	Madera	CA	93638	1	09	M	X	White	An. Science
* 0	Rodriguez	Eddie	22268 Florence Way	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 553557619	Rodriguez	Eduardo	28658 Oregon Ave	Madera	Ca	93638	4	12	M	X	Am. Ind.	An. Science
* 600597700	Rodriguez	Jackelin	713 Hacienda	Madera	CA	93638	2	12	F	X	White	O.H.
* 553557622	Rodriguez	Jacqueline	746 Lilly Street	Madera	Ca	93638	4	12	F	X	White	An. Science
*	Rodriguez	Lorenzo	347 Lilly St	Madera	CA	93638	1	09	M	X	White	Ag. Mech.
* 553557624	Rodriguez	Martin	347 Lilly Street	Madera	Ca	93638	4	12	M	X	Asian	Ag. Mech.
* 600597706	Rodriguez	Mercedez N	25617 Summit Ct	Madera	CA	93638	2	10	F	X	White	Ag. Mech.
*	Rodriguez	Myra	22228 Florence Way	Madera	CA	93638	1	12	F	X	White	O.H.
* 600597708	Rodriguez	Rodolfo	28658 Oregon Ave	Madera	CA	93638	2	10	M	X	White	Ag. Mech.

* 0	Rodrigurez	Christian	[redacted]	Madera	CA	93638	1	09	M	X	White	Agriscience
* 600060337	[redacted]	David	[redacted] Street	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600060338	[redacted]	Elijah	[redacted] D	Madera	CA	93637	3	11	M	X	White	Ag Mech.
* 600597717	[redacted]	Jessica	[redacted]	Madera	CA	93638	2	11	F	X	White	Agriscience
* 600060345	[redacted]	Edgar	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 0	[redacted]	Fernando	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Jose	[redacted] 100	Madera	CA	93637	1	09	M	X	White	An. Science
* 0	[redacted]	Kylie	[redacted]	Madera	CA	93638	1	10	F		White	An. Science
* 0	[redacted]	Ramon	[redacted]	Madera	CA	93637	1	09	M	X	White	An. Science
* 0	[redacted]	Jimmy	[redacted]	Madera	CA	93637	1	09	M		White	Ag Mech.
* 600060348	[redacted]	Jacob I	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 600060350	[redacted]	Luis	[redacted]	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 0	[redacted]	Andres	[redacted]	Madera	CA	93638	1	10	M	X	White	Ag Mech.
* 600597726	[redacted]	Jovani A	[redacted]	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Adrian	[redacted]	Madera	CA	93638	1	09	M	X	White	Plant/Soil Sci.
* 553557637	[redacted]	Angelica	[redacted]	Madera	Ca	93637	4	12	F	X	2 or More	An. Science
* 0	[redacted]	Jesse	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 553360625	[redacted]	JoAlex	[redacted]	Madera	CA	93638	5	13	M	X	White	Ag Mech.
* 0	[redacted]	Lacey	[redacted] Apt 248	Madera	CA	93637	1	09	F	X	White	An. Science
* 0	[redacted]	Liliana	[redacted]	Madera	CA	93638	1	12	F	X	White	O.H.
* 0	[redacted]	Alejandra	[redacted]	Madera	CA	93637	1	09	F	X	White	An. Science
* 600597731	[redacted]	Josue R	[redacted]	Madera	CA	93638	3	11	M	X	White	Agriscience
* 0	[redacted]	Saul	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Anibal	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Rigoberto	[redacted]	Madera	CA	93638	1	10	M	X	White	Ag Bus Mgt
* 600597735	[redacted]	Jesus A	[redacted] Ave	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Jonathan	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Marcos	[redacted]	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Noemi	[redacted]	Madera	CA	93638	1	09	F	X	White	An. Science
* 0	[redacted]	Roberto	[redacted]	Madera	CA	93637	1	09	M	X	White	Ag Mech.
* 600597737	[redacted]	Miranda J	[redacted]	Madera	CA	936378	2	10	F		2 or More	An. Science
* 553557648	[redacted]	Ignacio	[redacted]	Madera	Ca	93638	4	12	M	X	Am. Ind.	Ag Mech
* 0	[redacted]	Raymond	[redacted]	Madera	CA	93637	1	10	M	X	White	Ag Mech
* 0	[redacted]	Keany	[redacted]	Madera	CA	93638	1	12	M	X	White	Ag Bus Mgt
* 60059	[redacted]	Clayton R	[redacted]	Madera	CA	93638	2	10	M		White	Agriscien
* 60006	[redacted]	Quinn	[redacted]	Madera	CA	93638	3	11	M		White	Plant Soil Sci
* 60006	[redacted]	Cody	[redacted]	Madera	CA	93638	3	11	M		White	Ag Mech
* 55355	[redacted]	Everardo	[redacted]	Madera	CA	93638	4	12	M	X	White	Ag Mech

* 0	Silva	Sarai	1224 Owens St	Madera	CA	93638	1	11	F	X	White	O.H.
* 600597745	Singh	Jasbir	21133 Ave 17	Madera	CA	93638	2	10	M		Asian	Ag Mech.
* 553557653	Singh	Sukhvir	21133 Ave 17	Madera	Ca	93638	4	12	M		Asian	Ag Mech.
* 0	Smith	Latatiyana	525 South D Street Apt B	Madera	CA	93638	1	09	F		Black	Plant/Soil Sci.
* 0	Smith	Troy	19691 Road 31	Madera	CA	93638	1	11	M		White	Ag Mech.
* 0	Solis	Emely	777 Blueberry Lane	Madera	CA	93638	1	09	F	X	White	Agriscience
* 553557654	Solis	Yamilex	1749 Hoover Ave	Madera	Ca	93638	4	12	F	X	White	An. Science
* 553557656	Sosa	Gabrielle	119 Martin Street	Madera	Ca	93638	4	12	F	X	White	An. Science
* 0	Sosa	Jennifer	14115 Yosemite Ave	Madera	CA	93638	1	10	F	X	White	An. Science
* 0	Soto	Alex	2777 Stanford Ave	Madera	CA	93637	1	10	M	X	White	Agriscience
* 600060369	Tadeo	Rosalino	830 Clinton Street Apt A	Madera	CA	93638	2	11	M	X	White	Ag Mech.
* 0	Tapia	Angel	1749 Monroe Ave	Madera	CA	93638	1	09	M	X	White	Plant/Soil Sci.
* 0	Tapia	Melissa	317 Cloud Bern Ct	Madera	CA	93637	1	09	F	X	White	Agriscience
* 0	Tapia	Ramiro	18856 Road 26	Madera	CA	93637	1	09	M	X	White	Ag Mech.
* 0	Tenorio	Hector	16300 Road 28 1/2	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Thread	Alexus	617 Willis Ave	Madera	CA	93637	1	12	F	X	White	An. Science
* 0	Tijero	Alfonso	501 Monterey St	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Torres	Moses	17376 Walden Dr	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Torres	Sebastian	800 Lily St Apt 33	Madera	CA	93638	1	09	M	X	White	Plant/Soil Sci.
* 0	Torrez	Raymond	17594 Road 26	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 600597760	Trigas	Isaac H	13324 Rd 28	Madera	CA	93638	2	10	M	X	Black	Ag Mech.
* 0	Trujillo	Michael	1840 Pikitair Way	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 0	Tutt	Kyleigh	19581 Clinchmont Rd	Madera	CA	93637	1	09	F		White	Plant/Soil Sci.
* 0	Urena	Erik	20319 Olympia Rd	Madera	CA	93638	1	10	M	X	White	Ag Mech.
* 600060380	Uribe	Miguel	216 N Lake Street	Madera	CA	93638	3	11	M	X	White	Ag Mech.
* 0	Valdez	Brenda	1410 E Kennedy St Apt 20	Madera	CA	93638	1	10	F	X	White	O.H.
* 600597766	Valdez	Margartia N	1601 Creekside	Madera	CA	93638	2	10	F	X	White	An. Science
* 0	Valdez	Sanley	1271 Feltrin Way	Madera	CA	93638	1	12	F	X	White	O.H.
* 552975464	Valencia	Michael	13369 Road 29 1/2	Madera	CA	93638	6	14	M	X	2 or More	Ag Mech.
* 0	Vargas	Alexei	924 E Kennedy Ave	Madera	CA	93638	1	12	M	X	White	Ag Bus Mgt
* 0	Vargas	Alfonso	100 W Adult St Apt 114	Madera	CA	93638	1	10	M	X	White	Ag Mech.
* 0	Vargas	Araceli	220 South A Street Apt 4	Madera	CA	93638	1	09	F	X	White	An. Science
* 0	Vargas	Enbey	224 Kennedy St	Madera	CA	93638	1	09	M	X	White	Ag Mech.
* 553557677	Vargas	Faviola	617 Chestnut	Madera	Ca	93638	4	12	F	X	White	An. Science
* 600597775	Vargas	Jonathan	82 Green Way	Madera	CA	93638	2	10	M	X	White	Ag Mech.
* 600060389	Vargas	Juan C	12133 Lake Street	Madera	CA	93638	4	12	M	X	White	An. Science
0	Vargas	Valente	18256 Road 28 1/2	Madera	CA	93638	1	9	M	X	White	Agriscience

* 0	[redacted]	Anselmo	[redacted]	Madera	CA 93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Fredy	[redacted]	Madera	CA 93638	1	12	M	X	White	Plant/Soil Sci.
* 0	[redacted]	Jaime	[redacted]	Madera	CA 93638	1	10	M	X	White	Plant/Soil Sci.
* 0	[redacted]	Kelsey	[redacted]	Madera	CA 93638	1	11	F	X	White	O.H.
* 0	[redacted]	Vanessa	[redacted]	Madera	CA 93638	1	10	F	X	White	An. Science
* 0	[redacted]	Victor	[redacted]	Madera	CA 93638	1	10	M	X	White	Ag Mech.
* 600597777	[redacted]	Victor M	[redacted]	Madera	CA 93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Cameron	[redacted]	Madera	CA 93637	1	09	M		White	Ag Mech.
* 0	[redacted]	Aldair	[redacted]	Madera	CA 93638	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Humberto	[redacted]	Madera	CA 93638	1	09	M	X	White	Ag Mech.
* 553360658	[redacted]	Jose A	[redacted]	Madera	CA 93638	5	13	M	X	White	An. Science
* 600060394	[redacted]	Kevin	[redacted]	Madera	CA 93638	3	12	M	X	White	Ag Bus Mgt
* 600597782	[redacted]	Cesar M	[redacted]	Madera	CA 93638	2	10	M	X	White	Ag Mech.
* 0	[redacted]	Raul	[redacted]	Madera	CA 93637	1	09	M	X	White	Ag Mech.
* 0	[redacted]	Suzana	[redacted]	Madera	CA 93638	1	09	F	X	White	An. Science
* 553557684	[redacted]	Jonathan	[redacted]	Madera	Ca 93638	4	12	M	X	White	Ag Mech.
* 0	[redacted]	Izac	[redacted]	Madera	CA 93638	1	09	M	X	White	Plant/Soil Sci.
* 600597795	[redacted]	Jazaiah M	[redacted]	Madera	CA 93638	2	10	F	X	White	An. Science
* 553557686	[redacted]	Juan	[redacted]	Madera	Ca 93638	3	12	M	X	White	Ag Mech.
* 600060405	[redacted]	Jacqueline	[redacted]	Madera	CA 93638	3	11	F	X	White	An. Science
* 0	[redacted]	Raphael	[redacted]	Madera	CA 93638	1	09	M	X	White	Ag Mech.
* 600597805	[redacted]	Michael J	[redacted]	Madera	CA 93637	2	10	M	X	White	Ag Mech.
* 600597806	[redacted]	Richie M	[redacted]	Madera	CA 93636	2	10	M		2 or More	Agriscience
* 0	[redacted]	Waylon	[redacted]	Madera	CA 93638	1	09	M		White	Agriscience
* 600060415	[redacted]	Ryan	[redacted]	Madera	CA 93637	3	11	M	X	White	Forestry/NR
* 600597811	[redacted]	Miguel	[redacted]	Madera	CA 93637	2	10	M	X	White	Ag Mech.
* 600597814	[redacted]	Yuvani	[redacted]	Madera	CA 93636	2	10	M	X	White	Ag Mech.
* 600060419	[redacted]	Jennifer	[redacted]	Madera	CA 93638	3	11	F	X	White	An. Science
* 600060421	[redacted]	Erick	[redacted]	Madera	CA 93638	3	12	M	X	White	An. Science
* 0	[redacted]	Jannel	[redacted]	Madera	CA 93638	1	09	F	X	White	Plant/Soil Sci.
* 600597817	[redacted]	Carlos D	[redacted]	Madera	CA 93638	2	10	M	X	White	Ag Mech.
* 600597818	[redacted]	Samuel	[redacted]	Madera	CA 93637	2	10	M	X	White	Ag Mech.

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* Post

Y. Copy Of extended Contract Rationale/Justification Statement Which Is On File With The Board

Madera South High School
Agriculture Department
Extended Contract Duties

Supervised Agriculture Experience Projects, Career Development Events, and FFA Responsibilities:

1. Advise student projects in Swine, Sheep, Goats, Beef Cattle, Dairy Cattle, Horses, and Poultry.
    a. Project visits at students home
    b. Project visits at school farm
    c. Supervise students work on the California Recordbook
    d. Supervise students to ensure completion of buyers letters and thank you notes
    e. Purchasing student projects from livestock producers around the state
    f. Supervise students working with animals on the school farm
    g. Supervise students at Madera Fair, Chowchilla Fair, State Fair, Cow Palace, and Jackpot shows.
    h. Set-up equipment at the fair and removal of all equipment at the fair.
    i. Operate school vehicles to transport animals and students.
    j. Operate numerous farm vehicles and machinery to maintain and upkeep farm facilities.
    k. Clean the pens or stalls in all facilities.
    l. Treatment and care for sick or injured animals.
    m. Perform proper animal restraint techniques to treat sick animals.
    n. Purchase livestock feed for school farm projects and student projects kept at home.
    o. Loading, hauling, and unloading grain, hay, and straw at school farm and at student's homes.
    p. Be available for "on-call" emergencies of student projects at the school farm and at a student's home.
    q. Trim animals hooves (sheep, goats, and horses)
    r. Halter break steers and dairy heifers
    s. Vaccinate, dehorn, and remove extra teats, worm, and ear tag.
    t. Synchronize heifers so artificial breeding can take place.
    u. Give riding lessons and take students on trail rides and to horse shows (horse projects only).
    v. Supervise students in showmanship practice prior to showing at the fair.
    w. Repair equipment associated with each animal unit (watering devices, feeders, gates, etc.).
    x. Irrigation work, weed control, fly control, and trash cleanup for all farm areas around the animal barns.

2. Advise student projects in agriculture mechanics, small engines, and ornamental horticulture
    a. Completion of unfinished agriculture mechanics projects
    b. Repair all shop equipment
        i. Arc Welders
            1. Disassemble & Blow out all welders
            2. Inspection of all welding cable, cleanups, electrode holders, and repair as needed.
            3. Lubricate internal components to ensure ease of use
            4. Basic mechanical & working inspection of all machines
        ii. MIG & TIG Welders
            1. Blow out all machines
            2. Inspect MIG guns, welding cables, electrical components, regulators, MIG tips, nozzles, and replace items as needed
            3. Inventory current shielding gas tanks and organize storage area
            4. Inspect all welding cart tank restraints
            5. Replace welding liners in MIG guns
            6. Overall safety inspection & working inspection of all machines
        iii. Torches
            1. Inspect all regulators, hoses, torch handles, carts, etc. for all safety hazards and function.
            2. Replace parts as needed
        iv. Power tools & Equipment
            1. Look over all tools for hazards, fix hazards such as cut extension cords, broken cord caps, malfunctioning shut off switches, ect.
        v. Grinders
            1. Inspect all guards
            2. Replace broken/ worn out stones
            3. Adjust all tool rest to safe standards
            4. Inspect all electrical components
        vi. Hand tools & General Tools
            1. Visual inspection of all tools
            2. Repair items as needed
            3. Organization of tool room
            4. Replace broken/ missing tools
    c. Clean agriculture shops and clear all trash or unused equipment
    d. Meets with students to plan projects for the upcoming year.
    e. Meet with community members to secure projects for agriculture mechanic students
    f. Assist students in the marketing of their projects

g. Maintain safe facilities for summer student work to happen.
h. Assist students in job placement based on skill level.
i. Attend service schools to enhance classroom teaching.
j. Complete facility repairs
k. Load, haul, and unload scrap metal
l. Set up equipment for optimal and safe use by students
m. Clean and maintain the Horticulture unit and greenhouse
n. Irrigation work and repairs for greenhouse
o. Weed and pest control for greenhouse

3. Advise students with FFA responsibilities
    a. Transport students to student leadership conferences.
    b. Supervise students after school and on weekends at Judging contests around the state:
        i. UC Davis
        ii. CSU Chico
        iii. CSU Fresno
        iv. CSU, Cal Poly SLO
        v. Reedley College
        vi. Merced College
        vii. Modesto Junior College
        viii. West Hills College
    c. Supervise students at judging team practices after school and on the weekends
    d. Supervise students at monthly FFA meetings
    e. Supervise students in the completion and preparation of Proficiency award applications
    f. Supervise students in the completion and preparation of State and American Degree Awards
    g. Planning and supervising students at State and National FFA Convention
    h. Planning and supervising students at Officer Retreat.
    i. Planning and supervising all fundraising activities in and out of school.
    j. Planning and supervising of FFA banquets
    k. Supervising students at all FFA activities during the week

Z. Copy Of Completed Travel Plan submitted To Administration/Board

MADERA UNIFIED SCHOOL DISTRICT
1902 Howard Road ▫ Madera, CA 93637
(559) 675-4500 ▫ www.madera.k12.ca.us

WebTrip # _____

Student Out-of-Town • Overnight • Out-of-State Travel Request

All out-of-town and overnight travel for school related events must be approved by the Madera Unified District governing board prior to travel.

YOU MUST ATTACH A TRIP ITINERARY OR THIS REQUEST WILL NOT BE PROCESSED

This form must be completed and submitted to the office of the Associate Superintendent of Educational Services prior to the cut-off date for submission of board agenda items for Cabinet review.
Incomplete request forms will be returned to the submitting party for completion.

School: _____ Class/team/organization: _____

Teacher/coach/director/advisor: _____

Activity/event: _____ Location of activity/event: _____

Address: _____

Departure date: _____ Time: _____ Return date: _____ Time back at site: _____

Method of transportation: _____ **Total cost of transportation**: _____
(personal automobile; rental automobile; charter bus; school bus)

Transportation Special Instructions: _____

Lodging accommodations: _____ **Total cost of lodging**: _____

Total number of students traveling: _____ Males: _____ Females: _____

Number of chaperones: _____ Males: _____ Females: _____

All drivers and chaperones must have current fingerprint clearance on file with MUSD (AR 4122.2(a), AR 4222.2, BP 4122.2(a) and BP 4222.2) and must meet all requirements of MUSD regarding transportation of students (BP 3541.1).

Names of Chaperones:	Affiliation: (teacher/parent, etc.)	Names of Chaperones:	Affiliation: (teacher/parent, etc.)

Describe the event/activity. *Include how this event benefits students and how it supports the curriculum or extra-curricular activity. Justify why out-of-state travel is being requested, identify why an in-state activity could not provide the same level of benefit to students. Be complete and use an extra sheet of paper if necessary.*

BUDGET INFORMATION:

Transportation to be paid by: _____

Lodging to be paid by: _____

Substitutes to be paid by: _____ (number of substitutes needed _____)

Date received by Associate Superintendent of Educational Services

APPROVAL:

Site Principal: _____ **Date:** _____

As site principal/administrator, I endorse this request and recommend this request be submitted to Cabinet and the Board for consideration. By my signature I acknowledge that I have verified all drivers and chaperones have current fingerprint clearance on file with MUSD (AR 4122.2(a), AR 4222.2,BP 4122.2(a) and BP 4222.2) and have satisfied all requirements of MUSD regarding transportation of students (BP 3541.1)

Processed for Board Meeting date:

Distribution: Original – Assoc. Superintendent of Education 1 Copy – Principal's Admin.. Asst. 1 Copy - Originator

Associate Superintendent of Education: _____ Date: _____

MADERA SOUTH HIGH SCHOOL
SCHOOL OF AGRICULTURE SCIENCES AND ENGINEERING
TRAVEL ACTIVITY 2013-2014

MONTH	DAY(s)	DESTINATION	ACTIVITY	#STUDENTS	INSTRUCTORS	MILES	VEHICLE	COST
July	4 days	Bass Lake	Regional Officer Leadership Conf	1		120	1 van	100.00
July	5 days	Sacramento	State Fair	4	1	340	1 truck	150.00
July	3 days	Shaver Lake	FFA Officer Retreat	10	5	240	1 truck, 1 van	100.00
Aug.	2 days	Visalia	Section Officer Leadership Conf	3	1	100	1 van	60.00
Aug.	2 days	Springville	Regional Leadership Bootcamp	10	2	360	2 vans	100.00
Aug.	Sat.	Madera	Madera Fair Horse Show	3	1	10	1 truck	20.00
Sept.	Sat	Madera	Madera Fair Poultry Show	15	1	10	1 truck	$20.00
Sept.	2 days	Clovis	Chapter Officer Leadership Conf	10	2	140	1 truck, 1 van	70.00
Sept.	Fri	Clovis	West Fresno Madera CATA Mtg		7	70	1 truck	30.00
Sept.	Tues	Fresno	WFM FFA Section Activity	80	5	150	2 Bus	400.00
Sept.	1 day	Galt	National Delegate Training	2	1	250	1 van	90.00
Sept.	7 days	Madera	Madera District Fair	120	7	350	4 trucks, 2 vans	120.00
Sept.	Thurs.	Madera	Madera Cotton Contest	4	1			
Oct.	Sat.	Atwater	Cotton Contest	6	1	80	1 van	60.00
Oct.	Sat.	Corcoran	Corcoran Cotton Contest	6	1	140	1 van	45.00

MONTH	DAY(s)	DESTINATION	ACTIVITY	#STUDENTS	INSTRUCTORS	MILES	VEHICLE	COST
Oct.	7 days	Louisville,Kentucky	National FFA Convention	10	2	500	2 rentals	400.00
Nov.	Fri.	Bass Lake	CATA Roadshow Inservice			140	1 van	60.00
Nov.	Sat.	Bass Lake	CATA Fall Regional Meeting		7	140	1 van	60.00
Nov.	1 day	Clovis	Greenhand Leadership Conference	14	2	140	2 vans	90.00
Nov.	Thurs.	Tulare	Tulare/Kings Cotton Contest	6	1	140	1 van	45.00
Nov.	Sat.	Fresno	State Finals Cotton Contest	6	1	60	1 van	30.00
Nov.	Wed.	Madera	WFM Opening /Closing Contest	50	7			
Dec	3 days	Chico	ACP Exposure Workshop	7	1	200	1 van	120.00
Jan.	Wed.	Madera	Record Book Scoring		7			
Jan.	Wed.	Kingsburg	Record Book Scoring #2		7	120	1 van	45.00
Jan.	Wed.	Central	WFM BIG & Banking Contest	15	2	120	1 truck,1 van	70.00
Jan.	Mon.	Fresno	Briggs & Stratton Update School		1	70	1 truck	30.00
Jan.	Sat.	Dinuba	Vine Pruning Contest	6	2	160	1 van	55.00
Jan.	Sat.	Reedley	Reedley College Vine Pruning	6	2	70	1 van	30.00
Feb.	Sat.	Visalia	FFA MFE & ALE Conference	12	2	240	1 van, 1 truck	90.00
Feb.	Wed.	Caruthers	Speech & Job Interview Contest	15	4	180	2 truck, 1 van	90.00
Feb.	1 day	Visalia	SJ Regional Officer Screening	3	1	120	1 truck	45.00
Feb.	Sat.	Bakersfield	SJ Regional FFA Meeting	25	2	400	1 van, 1 truck	200.00

MONTH	DAY(s)	DESTINATION	ACTIVITY	#STUDENTS	INSTRUCTORS	MILES	VEHICLE	COST
Feb.	Sat.	Bakersfield	SJ CATA Region Meeting		5	200	1 truck	50.00
Feb.	Wed.	Laton	Co-op Contest	6	1	120	1 truck	45.00
Feb.	Wed.	Tulare	World Ag Expo	40	2	140	1 Bus	900.00
Feb.	Sat.	Fresno	State Finals Vine Pruning	4	2	40	1 truck	20.00
Feb.	1 day	Fresno	WFMadera FFA Sectional Activity	30	4	60	1 Bus	
Feb.	Tues.	Exeter	Regional Proficiency Judging		1	140	1 van	45.00
Feb.	Sat.	Bakersfield	Parli Pro Contest	14	2	400	2 vans	200.00
Feb.	Sat.	Los Banos	Small Engines Contest	6	1	140	1 van	100.00
Mar.	Wed.	Fresno	State Proficiency Scoring		1	60	1 van	20.00
Mar.	Fri.	Davis	UC Davis Parli Pro Contest	12	2	720	2 rentals	200.00
Mar.	Sat.	Davis	UC Davis Field Day	30	6	500	Bus	
Mar.	4 days	Sacramento	Sac FFA Leadership Experience	2	1	340	1 van	95.00
Mar.	Sat.	Lathrop	Floral Contest	6	1	200	1 van	60.00
Mar.	Wed.	Sierra	WFM Sectional Parli-Pro Contest	12	2	180	2 vans	160.00
Mar.	Sat.	Sacramento	Cosumnes River College Field Day	12	3	960	3 truck	300.00
Mar.	Sat.	Merced	Merced C.C. Field Day	21	4	80	Bus	
Mar.	2 days	Chico	Chico Field Day	20	4	2000	3 trucks,1 van	500.00
Mar.	Thur.	Tulare	Regional Speech Contest	3	1	280	1 van	45.00

MONTH	DAY(s)	DESTINATION	ACTIVITY	#STUDENTS	INSTRUCTORS	MILES	VEHICLE	COST
Mar.	1 days	Fresno	State Officer Candidate Training	3	1	60	1 van	30.00
Mar.	Fri	Tulare	Regional Parli Pro Contest	12	2	240	1 van, 1 truck	90.00
Mar.	Sat	Modesto	Modesto College Field Day	25	6	960	3tk,2van,1rental	370.00
Mar.	Sat.	Reedley	Reedley College Spring Field Day	25	5	500	3 trucks,2 van	200.00
Apr.	Wed.	Fresno	FFA Section Awards Banquet	20	7	120	1 truck, 1 van	50.00
Apr.	Thur.	Fresno	State Finals Speech	3	1	60	1 truck	30.00
Apr.	Fri.	Fresno	State Finals Parli Pro	12	2	120	1 van, 1 truck	50.00
Apr.	Sat.	Madera	Small Eng/Ag Welding Contest	7	2			
Apr.	Sat.	Fresno	CSUF Field Day& State Finals	30	7	300	Bus, 1 truck	
Apr.	4 days	Fresno	State FFA Convention	28	4	400	1 van, 3 trucks	240.00
Apr.	Sat.	Hanford	Hanford Field Day	12	3	270	2 vans, 1 turck	80.00
Apr.	Fri.	Clovis	Meats Contest	4	1	70	1 van	40.00
Apr.	Sat.	Chowchilla	Chowchilla Fair Horse Show	7	1	50	1 truck	30.00
Apr.	Wed.	Firebaugh	FFA Section Officer Screening	3	1	80	1 van	40.00
Apr.	Sat.	Madera	Madera Floral Contest	6	1			
Apr.	1 day	Fresno	Career Skill Olympics	12	1	60		
May	2 days	San Luis Obispo	Cal Poly SLO FFA State Finals	25	6	1800	3 trucks, 2 vans	540.00
May	7 days	Chowchilla	Chowchilla Fair	80	7	700	3 trucks, 2 van	400.00

MONTH	DAY(s)	DESTINATION	ACTIVITY	#STUDENTS	INSTRUCTORS	MILES	VEHICLE	COST
May	Thurs.	Kingsburg	CATA/FFA Planning Meeting	4	6	160	1 truck, 1 van	60.00
May	Wed.	Fresno	Fresno/Madera Farm Credit	9	3	80	1 truck, 1 van	35.00
May	Sun	Madera	Madera Farm Bureau	7	1	20	1 van	20.00
May	Mon.	Kingsburg	American Degree Scoring		1	120	1 van	30.00
May	1 dau	Bakersfield	Regional Officer Planning Mtg	2	1	200	1 van	70.00
June	1 day	Valencia	FFA Top Thirty & Sellers Trip	30	4	360	1 Bus	1,000.00
June	5 days	SLO	CATA Summer Conference		7	1200	3 trucks, 1 van	380.00
June	4 days	Cayucos	Region Officer Leadership Retreat	2	1	300	1 van	95.00
June	2 days	Merced	Welding Workshop		1	180	1 truck	60.00
			Total Miles & Cost			**20130**		**$9,505.00**

AA. CATA Membership Card

501
CALIFORNIA AGRICULTURAL
TEACHERS' ASSOCIATION
John Williams
SERVING AGRICULTURE BY TEACHING
2013/2014 ACTIVE MEMBER

BB. Meeting Reports Submitted To Administration

Madera South High School
705 W. Pecan Ave
Madera, California 93637
(559) 675-4450

June, 2013

To: **Dr. Anthony Monreal, Interim Superintendent**
Mrs. Debie Wood, Associate Superintendent
Madera Unified School Board Members
Mrs. Shirley Woods, Career Technical Education Coordinator
Mr. Sandon Schwartz, Principal Madera South High School
Mr. Oracio Rodriguez, Vice Principal School of Agriculture MSHS

From: MSHS School of Agriculture Sciences and Engineering

Subject: Year End Report 2012-2013

This year-end information was compiled by the Agricultural Staff. Its purpose is to inform persons of the magnitude of activity generated in areas of FFA Competitions, Projects, Judging Teams and Professional Development. This information is used to evaluate, set goals, and develop a plan for the following school year. The following information on student numbers is taken from the October 15, 2012 State R-2 Report.

A. Vocational Agriculture: (7 Instructors with 35 sections as of 10/15/12)

1. Enrollment: Total: 1031 student hours 420 Males (68.7%)
(Unduplicated students) 611 191 Females (31.3%)

2. Classes:

	Student Hours
5 – Biology	188
2 – Ag Science I	70
1 – Ag Science III	26
1 – Animal Care/Vet Tech	32
1 – ROP Small Engines (2hr)	56
2 – Diesel Technology	60
5 – Ag Mechanics I	162
2 – Ag Mechanics II	53
1 – ROP Welding (2hr)	30
3 – Floral Design	84
1 – Advanced Floral & Retail Floral Shop	20
1 – Horticulture I	35
1 – Horticulture II	34
4 – Ag Earth Science	149
2 – Ag Economics	50

3. **Adult Classes:**
   a. ROP Small Engines
   b. ROP Diesel Engines
   c. ROP Ag Welding

B. Supervised Agricultural Experience Program:

Program	*Students*	*Head*	*$$Value*
Dairy	4	5	15,000
Swine	30	33	9,500
Sheep	12	16	6,000
Beef	2	2	8,000
Horse	5	7	8,000
Poultry & Game	15	75	750
Specialty Animal (Goat)	5	5	1,500
Ag Mechanics	15 – Major Projects		40,000
O.H.	1 – 1 Patio Garden at Fair		1,000
O.H.	72 – Raised Plants		2,000
Floral	17 – Floral Shop		15,000

C. Project Visits:

All projects are done after school with each teacher planning to visit each project on a monthly basis with a minimum of five (5) visits per week or an average of 245 home visits per year per teacher. **(These visits were normally done during an Ag Teachers' Project Supervision Period, but until monies become available, they are done after school or weekends.)**

D. Ag Mechanic Projects:

a. 15 large projects constructed - $40,000 cost ($75,000 value)
b. 400 small projects constructed - $2,000 cost ($4,000 value)
c. School Projects
   1. Provided metal for numerous repairs (at no cost)
   2. Disc MUSD property by Desmond Elementary
   3. Varies Repairs for MUSD
   4. Designed & installed mounts for fans in all animal barns
   5. Welded 200 student chairs for maintenance
   6. 150 small engines repairs & rebuilds
   7. Repair livestock trailer
   8. Serviced 80 lawn mowers
   9. Repaired disc
   10. Rebuilt 12 Kubota engines
   11. Repaired football water carts
   12. Built & repaired numerous field exercise equipment
   13. Disc farm once/month & spraying of farm for weeds

Other Projects:

1. Maintained & planted 4 garden planters + 4 Herb planters on campus
2. Installed new irrigation & re-landscaped front office

3. Agricultural Science III Class:
   Castrating – goats & pigs – 20 head
   Neutering – cats – 4 head
   Dehorning goats – 5 head
   Clipping & grooming dogs – 15 head
   Examination of pets – 30 head
   Dusted chickens – 75 head
   Dewormed goats & sheep – 15 head
   Vaccinated dogs & cats – 10 head
   Vaccinated goats – 8 head
   Managed sheep – 10 head
   Managed hogs – 1 sow & 13 piglets
   Processed hogs – 13 head
   Sheared sheep – 7 head
   Castrated & vaccinated cattle – 2 head
   Floated horse teeth – 1 head
   Took apart sheep pens & reassembled in new configuration & cleaning, sanitizing
   Cleaned out & maintained all water troughs on farm
4. Donated plants to Elementary Schools: *Nishimoto, Alpha, Sierra Vista, Children's University*

E. School Farm:

1. Horses 1 $2,000
Horses 6 student/boarded at farm*
*students pay for feed and care

F. FFA Activities: For Supervised Agricultural Experience (SAE)

1. Fairs and Shows Attended:

Madera Fair	State Fair
Chowchilla Fair	Red Wave
Cow Palace	National Junior Swine Show
Arizona National Livestock Show	

2. Madera Fair Results:

Beef Cattle:

Jaime Cuves

2nd Place Market Class
Reserve Champion FFA Market Beef
Reserve Grand Champion Market Beef
Bred and Fed Division Winner
4th Place FFA Intermediate Showmanship.

Ag Mechanics:

Chris Melikian

Welding trailer – 1st Place, Best of Show
Calf bottle trailer – 1st Place
Shade trailer – 1st Place

Adam Chavira

Picnic table/BBQ – 2nd Place

Michael Cabrera

Shade trailer – 1st Place

Jose Vega, Rickie Thacker

6 ½' x 18' trailer – 1st Place

Michael Valencia

3-Point Orchard Float – 1st Place
Directors Award
Metal Design/Metal Sign – 1st Place

Poultry:

Sabrina McCann – 3rd Place Fryer
Gissel Pedraza – 5th Place Fryer
Jorge Mendoza – 7th Place Fryer
Spenser Smith – FFA Champion Meat Pen
Susana Perez – FFA Reserve Champion Meat Pen

Market Goats:

Eduardo Rodriguez – 2nd Place in Market Class
Rodolfo Rodriguez – 3rd Place Market Class; Champion Novice Showman
Cecila Renteria – 1st Place Market Class

Market Sheep:

Commercial Cross Division

Chris O' Haro – 1st in Light Class
Tori Jones – 1st in Light Class
Reserve Champion Commercial Cross
Allison Helton – 1st in Light Class
Champion Commercial Cross

Hampshire Division

Justin Bradfrod – 3rd in Class
Matt Cavallero – 3rd in Class

Suffolk Division

Mark Cavallero – 2nd in Class
Joalex Sanchez – 4th in Class
Jorge Mendoza – 3rd in Class
Novice Showmanship – 7th Place
Marcelina Gonzalez – 2nd in Class
Novice Showmanship – 9th Place

Crystal Bazante – 2nd in Class
Taylor Helton – 1st in Class
Reserve Champion Suffolk
Advanced Showmanship – 1st Place
Round Robin – 2nd Placed Advanced

Market Sheep Chapter Group –3rd Place

Garden Display:

2nd Place in Children's Gardens
Students: Dominique Ortega, Rebekah Lara, Quinn Shippey, Jamie Oyler, Marcos Guterriez, Suzana Perez

Market Swine:

Michael Valencia – Reserve Champion Market Yorkshire, Champion Bred and Fed
7th Advanced Showmanship
SukVirh Singh – 2nd Place Market, 7th Novice Showmanship
Jenae Hansen – 3rd Place Market, 1st Novice Showmanship,
8th Intermediate Showmanship
Clayton Sheehan – 5th Place Breeding Class, Champion Market Hampshire,
Outstanding Swine Exhibitor, 1st Intermediate Showmanship,
4th Intermediate Round Robin Showmanship
Luis Cervantes – Champion Market Yorkshire, 3rd Novice Showmanship,
4th Intermediate Showmanship
Sabrina McCann – Champion Market Duroc, Reserve Champion FFA,
5th Intermediate Showmanship
Al Lopez – Reserve Champion Market Hampshire
Ryan Zaragosa – 3rd Place Market Class, 6th Intermediate Showmanship
Chris Melikian – 2nd Place Market Class
Kayla Melikian – Champion Cross-Bred, Champion FFA, 1st Advanced Showmanship,
6th Advanced Round Robin
Vanessa Duarte – 5th Place Market Class, 5th Advanced Showmanship
Cody Knott – Reserve Champion Cross-Bred
Scott Bullis – 1st Place Market Class, 8th Advanced Showmanship

Market Swine – Champion Chapter Group

Dairy Replacement Heifers:

Jaime Cuevas – 6th Place Market, 1st Place Novice Showmanship,
8th place Intermediate Showmanship
Jimmy Beavers – 10th Place Market
Scott Bullis – Reserve Supreme Champion Replacement Heifer,
1st Place Advanced Showmanship, 5th Place Round Robin

3. Chowchilla Fair Results:

Market Sheep:

Suffolk Division

Taylor Helton – 1st in Medium-Heavy Class, Reserve Champion Market, 5th Place Advanced Showmanship

Feeder Results

Chris O'Haro – 2nd in Feeder Class, 6th Place Intermediate Showmanship

Ag Mechanics:

Michael Dorado
Trailer BBQ – 2nd Place
Craftsmanship Award
Outstanding Welding Project

Matthew Flores
Dump Trailer – 3rd place

Joey Vega
Restroom Trailer – 1st Place

Ruben Camarillo
Loading Chute – 2nd Place

Leonel Gastellum
Farm Labor Cooling Station – Participation

Jimmy Beavers
Farm Labor Cooling Station – Participation

Dalice Garcia
Trailer BBQ – Participation

Outstanding Chapter Group of 5 Projects

Dairy Heifers:

Scott Bullis – 8th Place Yearling Heifer, 4th Advanced Showmanship
Jaime Cuevas – 6th Place Yearling Heifer, 8th Advanced Showmanship
Sukhvir Singh – 15th Place Springer Heifer, 9th Advanced Showmanship
Jimmy Beavers – 4th Place Springer Heifer, 10th Place Yearling Heifer

Market Swine:

Laura Castrejon – 10th Place Cross-Bred Market Class
Lindsay Tasos – Champion Hampshire, Reserve FFA Champion, 1st Advanced Showmanship
Clayton Sheehan – 5th Place Cross-Bred Market Class, 4th Place Breeding Gilt
Kayla Guthier – 3rd Place Hampshire Market Class
Allyson Roberts – 5th Place Hampshire Market Class, 7th Intermediate Showmanship
Chris Melikian – 4th Place Chester Market Class
Vanessa Duarte – 4th Place Yorkshire Market Class
Cody Knott – 3rd Place Hampshire Market Class
Luis Cervantes – 3rd Place Duroc Market Class, 1st Novice Showmanship, 3rd Intermediate Showmanship, 10th Advanced Showmanship

Sabrina McCann – 2nd Place Hampshire Market Class, 10th Intermediate Showmanship

Market Swine – 2nd Place Chapter Group

4. **Judging Contests Attended:**

Sectional BIG & Banking Contests	Lathrop Floral Contest
Reedley Winter/Spring Field Days	Consumes River Field Day
Chico State Field Day	U. C. Davis Field Day
National FFA BIG Contest	Clovis Ag Welding Contest
Hanford Field Day	Dinuba Vine Pruning
State Finals Speaking Contest	Sectional Parli Pro Contest
Merced College Field Day	Modesto College Field Day
Cal Poly SLO State Finals	Regional Parli Pro Contest
Madera Opening/Closing Contest	Madera South Cotton Contest
Sectional Co-Op Contest	Tulare/Kings Cotton Contest
Madera South Floral Contest	Madera South Small Engines
Regional Speaking Contest	Madera South Ag Welding
Career Skills Challenge	Sectional Speaking Contest
Corcoran Cotton Contest	CSU Fresno Fall/Winter/Spring Field Days

5. **Judging Team Results:** The entry fees for these contests were paid entirely by Madera FFA.

Total teacher compensation from MUSD amounted to $2728 divided among the 7 coaches.

Team	**# Contests Attended**	**State Finals Results**
Ag Welding Team	5	7th
Banking Team	1	2nd in Section
Best Informed Greenhand	8	1st
Cotton Team	4	6th
Co-Op Team	5	10th
Farm Power	4	5th
Floriculture Team	8	5th
Meats Team	4	2nd
Milk Quality & Dairy Foods	8	14th
Nursery Team	7	5th
Opening & Closing – Open	6 teams	Gold in Section
Opening & Closing – Officer	5 team	Gold in Section
Opening & Closing – Frosh	2	Gold in Section
Parli Pro – Novice	3	6th in Region
Scrapbook	1	4th in Region
Small Engines Team	6	8th
Speaking Contests:		
Creed	2	1st Section, 2nd Region

Extemporaneous	1	1st, 3rd, & 5th in Section
Impromptu	3	6th in State
Job Interview	1	5th in Section
Prepared	2	2nd in Section
Vine Pruning Team	3	1st
Vine Judging Team	1	3rd

6. Other Chapter Awards:

5 American Degrees
3 Sectional Proficiency Awards Winners
1 Regional Proficiency Winners
1 State Proficiency Winner
1 National Delegate
1 National Proficiency Winner
Gold Star Chapter
Outstanding Gold Chapter
Gold Star Reporter – Section

20 State FFA Degrees
35 Chapter Farmer Degrees
60 Greenhand Degrees
3 Sectional Officers
1 Regional Officer
1 Silver Star Counselor
2 Gold Star Administrator
1 State Star Administrator

7. Major FFA Activities:

32 Executive FFA Meetings
9 Local Evening Meetings
Greenhand/Chapter Degree Potluck Dinner – 350 present
End of the Year Awards Banquet – 350 present
Ag Literacy Day – 1400 elementary MUSD students toured the MHS Farm
Top Thirty & Seller Trip to Magic Mountain
4 Sectional Meetings 10 Sectional Officer Meetings
2 Regional Meetings
Attended State FFA Convention – 16 students, 4 advisors
Attended National FFA Convention – 19 students, 4 advisors
1 – National Delegate
Attended Greenhand Conference – 14 students
World Ag Expo Field Trip – 50 students
Old Timers Parade – pooper scoopers
Farm Bureau Scholarship Night
MSHS Senior Scholarship Night – handed out awards
3 – Canned Food Drives
Chapter Officer Leadership Conference
Sectional Officer Leadership Conference
Regional Officer Leadership Conference
Advanced Leadership Academe
Made for Excellence Conference
Sacramento Leadership Conference
State Degree Awards Dinner
1 – Tri Tip Dinner Fundraisers for 350 people
2 – Snack sales fundraiser

West Fresno Madera Sectional FFA social event at Blackbeards in Fresno
Chapter Officer Summer & Winter Retreat
2 – Love Madera Service Projects
Toys for Tots
Kids Day Newspaper
Team Building Boot Camp
4 – Agriculture Industry Tours
West Fresno Madera Section FFA – John's Incredible Pizza
West Fresno Madera Section FFA – Bowling for Children's Hospital
CSUFresno Ag Night
Fresno Madera Farm Credit Dinner
FFA Alumni Dinner
ARC - CLC

G. Madera County Ag Booster:
35 members
Monthly meetings
Cultural Practices at Ag Center
Served on Ag Advisory Committee
Provided guidance on Ag Center
Donated Supplies for Vineyard
Donated Vehicle
2 – Donated Hoop Greenhouses
Donated for the National FFA Convention Trip

H. MSHS Ag Advisory Committee:
2 meetings
Continues to review curriculum and Career Pathways
Support reinstatement of Project Supervision Period
Ag Advisory Chairman in regular contact with Ag Dept. members

I. Miscellaneous Activities:
Worked with Ag Advisory Committee on future plans on Ag Center
Hosted Sectional FFA Opening/Closing Contest
Hosted Madera Floriculture/Ag Welding/Small Engines/Cotton Contests
Judges for Section/Regional
Judges for Regional/State Speech Contests
Hosted Cal Poly Student Teachers
Judged Sectional State Degree Record Books
Judged Proficiencies
Hosted Sectional CATA Record Book Scoring
FFA West Fresno Madera Section Advisor
FFA West Fresno Madera Section Financial Secretary

J. Professional Improvement Involvement (Ag Teachers):
Member of Dairy Committee

Sectional, Regional and State CATA activities
7 – Summer Conference at Cal Poly, SLO
Farm Bureau Member – 1
Hosted Floriculture Contest at MSHS
Assisted at Small Engine Contest at Merced, Modesto, Chico, Davis
Student Teacher Mentor - 7
Master Teacher Evaluator - 3
Briggs and Stratton "Master Mechanic"
CBA – Certified Balloon Artist
Master Gardner
Private Applicators License Pesticide – 2
New Professionals
CATA Professional Development
Lincoln Electric Training
UC Kerney Research Station Horticulture Inservice
Generator & Pressure Washer Training
CATA West Fresno Madera Sectional Vice President
CATA West Fresno Madera Sectional Secretary
CATA West Fresno Madera Sectional Treasurer
ROP Fall Conference
CATA Professional Presenter
Presenters at San Joaquin Region FFA Boot Camp
CTE Online Curriculum Writer

K. Academic/Core Professional Involvement:

Created and attended weekly School of Ag Teachers meetings

CFA	Wrote & Administered CFA's – 7
DPA's – 4	PLC – Science/Social Science

BTSA Support Provider – 1

L. Community and Business Partnership Support:

Blue Scope Steel: Metal	$ 10,000
Kings Valley Industries – labor, shop time	$ 10,000
Producers Livestock – loaned bobcat/scales/facilities	$ 1,000
Madera Tractor & Implement Co, Inc	$ 150
Madera County Ag Boosters	$ $$$$
Evans Feed	$ 300
Lockwood Seed & Grain	$ 50
Foster Farms	$ 300
Mark Dierberger	$ 400
Julius Deniz	$ Equipment use
Brian Deniz	$ Equipment use
Kuckenbecker Tractor - Engines & Equipment use	$ 12,000
Les Loquaci	$ Equipment use
Norm Allinder	$ 150
Monrovia Nursery	$ 1,000

Prax Air	$ 500
Mowers Plus	$ 500
William Thorpe	$ 500
David Nino	$ 600
Schaffer Stakes	$ 3,000
Ag Trailer	$ 1,000
Duarte Nursery	$ 3,000
Western Ag & Turf	$ 1,500
Bob Labrucherie	$ Use of Livestock
Shane Giest	$ Use of Livestock
Alumni Committee Donations	$ 5,000
CSU Maritime Academy	$ 15,000

CC. Your "Wish List"

Wish List

- Diesel Engine Dyno
- 4 Point Hydraulic Lift
- Engine Cherry Picker
- 8 Ton Diesel Forklift
- Briggs and Stratton OHV 10 Engine School Kit
- Euro Tire Changing Machine

EE. Advisory Committee Agendas For Current Year

Madera Agriculture Advisory Meeting
Preliminary Agenda
October 10, 2013
6pm, Room 706

I. Dinner

II. Welcome and Introductions
   a. Gary Geist– Advisory Chairperson
   b. Kristin McKenna – Department Chairperson

III. FFA Update
   a. FFA Advisors – John Williams/Brent George

IV. Agriculture Incentive Grant
   a. Advisory Checklist and Verification of Criteria

V. School Farm & Facilities Update
   a. Vineyard – John Williams

VI. Curriculum Presentation
   a. Welding and Fabrication Pathway-Brent George and Tim Deniz

VII. Miscellaneous, Mock Interview Panel

Madera Agriculture Advisory Meeting
Preliminary Agenda
March 18, 2013

I. Dinner

II. Welcome and Introductions
   a. Gary – Advisory Chairperson
   b. Darlene – Department Chairperson

III. FFA Update
   a. FFA Advisor – Kristin McKenna

IV. Perkins
   a. Purposed spending plan for 2013/14 – Darlene Gilles

V. School Farm & Facilities Update
   a. Vineyard – John Williams

VI. Purposed New Class
   a. Viticulture/Crops Class – Celia Casso

VII. Miscellaneous

FF. Copy Of Advisory Committee Charter And By-Laws

Agricultural Education

Advisory Committee Manual

Agricultural Education
High School Leadership Division
California Department of Education

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Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in agriculture programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Agriculture is a complex, highly scientific, and technological industry. Employment opportunities in agriculture are constantly changing. New technologies are continually being developed and incorporated into agricultural and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in agriculture programs that include internships, work-study, and other types of on-the-job training will require close coordination with agricultural industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Agricultural Education coordinators, school administrators, boards of trustees, teachers of agriculture, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. **Determine and Verify the Need**

   1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.

   1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.

   1.3 It can provide continuity of a quality program should teachers or administrative changes take place.

   1.4 It is important that the school administration, agricultural education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. **Nomination of Committee Members**

   2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.

   2.2 Each should have an equal voice in the selections.

   2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.

   2.4 The advisory committee should be truly representative of the district. Members:

      2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.

      2.4.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture

      2.4.3 Should exhibit substantial interest in the agriculture program.

      2.4.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.

2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
2.4.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
2.4.8 Should include representatives of the service areas of agriculture.
2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. How Many Committee Members?

3.1 No fixed number will satisfy all situations.
3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
3.3 Should not be so large that it is unwieldy or difficult to call together.
3.4 Seven to eleven persons are suggested with nine being a workable medium.
3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. How are Committee Members Notified of their selection?

4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.
4.2 The letter should:
4.2.1 Indicate that the Ag teacher is supportive.
4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
4.2.3 Include a request that the member indicate whether he or she will accept.
4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. Understanding of Responsibility

5.1 Of greatest importance is that the committee is *only* advisory in character.
5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
5.3 It has no administrative or policy forming power.
5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.

Functions and Duties of Advisory Committees

1. Help to determine what type of Agricultural Education program is offered.

2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.

3. Help the instructor establish curriculum that has a hands-on, technological approach.

4. Help attract and encourage qualified/capable students into the Agricultural Education program.

5. Help in recruiting and providing opportunities for special-needs students.

6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.

7. Help gain support for legislation and appropriations.

8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.

10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.

11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.

12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.

13. Study and make recommendations on problems presented to it by the school board on which further information is needed.

14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.

15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.

16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

17. Identify current standards for new equipment.

18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. **Number of meetings**

   1.1 Must meet regularly and often enough to carry out their assignment.
   1.2 Monthly or bi-monthly meetings are usually the most desirable.
   1.3 Minimum number is two per year.
   1.4 Practical number is between three and eight per year.
   1.5 Necessity should always determine the exact number.
   1.6 Often the most valuable advice comes from busy individuals.
   1.7 Better to have fewer well planned, well attended meetings.

2. **Selection of Officers**

   2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
   2.2 Chairperson should be a lay person elected by the committee.
   2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. **Length of Service by Committee Members**

   3.1 Three-year terms are recommended.
   3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
   3.3 Individual preferences in length of service need to be considered.
   3.4 Limitation should be placed on reappointments.
   3.5 Nominees should be submitted to board of trustees for approval.

4. Length and Place of Meetings

4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.

4.2 Ample meeting notice of 10 days to 2 weeks is recommended.

4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.

4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.

4.5 The meeting place should provide a conference table in a quiet environment.

4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. Filling Committee Vacancies

5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.

5.2 The committee may be asked for suggestions.

5.3 A committee *should not* be permitted to choose its own replacements.

5.3.1 This would be self perpetuating.

5.3.2 May become unrepresentative and unduly independent of the school administration.

5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. Distribution of Minutes: All committee members, the career education director, the principal, school board president and the regional supervisor.

7. Making Decisions: Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

Opening Session Instructions for Agricultural Education Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).

2. I welcome you on behalf of the board and administration.

3. You are agents of and appointed by the (your school's board of trustees).

4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.

5. The (your district) is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.

6. You will be a working committee and students & school staff expects to benefit from your work.

7. We need help to:

   7.1 Review existing programs, courses of study, facilities, equipment.

   7.2 Propose new programs and/or courses when needed based on solid data for this community.

   7.3 Evaluate existing programs and proposed new programs.

   7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)

   7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.

   7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.

   7.7 Help in placement and in evaluating performance of our Agricultural Education students at (your school or college).

8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.

9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.

2. Conduct studies, if needed, to get community data on which to base your decisions.

3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).

4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.

2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.

3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)

4. Decide if more than one committee is needed. Large departments may have subcommittees.

5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

Appendix A

(SAMPLE)
Advisory Committee Meeting Agenda

TO: List committee members here

FROM: Chairperson

DATE: Date agenda is published

RE: Next Advisory Committee Meeting

DATE: **Date of next meeting**

TIME: **Time of next meeting**

PLACE: **Place where meeting is being held**

AGENDA

1. Review and approve minutes of the previous meeting.
2. Call for additional agenda items to be added to this meeting's agenda.
3. Committee and progress reports.
4. Consideration of recommendations for a new class or activity.
5. Review of revised course of study.
6. Report and review of F.F.A. and/or other youth organization activities.
7. Set date, time, and place for next meeting.
8. Adjournment.

Appendix B

(SAMPLE)
Set of Minutes

Advisory Committee Meeting
January 21, 2004

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 2004, in room 122 at Your High School.

The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2004. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2004.

Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Plant Science class. Added topics being considered are: weeds, pathogens, and insects. Pruning practices will likely be deleted as a specific class in pruning is being considered for next Fall.

F.F.A. President, Bill G. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.

The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.

Respectfully Submitted,

Mr. Q, Recorder

GG. Current Year's Operating Budget For Vo-Ag

te	PR#	PO#		Agriculture Perkins Budget		Amount	Amount
				2013 - 2014			
				August, September, October - First Quarter			
				Agriculture Perkins Budget	**$47,950.00**		
				Pathway Budget: Power Mechanics	$3,236.00		
			4310	**Instructional Supplies**			
				01-3550-490-1510-1000-4310-0000-0			
				FFA Leadership Packets	$779.00	$779.00	
			4310	***TOTAL***	***$779.00***		
			5200	**Conference**			
				01-3550-490-1510-1000-5200-0000-0			
				CATA and NAAE Registrations	$267.00		
26/2013	R140984			CATA and NAAE Registrations		$267.00	
				Regional CATA Conferences	$150.00		
23/2013	R140972			San Joaquin Region CATA		$150.00	
				State CATA Conferences	$790.00		
				Roadshow Teacher Inservice Lodging Reinbursement	$250.00		
			5200	***TOTAL***	***$1,457.00***		
			5716/5865	**Field Trips**			
			5716	School Bus - 01-3550-490-1510-1000-5716-0000-0			
			5865	Charter Bus - 01-3550-490-1510-1000-5865-0000-0			
				World Ag. Expo Bus	$1,000.00		
			5716	***TOTAL***	***$1,000.00***		
			6400	**Capital Outlay**			

				01-3550-490-1510-1000-6400-0000-0 *w/approval			
			6400	***TOTAL***	***$0.00***		
				Total Power Mechanics Perkins Budget	**$3,236.00**		

ıte	PR#	PO#		Agriculture Perkins Budget		Amount	Amount
				2013 - 2014			
				August, September, October - First Quarter			
				Agriculture Perkins Budget	**$47,950.00**		
				Pathway Budget: Animal Science	$5,633.00		
			4310	**Instructional Supplies**			
				01-3550-490-1510-1000-4310-0000-0			
				FFA Leadership Packets	$861.50	$861.50	
			4310	***TOTAL***	***$861.50***		
			5200	**Conference**			
				01-3550-490-1510-1000-5200-0000-0			
				CATA and NAAE Registrations	$267.00		
'26/2013	R140984			CATA and NAAE Registrations		$267.00	
				Regional CATA Conferences	$110.00		
'23/2013	R140972			San Joaquin Region CATA		$110.00	
				State CATA Conferences	$785.00		
				National FFA Convention	$2,475.00		
				New Professionals Institute	$125.00	$125.00	
				Roadshow Teacher Inservice Lodging Reinbursement	$250.00		
				CCTD Level 1 Training	$350.00		
			5200	***TOTAL***	***$4,012.00***		
			5716/5865	**Field Trips**			
			5716	School Bus - 01-3550-490-1510-1000-5716-0000-0			
			5865	Charter Bus - 01-3550-490-1510-1000-5865-0000-0			
				John's Incredible Pizza School Bus	$800.00		

			5716	***TOTAL***	***$800.00***		
			6400	Capital Outlay			
				01-3550-490-1510-1000-6400-0000-0 *w/approval			
			6400	***TOTAL***			
				Total Animal Science Perkins Budget	**$5,673.50**		

ate	PR#	PO#		Agriculture Perkins Budget		Amount	Amount
				2013 - 2014			
				Agriculture Perkins Budget	**$47,950.00**		
				Pathway Budget: Floriculture	$2,681.00		
			4310	**Instructional Supplies**			
				01-3550-490-1510-1000-4310-0000-0			
				FFA Leadership Packets	$819.00	$819.00	
			4310	***TOTAL***	***$819.00***		
			5200	**Conference**			
				01-3550-490-1510-1000-5200-0000-0			
				CATA and NAAE Registrations	$267.00		
'26/2013	R140984			CATA and NAAE Registrations		$267.00	
				Regional CATA Conferences	$110.00		
'23/2013	R140972			San Joaquin Region CATA		$110.00	
				State CATA Conferences	$785.00		
				Roadshow Teacher Inservice Lodging Reinbursement	$250.00		
			5200	***TOTAL***	***$1,412.00***		
			5716/5865	**Field Trips**			
				School Bus - 01-3550-490-1510-1000-5716-0000-0			
				Charter Bus - 01-3550-490-1510-1000-5865-0000-0			
				Fresno State Field Day	$450.00		
			5716	***TOTAL***	***$450.00***		
			6400	**Capital Outlay**			
				01-3550-490-1510-1000-6400-0000-0 *w/approval			

			6400	*TOTAL*	*$0.00*		
				Total Floriculture Perkins Budget	**$2,681.00**		

te	PR#	PO#		Ag Mechanics Perkins Budget		Amount	Amount
				2013 - 2014			
				August, September, October - First Quarter			
				Agriculture	**$47,950.00**		
				Pathway Budget: Ag Mechanics	$14,872.60		
			4310	**Instructional Supplies**			
				01-3550-490-1510-1000-4310-0000-0			
				FFA Leadership Packets	$1,563.00	$1,563.00	
				(2) New Miller Arc Welders	$7,639.01		
			4310	***TOTAL***	**$9,202.01**		
			5200	**Conference**			
				01-3550-490-1510-1000-5200-0000-0			
				CATA and NAAE Registrations	$267.00		
26/2013	R140984			CATA and NAAE Registrations		$267.00	
				Regional CATA Conferences	$120.00		
23/2013	R140972			San Joaquin Region CATA		$120.00	
				National FFA Convention	$2,213.59		
				NC:Brent's Flight for National Convention		$441.50	
				NC:Registration for Nationals		$60.00	
				NC:Brent George Reinbursment for Hotel/Car/Food		$1,712.09	
				State CATA Conferences	$1,570.00		
				Roadshow Teacher Inservice Lodging Reinbursement	$500.00		
			5200	***TOTAL***	***$4,670.59***		
			5716/5865	**Field Trips**			
			5716	School Bus - 01-3550-490-1510-1000-5716-0000-0			

			5865	Charter Bus -01-3550-490-1510-1000-5865-0000-0			
				Bowl A Thon School Bus	$1,000.00		
			5716/5865	***TOTAL***	***$1,000.00***		
			6400	**Capital Outlay**			
				01-3550-490-1510-1000-6400-0000-0 *w/approval			
			6400	***TOTAL***	***$14,872.60***		
				Total Ag Mechanics Perkins Budget	**$14,872.60**		

ate	PR#	PO#		Agriculture Perkins Budget		Amount	Amount
				2013 - 2014			
				August, September, October - First Quarter			
				Agriculture Perkins Budget	**$47,950.00**		
				Pathway Budget: Ornamental Horticulture	$18,021.40		
			4310	**Instructional Supplies**			
				01-3550-490-1510-1000-4310-0000-0			
				FFA Leadership Packets	$809.50	$809.50	
			4310	***TOTAL***	***$809.50***		
			5200	**Conference**			
				01-3550-490-1510-1000-5200-0000-0			
				CATA and NAAE Registrations	$266.00		
/26/2013	R140984			CATA and NAAE Registrations		$266.00	
				Regional CATA Conferences	$120.00		
/23/2013	R140972			San Joaquin Region CATA		$120.00	
				State CATA Conferences	$785.00		
				Roadshow Teacher Inservice Lodging Reinbursement	$250.00		
			5200	***TOTAL***	***$1,421.00***		
			5716/5865	**Field Trips**			
			5716	School Bus - 01-3550-490-1510-1000-5716-0000-0			
			5865	Charter Bus - 01-3550-490-1510-1000-5865-0000-0			
				Fresno State Ag. Night Bus	$508.50		

te	PR#	PO#		Agriculture Perkins Budget		Amount	Amount
				2013 - 2014			
				August, September, October - First Quarter			
				Agriculture Perkins Budget	**$47,950.00**		
				Pathway Budget: Ag Science	$3,506.00		
			4310	**Instructional Supplies**			
				01-3550-490-1510-1000-4310-0000-0			
				FFA Leadership Packets	$825.00	$825.00	
			4310	***TOTAL***	***$825.00***		
			5200	**Conference**			
				01-3550-490-1510-1000-5200-0000-0			
				CATA and NAAE Registrations	$266.00		
26/2013	R140984			CATA and NAAE Registrations		$266.00	
				Regional CATA Conferences	$120.00		
23/2013	R140972			San Joaquin region CATA		$120.00	
				State CATA Conferences	$785.00		
				Roadshow Teacher Inservice Lodging Reinbursement	$250.00		
			5200	***TOTAL***	***$1,421.00***		
			5716/5865	**Field Trips**			
			5716	School Bus - 01-3550-490-1510-1000-5716-0000-0			
			5865	Charter Bux - 01-3550-490-1510-1000-5865-0000-0			
				Blackbeards Sectional Activity School Bus	$1,260.00		
10/2013	Trip #234		5716	Blackbeards Sectional Activity School Bus		$1,260.00	
			5716	***TOTAL***	***$1,260.00***		
			6400	**Capital Outlay**			

			5716/5865	***TOTAL***	***$508.50***		
			6400	**Capital Outlay**			
				01-3550-490-1510-1000-6400-0000-0 *w/approval			
				10 Foot Offset Disc	$8,500.00		
				3 Pt Airblast Sprayer	$6,782.40		
/29/2013	141034			Gearmore Model APL 200 50-Gallon Air Sprayer		$6,782.40	
			6400	***TOTAL***	***$15,282.40***		
				Total Ornamental Horticulture Perkins Budget	**$18,021.40**		

				01-3550-490-1510-1000-6400-0000-0 *w/approval			
			6400	**TOTAL**	**$0.00**		
				Total Ag Science Perkins Budget	**$3,506.00**		

HH. Current Year's VEA District Allocation

Madera South High School
Agriculture Department
Budget

Perkins 2013-2014	**42,000**
Books/Supplies	3,200
Services/Operating Expenditures:	
Transportation	11,800
Instruction	5,000
Professional Development	8,000
New Professionals	
National FFA convention	
San Joaquin region road show	
Regional Meetings	
CATA Summer Conference	
Substitute's	8,000
FFA Leadership Packets	6,000

Incentive Grant	**26,000**
Instructional Supplies	16,000
Travel	5,000
Equipment Replacement	5,000

II. Brief Description Of Your District/Department Budge Process

District/Department Budget Process

Our District has always been supportive of our agriculture program; we get a school site budget of $8,000.00 to spend on class supplies. Our Perkins allotment is $46,000.00, and we get $25,000.00 to spend on needs for our farm and or classroom supplies. They also match our incentive grant through subs, vehicle maintenance and fuel. The district overmatches our AIG funding and it helps us throughout the year to spend the money we get for what we need. We also have ROP budgets of $9,500.00 for power mechanics and $15,000.00 for the welding program. We spend well over $100,000.00 a year on our students and classes.

To open a PO in the district we use a pink requisition forma and we have an ASB account that uses a separate PO form. (See Attached)

MADERA UNIFIED SCHOOL DISTRICT
PURCHASE REQUISITION

Originator Information:

Site:	
Deliver to:	*Warehouse* ____ *Site* ____
Requested By	
If Categorical Funding:	*Site Plan #* _____
Technology?	*Yes* ____ *No* ____
Categorical and Technology Projects must be approved by respective directors	

Preferred Vendor Information: Date:

Name: _____

Address: _____

Phone # _____ Fax # _____

Fund	Resource	School	Goal	Function	Object	Dept	Year	

All additional quotes, specifications or information must be faxed or scanned directly to the Purchasing Office (fax 673-9

Acct.	Description	Unit Issue	Qty	Uni Cos

Admin. Approval: _____ Categorical Approval: _____ Technology Approval: _____

PUI
ACC
SCHOOL/DI

MADERA UNIFIED SCHOOL DISTRICT

Madera South High School

ASSOCIATED STUDENT BODY
PURCHASE ORDER REQUEST/ CHECK REQUEST

Organization (Club/Sport): _____ Account #_____

☐ **Purchase Order** ☐ *Open P.O.* ☐ *One Time Use*

☐ **Check Request –invoice or original receipt must be attached**
ASB is not obligated to pay for an expenditure ordered by a staff member or student who has not first received pre approval using one of the following methods:

☐ *Purchase Order #:* _____ ☐ *Item Listed on Yearly Budget* ☐ *Meeting Minutes Attached** *Clubs only

Vendor Name _____ Phone _____

Address _____

Reason for Purchase Order or Check _____

For Purchase Orders - attach a quote or list items below (Check Requests MUST have invoice attached):

Quantity	Description	Amount
	Total Including Tax & Shipping	
	Purchase Order DO NOT EXCEED Amount:	

Date Needed: _____ ☐ Mail to Payee ☐ Place in Requester's Box

Club Advisor/Athletic Coach: _____ Date: _____

Club Treasurer/Team Representative: Mila Cruz Date: _____

Activities Director: _____ Date: _____

Administrator: _____ Date: _____

BUSINESS OFFICE USE:

P.O. Number: _____ Vendor Code: _____ Date Issued: _____

Check Number: _____ Amount Paid: $_____ Date Paid: _____

JJ. Copy Of Department Chairperson's Duties And Responsibilities

KK. Copy Of Chart Of Responsibilities

Madera Agriculture Department Chart of Responsibilities

	T. Deniz	B. George	D. Gilles	C. Luera	K. McKenna	K. Sheehan	J. Williams
PROJECT SUPERVISION							
Ag Mechanics	X	X					
Beef	X						
Dairy							X
Floral			X				
Goats						X	
Horse				X			
Ornamental Horticulture					X		
Poultry						X	
Rabbits				X			
Sheep					X		
Swine		X					
Work Experience	X	X	X	X	X	X	X
JUDGING TEAMS AND CONTESTS							
Ag Welding	X						
Banking					X		
Best Informed Greenhand						X	
Co-op Quiz							X
Cotton			X				
Creed Speaking		X					
Extemporaneous Speaking				X			
Floriculture			X				
Impromptu					X		
Job Interview	X						
Meats		X					
Ornamental Horticulture					X		

Madera Agriculture Department Chart of Responsibilities

	T. Deniz	B. George	D. Gilles	C. Luera	K. McKenna	K. Sheehan	J. Williams
Opening and Closing							
Novice Team		X		X	X		
Open Team	X		X			X	X
Officer Team							X
Prepared Speaking							X
Parliamentary Procedure							
Novice							
Advanced						X	
Scrapbook					X		
Small Engines							X
Vet Science						X	
Vine Pruning					X		X
Vine Judging					X		X
TRANSPORTATION REQUESTS							
Contests/Field Days		X					
FFA Field Trips		X					
Assigned Committees							
Student Development					X		
Community Service		X				X	
Chapter Development			X	X			
Publicity							X
FFA BANQUETS							
Clean up	X	X	X	X	X	X	X
Food	X	X					X
Set up & Decorations & Awards Table			X		X	X	X
Slide Show		X					X
Program, Awards, Officers		X					X

Madera Agriculture Department Chart of Responsibilities

Tech Support/Greeters	X				X		
	T. Deniz	**B. George**	**D. Gilles**	**C. Luera**	**K. McKenna**	**K. Sheehan**	**J. Williams**
REPORTS							
Facility Reports					X		
Program of Work							X
Roster					X		
Incentive Grant and Budget					X		
R-2					X		
Program Plan					X		
SAE	X	X	X	X	X	X	X
Grants					X		
Calendar of Events							X
OTHER ASSIGNMENTS							
Field Day Registration			X				
Ag Advisory Meetings	X	X	X	X	X	X	X
MFE/ALA Conference		X					X
Department Chairperson					X		
Hotel Registration for Contests						X	
CATA Conference	X	X	X	X	X	X	X
FFA Advisors		X					X
FFA Meetings	X	X	X	X	X	X	X
FFA Week	X	X	X	X	X	X	X
National Convention		X				X	
State Degree & Proficiency App.	X	X	X	X	X	X	X
American Degree Applications			X				
Chapter Applications		X					X
Officer Leadership Trainings		X					X
Permission Slips/CDE						X	

Madera Agriculture Department Chart of Responsibilities

Chemical Use Reports	X						
	T. Deniz	**B. George**	**D. Gilles**	**C. Luera**	**K. McKenna**	**K. Sheehan**	**J. Williams**
Officer Retreat	X	X		X	X	X	X
COLC		X					X
SOLC		X					X
ROLC		X					X
Regional Meetings							
FFA		X					X
CATA	X	X	X	X	X	X	X
Sectional Meetings							
FFA				X			X
CATA	X	X	X	X	X	X	X
State Leadership Conference		X					X
Greenhand Conference				X	X		X
Road Show	X	X	X	X	X	X	X
Farm Laboratory Upkeep							
Beef/Dairy Barn & weeding	X						X
Sheep/Goat Barn & weeding					X	X	
Side walk between Sheep/swine		X			X	X	
Restrooms - cleaning					X	X	
Swine Barn & weeding		X					
Horse/Hay Barn & weeding				X			
Manure spreader	X						X
Wash rack				X			
Horse Arena		X		X			
O.H. Area					X		
Disking Farm once/month	X	X					X
Fueling Tractors							X

Madera Agriculture Department Chart of Responsibilities

Area behind Ag Engineering Bld	X	X					X
	T. Deniz	**B. George**	**D. Gilles**	**C. Luera**	**K. McKenna**	**K. Sheehan**	**J. Williams**
Water Trough Cleaning						X	
Pasture Water Scheduling							X
Landscaping Farm					X		
Herbicide Application	X						X
Fueling Vehicles & Cleaning	X	X	X	X	X	X	X
Vehicle Maintenance	X						
Vineyard Maintenance					X		X
Vehicle Assignments/Maintenance	**112**	**117**	**Fuel**	**119**	**128**	**127**	**199**

Duties and Activities as agreed upon by the Ag Staff

Tim Deniz	Brent George	Darlene Gilles
Crystal Luera	Kristin McKenna	Kristin Sheehan
John Williams		

LL. Copy Of Substitute Teacher Procedure And Plans

Sub Procedures

1. Take roll using seating chart in roll book
2. Follow sub plans for each period
3. DO NOT ALLOW STUDENTS IN THE SHOP UNSUPERVISED
4. Call cleanup 10 minutes before the bell is supposed to ring
5. Have all students sitting in their seats before excusing them

In case of emergency please call Ext. 1550 to reach the closest administrator. If you have any problems with the students please leave their name on this report and send them to the office. If you have any questions call Ext. 1706 to reach Mrs. Mckenna.

Report:

Follow all school rules and procedures while in this class.

Sub Plans 11/18 & 11/19

Thanks Jim for subbing for me the next couple of days. I am at a conference trying to become a better at what I do. The next couple of days will be easy, there are two schools coming the next two days to present their programs to our kids. On Thursday it's Lincoln Tech Center and on Friday, Darryl Fishman will be here to talk about Merced College.

Thursday 11/18

1st period- Students need to define terms on page 301 and answer questions 1-8. This is due at the end of the period.

2nd-4th Period, the gentleman from Lincoln School of Technology will present his information to these classes. His presentation lasts about 45 minutes and should take up the entire period.

6th period- Show an episode of Dirty Jobs, the students need to fill out the worksheet that is designed for Dirty Jobs.

Friday 11/19

1st period – Have students answer questions on page 80 of the textbook. They need to write out the questions and answers.

2nd – 4th period- Fishman from Merced college will be here to present information about Merced College. He will be in Deniz's class first period, but then he will move done to your class for 2nd through 4th Period.

6th period- Have students define terms on page 99 of the Ag Mech 1 Textbook. Woodworking is our next unit in this class.

If you have any issues, give me a call, thanks again for covering for me.

Thanks,
John

MM. Proficiency For Vocational Agriculture Students

FOR USE BEGINNING IN 2006

PLACEMENT
Proficiency

CALIFORNIA

STATE: CA

Chapter # CA 0141

Member ID # [redacted]

Place Label Here

DAIRY PRODUCTION
Name of Proficiency Award Area

1. Name: Matthew [redacted]

   Name on chapter FFA roster: (If Different):

2. Date of Birth: 11 - 2 - [redacted] (Month) (Day) (Year) 3. Age: 17

4. Gender: X Male ____ Female 5. E-mail: [redacted]

6. Address: (street address required) [redacted]

   City: Madera State: CA Zip: [redacted]

7. Home Telephone number (including area code): (559) [redacted]

8. Name of Parents/Guardians 9. List Parents/Guardians Occupation Below:

   a. Father: Frank A. [redacted] Dairy Farmer

   b. Mother: Kathleen [redacted] Homemaker

10. Complete FFA Chapter Name: Madera FFA

11. Name of High School: Madera South High School

12. School Address: (street/RR./box no.) 705 W. Pecan Ave

    School City: Madera State: CA School Zip: 93637

13. School Telephone Number (including area code): (559) 675-4450

14. Chapter Advisor(s): John Williams

15. Year FFA Membership Began: 2007

16. Years of Agricultural Education Completed: 2

17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: 4

18. Year in school at time of applying for the award: 11

19. If you have graduated from the high school, year graduated:

20. State/National Dues paid? YES

We have examined this application and find that the records are true, accurate, and complete. We hereby permit for publicity purposes, the use of any information included in this application with the exception of the following:

Candidate Signature

Parent or Guardian Signature

In addition, we certify the applicant has achieved a satisfactory record of scholastic achievement.

Chapter Advisor Signature

Superintendent or Principal Signature (indicate which)

The information contained in this application has been substantiated by an actual visit to the site of the applicant's supervised agricultural experience program.

Employer Signature (if applicable)

State Supervisor, Ag Ed, Signature

NOTICE: This application will not be returned by the National FFA Organization. Please make a copy for your records.

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

I. Performance Review

A. Getting Started in this activity:

1. Briefly describe your SAE as it is related to this proficiency area. Describe how you started in this proficiency area. What interested and motivated you to begin?

My supervised agriculture experience project consists of working on my father's 5,600 cow dairy, it's on 650 acres in western Madera County. The dairy has over 33 employees, my responsibilities consists of relief milking, bedding down pens, cleaning barns and treating cows along with numerous other tasks. I currently make $11.75 an hour and work after school, weekends and on weekdays during the summer and holidays. I first started this project the summer before my freshman year in high school, I always loved being around the dairy and helping out my dad. So when I turned 14 my father decided to hire me as an employee. My family has always been in the dairy industry dating back to when my grandparents lived in the Azores, it has been the main source of income for our family and it is with great pride that I help my father to support our family.

2. When you were planning your supervised agricultural experience in this proficiency area, what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

Goal #1- Learn how to milk cows efficiently independently without help from the workers on the dairy. Being independent makes the operation easier for all of the employees because I won't need to have someone supervise me on a daily basis. With practice, I will be able to achieve this goal in a timely manner to increase my efficiency when milking the cows.

Goal #2- Be able to deliver calves safely to increase the health of the new born calves. The entire dairy is based on keeping the animals healthy to provide safe milk. To achieve this goal, I will need to work with the herdsman and learn all of his techniques to increase the health of the future cows. The calves are very important to the future of the dairy.

Goal #3- Learn how to use the equipment to increase the comfort of the herd on the dairy. The equipment at the dairy is crucial in keeping up an efficient operation. With lots of hours of practice, I will be able to be efficient on the equipment, there for the cows can be more comfortable and produce more milk.

B. Progress:

1. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

In life, my ultimate goal is to own and operate a dairy farm of my own. I have lived on my parent's dairy farm my whole life. This is a special advantage because whenever there is a problem at the dairy I am only a few minuets away from fixing the problem. Also with my father's vast knowledge of dairy cattle, he has played a major role in my employment success at Fabland Farms. My parent's have been very supportive of my decision to work for them because they know that working with dairy cattle is something that I enjoy. I started working with dairy cattle at a young age while was showing at fairs. By doing this I have been able to spot things that affect dairy cattle. Now I use my knowledge on a larger scale. Also by attending various dairy industry seminars I have also acquired knowledge of how the industry functions. My father and I also attend workshops that range from anything from heard health, cow comfort, business management, and many more. With all of this newly acquired knowledge it will benefit me in the future when I attend college and start working in the dairy industry. In my Supervised Agriculture Experience there has only been one disadvantage that I can recall. The major disadvantage I have had was learning how to properly give Dextrose to dehydrated cows. This was because the needle has to go straight into the vain; when I first started I had a difficult time trying to penetrate the vain. Once I over came this, my job in the hospital pen became much easier.

B. Progress (continued)

2. Briefly describe your placement in this proficiency area. (Include a description of the business/ farm, working conditions, size, number of employees, type of facilities, equipment available, etc.)

I have been working at Fabland Farms since June of 2007. The dairy is located on 650 acres in Western Madera County. We milk 2,700 cows and we have an additional 2,900 head of young stock, making the dairy one of the largest in the county. The cows are milked in a double thirty parallel milking parlor. I don't have a set position on the dairy; rather I perform any task that needs to be done. During my milking shifts, there are four people in the milking pit, and one cow pusher. There are thirty three full time employees on the dairy. I spend more than seventy hours on the dairy per week during the summer. On weekends when I don't have FFA activities I relief milk both Saturday and Sunday, and the milking shift lasts twelve hours. During the summer I spend almost everyday on the dairy; I show up to work at six in the morning and I don't leave until four in the afternoon. When I first started working I got paid $9.25 an hour, every year my pay goes up $1.25 since I learn how to do new tasks and thus become more valuable to the operation.

3. How has your position description and/or responsibilities changed during the time of your placement?

Since the start of my employment at Fabland Farms over three years ago, my responsibilities have not changed. I did the bulk of my dairy training in my first year of my employment in 2007. This prepared me to perform any tasks that I need to do in the future. My responsibilities on the dairy include relief milking, bedding freestalls, cleaning the maternity barn, pulling calves, hauling bedding, and assisting the vet when she comes to the dairy on a weekly basis. In the future I hope to obtain a more challenging role on the dairy, although I consider my current role challenging, I want to broaden my horizons. The position I really want to try, is feeding all the cows on our dairy. Preparing feed rations is something that I have not learned how to do yet. Since we have over 5,600 cows, feeding that many is going to be a challenge. By doing this, I will be able to take the next step in my goal of learning all the aspects of dairy farming.

C. Analysis/Evaluation of Program

1. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) in this award area as related to the goals and objectives described on page 2, question 2.

The goals that I have chosen have been a work in progress since I started this project. My first goal was to be able to milk cows efficiently without the help of the workers on the dairy. Since we work 12 hour days, I have had a lot of practice to be able to do this. Whenever it is time for me to milk, I try to keep up with the person next to me, I am more efficient than when I first started, but there is still room to improve. My second goal was to be able to deliver calves, since the dairy averages 9 calves a day; I am able to assist in any way possible when I am at the dairy. I am able to help deliver calves on my own when needed. My third goal is to be able to use equipment to increase the comfort of the herd. I have been trained on all of the equipment on the dairy, now i am working on increasing the efficiency at which I am using the equipment to lay almond and rice hulls.

2. Describe the personal goals, educational goals, and career goals you would like to achieve in the next ten years.

My first goal is to graduate high school with above a 3.5 Grade Point Average. In order to accomplish this I must give every class my full effort and attention. Upon completion of high school in June 2011, I would like to attend Cal Poly San Luis Obispo or California State University, Fresno and major in dairy science with a minor in farm business management. With all of the knowledge and skills that I have I about the dairy industry I will have good foundation going into the program and will be able to learn about the more advanced topics. I would like to graduate from college in June 2016 and immediately purchase the dairy farm from my father, so I can begin my future career. I would like to maintain at least a herd of 5,000 cows and be milking at least half of those at any given time. Because I believe strongly in the community of Madera I intend on continuing my involvement with the Madera FFA Chapter by helping to coach a Dairy Cattle Judging Team. I will also make myself available to the Dairy Advisor at Madera South to help with the Dairy Replacement Projects for the county fairs.

I. Scope, Income and Expense Summary for : DAIRY PRODUCTION

Placement and Research Experimentation Type Supervised Agricultural Experience Program (20)

Year	Major Job Title Type of Work and/or Activities completed	Total Hours Worked Unpaid (A)	Paid (B)	Total (C)*	Gross Earnings (D)	Total Expenditures (E)	Net Earnings (F)**
Mo/Day/Yr June1,2007 to Dec. 31 2007 (Year)	Relief Milking		744.0	744.0	$6,882		$6,882
	Bedding Freestalls/Hauling Bedding		390.0	390.0	$3,608		$3,608
	Cleaning Maternity Barn		150.0	150.0	$1,388		$1,388
	Purchase Work Clothes					$100	($100)
Totals for Year 1			1284.0	1284.0	$11,878	$100	$11,778
Jan 1, to Dec. 31 2008 (Year)	Relief Milking		1264.0	1264.0	$14,536		$14,536
	Bedding Freestalls		80.0	80.0	$840		$840
	Cleaning Maternity Barn		80.0	80.0	$840		$840
	Purchase Work Clothes						
	Pulllling Calves		100.0	100.0	$1,050		$1,050
Totals for Year 2			1524.0	1524.0	$17,266		$17,266
Jan 1, to Dec. 31 2009 (Year)	Relief Milking		950.0	950.0	$11,162		$11,162
	Bedding Freestalls/Hauling Bedding		300.0	300.0	$3,525		$3,525
	Cleaning Matenity Barn		140.0	140.0	$1,645		$1,645
	Treating Down Cows		80.0	80.0	$940		$940
	Pulling Calves/Ear Tagging Calves		70.0	70.0	$823		$823
	Purchase of Work Clothes					$100	($100)
Totals for Year 3			1540.0	1540.0	$18,095	$100	$17,995
Jan 1, to Dec. 31 2010 (Year)							
Totals for Year 4							
Jan 1, to Dec. 31 2011 (Year)							
Totals for Year 5							
Jan 1, to Dec. 31 2012 (Year)							
Totals for Year 6							
GRAND TOTALS	**Year (1+2+3+4+5+6)**		4,348	4,348	$47,239	$200	$47,039

* Columns (A) plus (B) = (C) ** Columns (D) minus (E) = (F)

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

III. Balance Sheet

DAIRY PRODUCTION
(5)

ASSETS & INVESTMENTS	Beginning Value on Date Entered Ag (A)	Ending Value at End of Last Completed Record Year (B)
1. Current/Operating Assets		
a. Cash on-hand, checking and savings		$52,101
b. Cash value - bonds, stocks, life insurance		
c. Notes & accounts receivable		
d. Total Current/Operating Inventory (all other current assets)		
2. Total Current/Operating Assets (1a+1b+1c+1d)		$52,101
3. Non-Current/Capital Assets		
4. Total Assets (2+3)		$52,101

LIABILITIES	Beginning Value on Date Entered Ag (A)	Ending Value at End of Last Completed Record Year (B)
5. Current/Operating Liabilities (notes payable)		
6. Non-Current/Capital Liabilities		
7. Total Liabilities (5+6)		

8. NET WORTH (4 minus 7)		$52,101

SUMMARY OF SOURCE AND USE OF FUNDS	Beginning Value on Date Entered Ag (A)	Ending Value at End of Last Completed Record Year (B)
9. Earnings from this proficiency area	XXXXXXXXXXXX	$47,039
10. Other SAE earning NOT from this area	XXXXXXXXXXXX	$13,093
11. Earnings from non-SAE activities	XXXXXXXXXXXX	$2,500
12. Income other than earnings	XXXXXXXXXXXX	
13. Total Earnings (9+10+11+12)	XXXXXXXXXXXX	$62,632
14. Use of Funds	XXXXXXXXXXXX	
a. Total educational expenses	XXXXXXXXXXXX	$8,400
b. Total other personal expenses **(Includes local, state & federal income tax and FICA)**	XXXXXXXXXXXX	$2,131
15. Total use of funds (14a+14b)	XXXXXXXXXXXX	$10,531

IV. Skills and Activities

A. Skills (25)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

1.Skill Number One.

Year	Skill	Where Attained	Student Hours
2007	Proper milking techniques and procedures help in preventing mastitis and stress on the cows.	Fabland Farms	100

Description of Skill:

In order to make sure the cow is properly milked there are certain steps a milker must follow. When a cow enters the parlor, she is first sprayed with a pre-dip solution of 1% iodine that rids her udders of any uncleanness; I let the solution sit for two minutes, while I am applying the pre-dip to the other cows. Next, I come back to the first and make sure the udders are properly dispensing milk. Then I check the udders, I apply the machine starting with the back udders and then I attach the machine to the front udders. Once the cow is done milking, I apply a post-dip 1% iodine solution to prevent diseases such as mastitis. As one string leaves the barn, I use the same technique on every cow and string that comes through.

2. Skill Number Two.

Year	Skill	Where Attained	Student Hours
2007	Increasing cow comfort which in turn prevents diseases and increases milk production.	Fabland Farms	250

Description of Skill:

In order for a cow to reach her full milk production potential, she needs to remain as comfortable as possible. At Fabland Farms, I bed all the freestall barns with almond shells. After the beds are filled, I come back through with a tractor that has a freestall rake attachment. By doing this the almond shells get raised up and become fluffier. All this is done while the string of cows is in the milking barn, so when they return to the pen they have fresh bedding. The freestall barns are re-filled every five days, and they are raked every day. By keeping the freestall beds clean cow comfort goes up which in turn increases milk production. Also since the cows are on a soft surface the udders stay clean and mastitis cases have decreased by 65%. This has raised our milk production and decreased our medical expenses.

3. Skill Number Three.

Year	Skill	Where Attained	Student Hours
2008	Identifying cows with medical problems, and proper administration of medicine to cows in the hospital pen.	Fabland Farms	75

Description of Skill:

When a cow in the hospital pen looks stressed, or in pain, I must first diagnose the problem. There are many different ways to identify a sick or distressed cows. They can exhibit signs such as delayed movements, bloating, eye and ear placement, discomfort with movement, or other indicators. Once I can see that something is wrong with the cow I immediately move her to the hospital pen. Next, I either administer antibiotics, or wait a while to see if the problem can fix itself. When working in the hospital pen I have many medicines at my disposal to take care of the cows illness. With all the hours I have put in, this has given me a larger understanding of different ways to identify medical problems. When I have my own dairy in the future I can reduce my medicine costs and decrease my cull rate.

IV. Skills and Activities (continued)

A. Skills (continued)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

4.Skill Number Four.

Year	Skill	Where Attained	Student Hours
2007-2009	Delievering healthy live calves and proper nursing procedures.	Fabland Farms	110

Description of Skill:

At Fabland Farms we have an average of eight calves born each day. We bed our maternity barn with rice hulls, so when the cow is ready to calve she has a soft surface to calve on. When the calf is born it will have a warm, soft surface, to lie on until I am able to come and move it to the calf hutch area. By doing this the calf has a better chance of surviving its first few hours. After I move the calf to the hutch I immediately bottle feed the calf 24 liters of colostrum. The colostrum contains many vitamins and minerals that are critical for the calf to be healthy and to grow. I take great pride in this particular task because I am making sure that our future herd is healthy and strong. In the future we plan on raising our own calves, so I have been going ranch where we send our calves and see how they operate in order to get a better understanding.

5. Skill Number Five.

Year	Skill	Where Attained	Student Hours
2008	Maintain maturnity barn to prevent disease and increase comfort for cows and calves.	Fabland Farms	370

Description of Skill:

At a given time, our maternity barn could have up to 30 cows calving. This can cause many problems for the calves and cows. One of my jobs is to maintain the maternity barn to prevent disease from spreading to the new calves and increase comfort to the cows. The barn needs to be cleaned weekly so that the calves being born will have a clean environment. After the barn is cleaned, we lay rice hulls on the ground to keep the new calves warm and increase the comfort to the cow. To do this job, I use our M9000 Kubota tractor with a 6 foot box scraper. The rice hulls arrive every week as needed. This is a very important aspect to my job because the new calves need to be comfortable before we move them to the calf hutch.

6. Skill Number Six.

Year	Skill	Where Attained	Student Hours
2009	Using proper equipment operating procedures to haul feed and fertilizer.	Fabland Farms	50

Description of Skill:

Due to our dairy's large number of cows, we have a lot of excess manure. Once I scrape up all the manure I load it up into our manure truck and haul it across the street to our ranch to be used as fertilizer for our forage at a later time. By cleaning up the excess manure, the cows are more comfortable and the cases of disease decrease. On our forage farm, we produce more feed than we can use at one time, so after the forage is harvested, it is put into a bagging machine that seals all the forage into a bag so it doesn't spoil. When we need more feed for our heifers or milk cows, I load up our dump truck and haul the feed to the silage pit where the feeder then uses it. These skills have taught me that in order to run a successful dairy, successful crop yields are needed for your cows to increase their milk production. Also by growing your own crops, your expenses decrease by not having to rely on outside sources.

IV. Skills and Activities (continued)

B. Activities

List your top three placement activities and give a brief description of each one and its contribution to to the success of your supervised agricultural experience program.

1.Activity Number One.

Year	Activity	Where Attained	Student Hours
2007-2009	Relief milking on weekends.	Fabland Farms	2958

Description of Activity:

At Fabland Farms we have two milking shifts from twelve in the morning to twelve at night. We have four milker's in the milking pit, and one cow pusher who bring the cows to the barn from their separate strings. On the weekend I serve as the relief milker. I arrive at the dairy on Friday night and work until twelve in the afternoon on Saturday, and then I come back at the same time on Saturday and work until twelve on Sunday afternoon. In the milking pit, we have certain procedures we must follow to keep the 2,700 milking cow operation running smoothly. Each milker has a separate station he manages. I have been trained to fix any mechanical problems that might occur during my twelve hour shift. If the problem is out of my capability our repairman is only a phone call away, however if I am able to fix the problem myself, Fabland Farms saves money.

2. Activity Number Two.

Year	Activity	Where Attained	Student Hours
2007-2009	Bedding Freestalls with almond shells.	Fabland Farms	770

Description of Activity:

During the duration of my work at Fabland Farms, I always strive to improve our cow's milk production. One way I do this is in the freeestall barns at our dairy, they are filled with bedding every five days. We use almond shells as bedding. This is one of my primary tasks during my summer work on the dairy. While the cows are in the milking barn I load up our freestall bedder and fill up the beds. Once I finish filling the beds, I use our tractor with a freestall rake attachment to groom the beds. This task has taught me the importance of cow comfort. It has also taught me how to properly use machinery to complete a task. On weekdays I spend the majority of my days performing this task

3. Activity Number Three.

Year	Activity	Where Attained	Student Hours
2007-2009	Cleaning the maternity barn on weekly basis.	Fabland Farms	370

Description of Activity:

Cleaning the maternity barn is a task that I perform on a weekly basis. I remove all the old rice hulls with a tractor equipped with a rubber scraper. Once I remove all the old bedding, I stock pile the bedding outside of the barn and I haul it to our ranch to be used as fertilizer at a later time. After the old material is moved, I come back with a loader and refill the barn with rice hulls. This is an integral part of keeping cows comfortable and stress free during the calving process.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Matthew [redacted]

DAIRY PRODUCTION

PHOTO # 1

After the calf is born, it is immediately moved from the maternity barn to the calf hutch. Once the calf is there I bottle feed the calf 24 liters of colostrum. In this picture I am dipping the calfs navel in iodine to prevent infection; I typically will do this to 14 different calves in a week. The next day around 8 am the calves are sent to a calf ranch for three months.

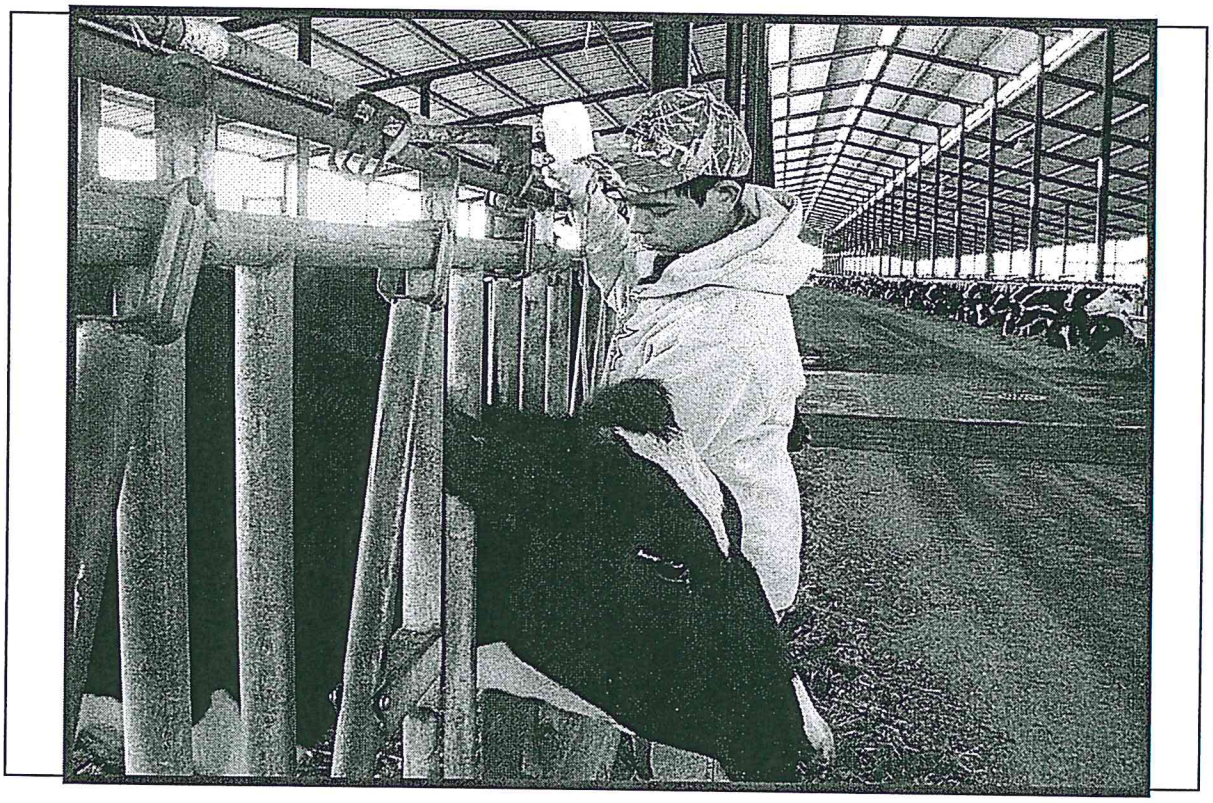
VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Matthew [redacted]

DAIRY PRODUCTION

PHOTO # 2



When a cow is moved in to the hospital pen, my first objective is to make a diagnosis as to what is wrong with the cow or heifer. In this particular photo I am giving Dextrose to a cow that is dehydrated in order to raise the cow's glucose level. Once the cow shows visible signs of improvement she will be moved back in to her normal milking string.

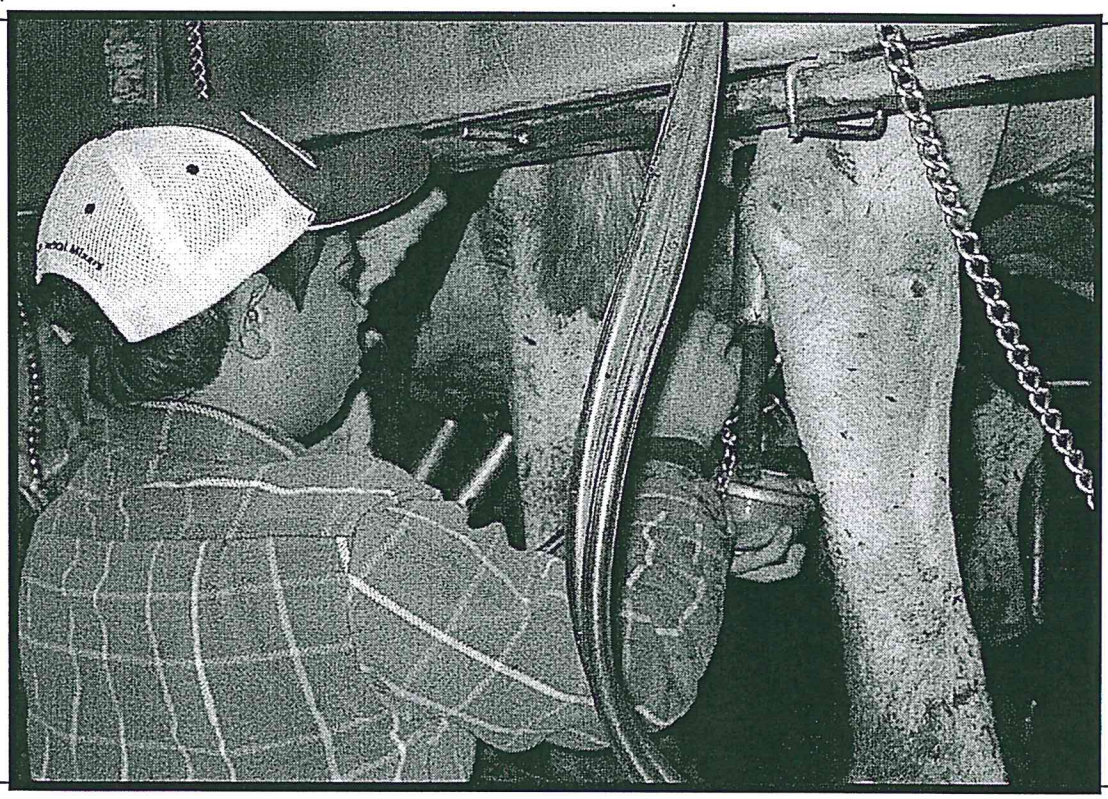
VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Matthew [redacted]

DAIRY PRODUCTION

PHOTO # 3



Twice, on a daily basis we have more than 2,700 milking cows come through the barn. When a cow enters the double 30 parallel milking parlor, my first step is to apply a pre dip solution to her teats and let it absorb for about three minutes. Second, I wipe the teats with rags to remove the solution and make sure milk is coming out of the teats. I apply the machine to the back teats first, then the front teats. Lastly, I apply a post dip iodine solution that prevents mastitis.

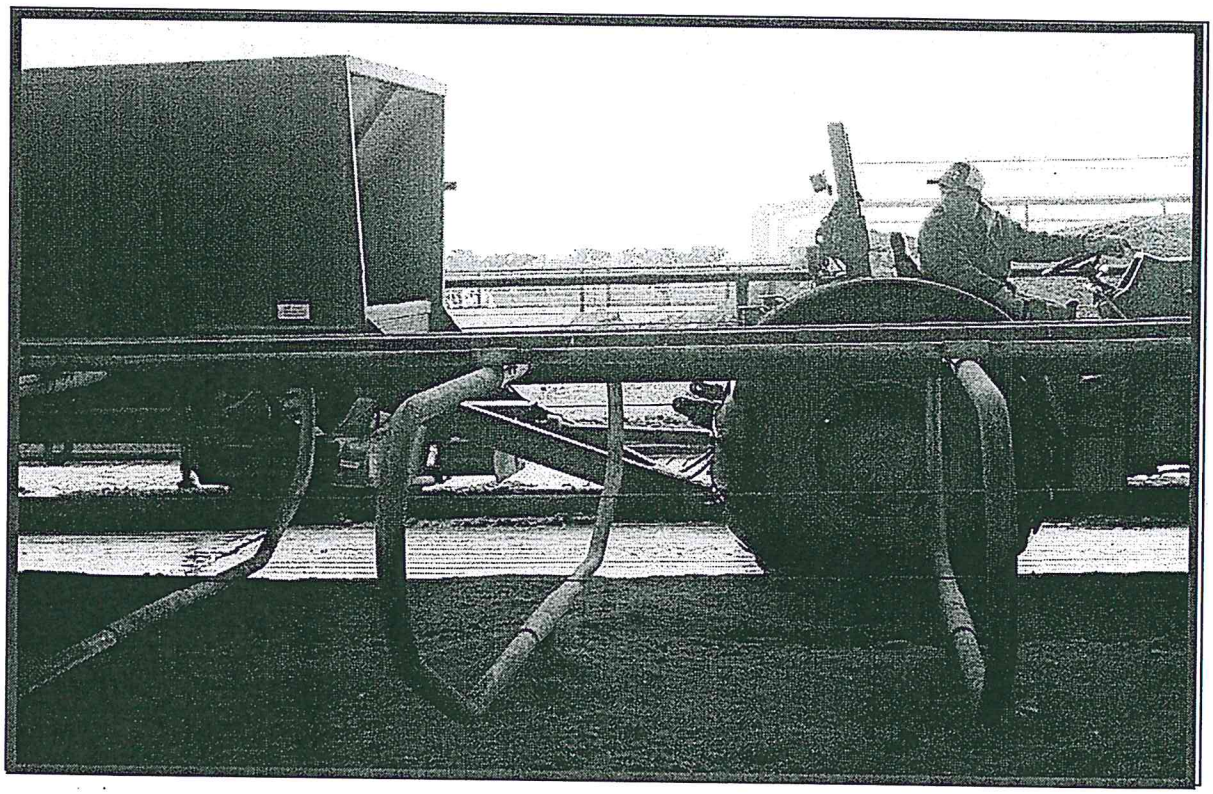
VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Matthew [redacted]

DAIRY PRODUCTION

PHOTO # 4



For our 2,700 milking cows, we strive to increase production from all of our cows. In order for this to happen, we need to maximize cow comfort, which in effect increases milk production and decreases diseases. In this photo I am using our free stall bedder to fill the bed with almond shells. Even though almond shells are expensive, they are the best way to increase cow comfort. By using almond shells the number of mastitis cases also decreases.

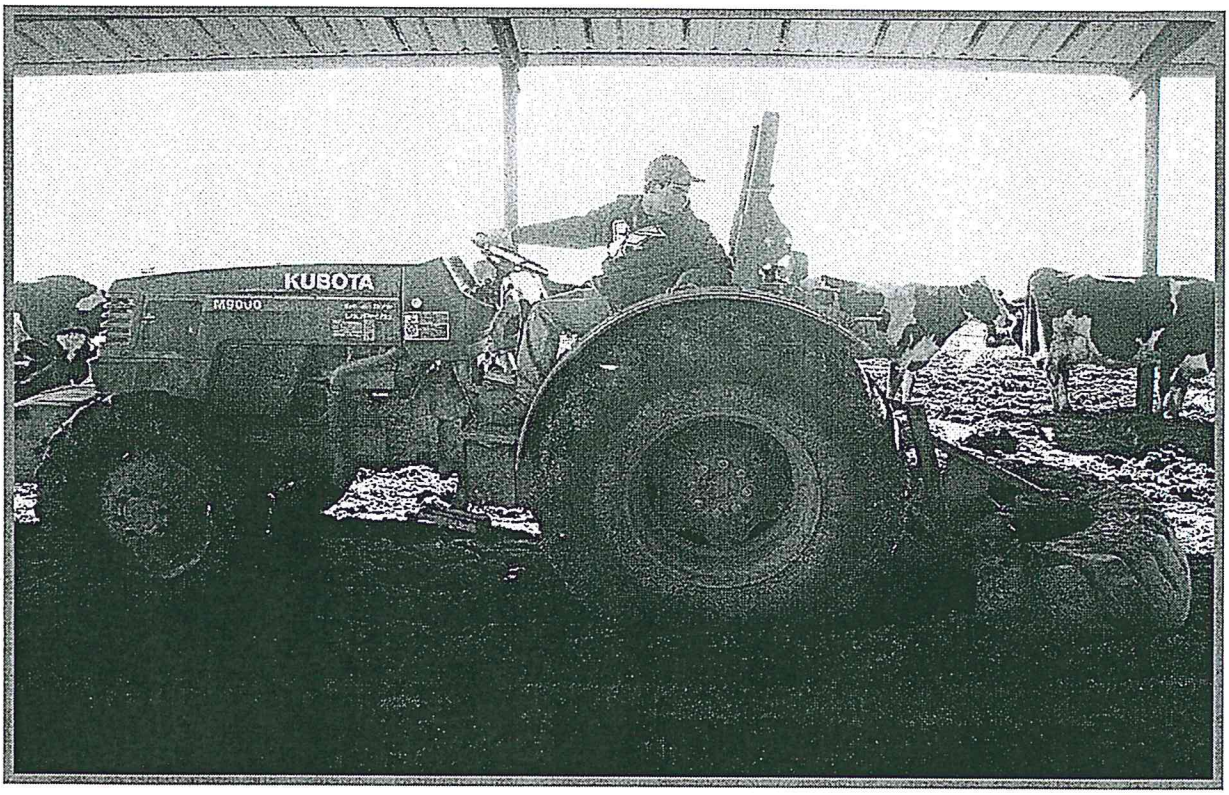
VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Matthew [redacted]

DAIRY PRODUCTION

PHOTO # 5



On average there are about thirty cows in our maternity barn at once. To ensure the cows comfort during the calving process we use rice hulls as bedding. On a weekly basis I clean out the barn using a tractor equipped with a rubber scraper. Once I remove all the old material, I come back with a loader and re-bed the barn with fresh rice hulls. The cows stress levels are decreased during the calving process when the cows are comfortable.

VI. SUPPORTING DOCUMENTATION (continued)

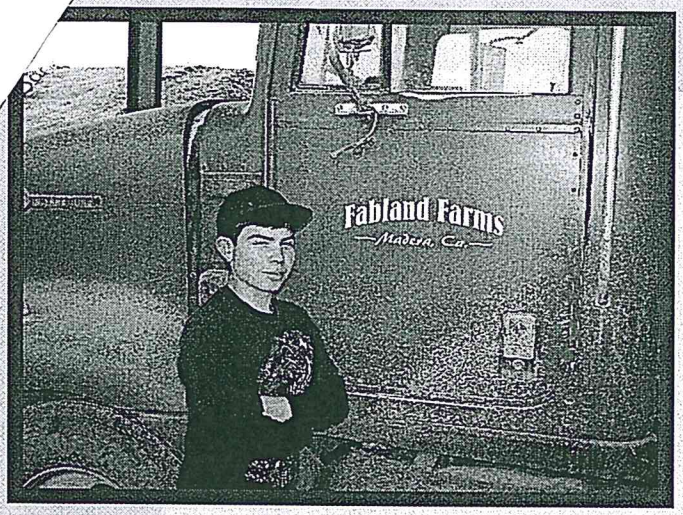
C. Supporting Pictures

Matthew [redacted]

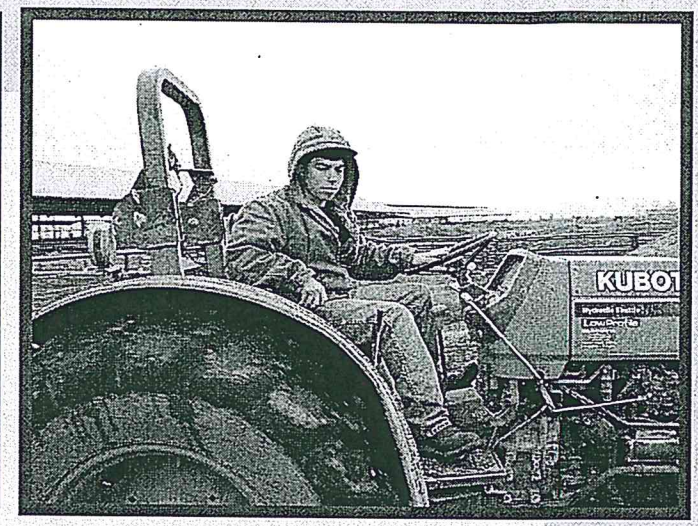
DAIRY PRODUCTION

PHOTO # 6

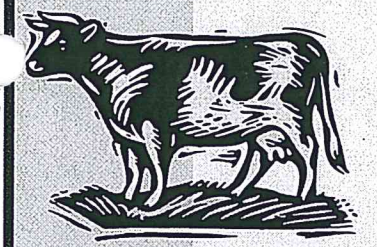
Due to our dairy's large size we store the majority of our feed in the back of the dairy. It is my job to load up our eight yard dump truck with silage that is used for our heifers. I make about four to five trips a day to haul our silage. Once the silage leaves the field it is sent to a bagging machine that packs it in a large bag and then seals it up so the silage does not spoil and we can use it in the winter months.



Standing next to one of 2 feed trucks that we use daily for the cows

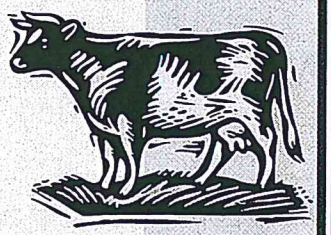


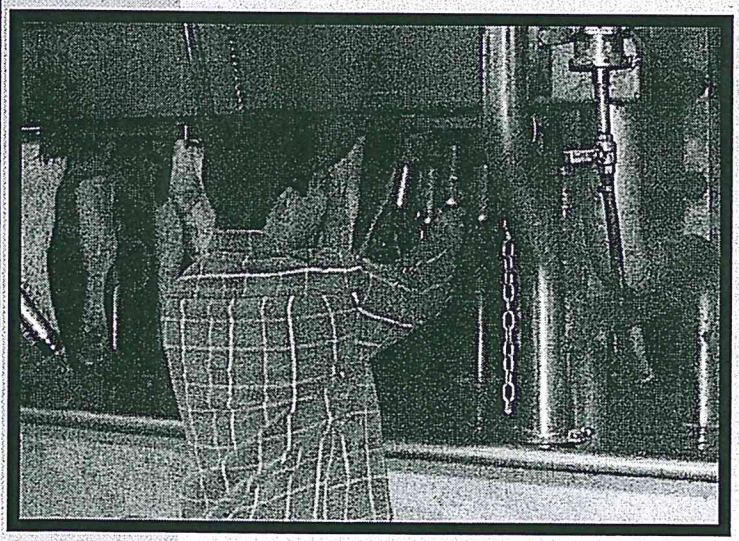
Scraping pens is necessary to keep up cleanliness and reduce disease.



Matthew [redacted]

Dairy Production Placement





Getting ready to pull off the suckers and treat the next cow in line with Iodine.

Moving the dirty almond hulls out to the compost pile after cleaning the pen.

Fabland Farms
Madera, California

Frank [redacted], Owner
[redacted]
Madera, CA [redacted]
[redacted]

To Whom It May Concern:

It is with great pleasure to recommend Matthew [redacted] for this award. Matthew has been an employee at Fabland Farms for 2 ½ years and is an excellent worker. Matthew's ability to learn quickly has made him a strong employee for my business. He has excelled from the beginning of his tenure with my farm. He is a hard worker, very reliable and always willing to take the necessary steps to better himself and my business. Matthew has always given 110% in every task that he has been given. His knowledge of the dairy industry makes him the ideal candidate for this award.

Matthew had always gone above and beyond when asked to do something while working on my Dairy. He has always been there when needed and will be a great dairyman when he is older. Matthew has always wanted to be involved with every aspect of my dairy and he is a great employee.

Every day that Matthew works, he learns something and he has the ability to use that knowledge to better himself as an employee. I believe that he is a great candidate for this proficiency and will be great with everything that crosses his path.

Sincerely,

Frank [redacted]
Fabland Farms

NN. A 2+2 Agreement With A College

OO. Reimbursement For Personal Expenses In All Integral activities Associated With The FFA, SOEP And Professional Development Examples

MADERA UNIFIED SCHOOL DISTRICT

Madera South High School

ASSOCIATED STUDENT BODY
PURCHASE ORDER REQUEST/ CHECK REQUEST

Organization (Club/Sport): FFA-Activities Account #_____

☐ **Purchase Order** ☐ *Open P.O.* ☐ *One Time Use*

☒ **Check Request –invoice or original receipt must be attached**
ASB is not obligated to pay for an expenditure ordered by a staff member or student who has not first received pre approval using one of the following methods:

☐ *Purchase Order #:* _____ ☐ *Item Listed on Yearly Budget* ☒ *Meeting Minutes Attached** *Clubs only

Vendor Name John Williams Phone 805-478-0193

Address 1813 Stoney Creek Ct Atwater, Ca 95301

Reason for Purchase Order or Check Reimbursement

For Purchase Orders - attach a quote or list items below (Check Requests MUST have invoice attached):

Quantity	Description	Amount
	Reimbursement for Skate Night FFA Meeting Supplies	396.00
	Total Including Tax & Shipping	
	Purchase Order DO NOT EXCEED Amount:	395.00

Date Needed: ASAP ☐ Mail to Payee ☒ Place in Requester's Box

Club Advisor/Athletic Coach: Brent George Date: 10/10/13

Club Treasurer/Team Representative: _____ Date: 10/10/13

Activities Director: _____ Date: 10/10/13

Administrator: _____ Date: 10/10/13

BUSINESS OFFICE USE:

P.O. Number: _____ Vendor Code: _____ Date Issued: _____

Check Number: _____ Amount Paid: $_____ Date Paid: _____